

PERSONALITY: HOW DOES IT IMPACT TEACHERS' ORGANIZATIONAL COMMITMENT?

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Abstract: Teacher organizational commitment is a determining factor for achieving quality education. It is believed that teacher personality is one of the main factors which either increase or decrease organizational commitment. This research aims to examine the effects of teacher personality on their organizational commitment. The quantitative approach was employed with the survey method. The samples were selected using the simple random technique by applying the Slovin formula. The participants of this study were 83 civil servant teachers at public senior high schools located in East Jakarta. The data of this study were collected through a survey and then analyzed using Path analysis. The results of the analysis show that t_{count} is higher than t_{table} ($4.329 > 2.64$). This result means that H_0 is rejected while H_1 is accepted. The hypothesis testing shows that personality has a positive direct effect on teacher organizational commitment. Furthermore, it is proven that there are three traits influencing teacher personality, namely emotional stability (33.98%), extroversion (33.56%), and openness to experience (32.46%). Meanwhile, the main factors influencing organizational commitment are employee engagement (33.74%), moral responsibility (33.55%), and loyalty (32.71%). Based on the result of this study, it is suggested that school principals take teacher personality into account in order to improve teacher organizational commitment at schools.

Keywords: *organizational commitment, personality, teacher.*

KEPRIBADIAN: BAGAIMANA PENGARUHNYA TERHADAP KOMITMEN ORGANISASI GURU?

Abstrak: Komitmen organisasi guru adalah faktor penentu dalam keberhasilan pendidikan yang berkualitas. Kepribadian guru merupakan salah satu faktor utama yang diyakini dapat meningkatkan atau menurunkan komitmen organisasi. Penelitian ini bertujuan untuk mendeskripsikan peranan kepribadian komitmen organisasi. Sampel dipilih menggunakan teknik acak sederhana dengan memanfaatkan rumus Slovin. Sebanyak 83 guru PNS SMK di Jakarta Timur dilibatkan dalam penelitian ini. Data yang dikumpulkan melalui kuesioner dianalisis dengan analisis jalur. Hasilnya menunjukkan bahwa t_{hitung} lebih besar dibanding t_{tabel} ($4,329 > 2,64$). Hasil ini mengarah pada penolakan H_0 dan penerimaan H_1 . Hasil pengujian hipotesis menyimpulkan bahwa kepribadian memiliki pengaruh langsung positif terhadap komitmen organisasi guru. Selain itu, terbukti ada tiga sifat yang mempengaruhi kepribadian, yakni kestabilan emosi (33,98%), keramahan (33,56%) dan keterbukaan terhadap pengalaman (32,46%). Sementara faktor utama yang mempengaruhi komitmen organisasi adalah: keterlibatan untuk tetap menjadi karyawan (33,74%); tanggung jawab moral (33,55%); dan kesetiaan individu terhadap organisasi (32,71%). Studi ini kemudian merekomendasikan bahwa kepala sekolah bertanggung jawab untuk memperhatikan kepribadian guru dalam upaya meningkatkan komitmen organisasi guru di sekolah.

Kata Kunci: *komitmen organisasi, kepribadian, guru.*

INTRODUCTION

The Industrial Revolution 4.0 era emerges stricter competition among organizations both

in national or international level. Facing such situation and condition, organizations should determine strategies and release management

policy, particularly on the development of human resources. The enhancement of human resource understanding and management which is claimed as one of the three management challenges (Abdullah, 2009), is obligatory to promote schools' quality.

As an organization, it is inevitable for schools to take momentous changes to anticipate any globalization demand including effective leadership management. This is as an attempt to motivate school staffs specifically teachers to give their best in work. As far as it is concerned, teachers' presence is the major asset of school for the sake of quality advancement.

Teachers should possess eminent commitment to carry on their duties and responsibility as educators at schools. Without mutual commitment, school goals will be unattainable to reach (Pramudjono, 2015). Such commitment is well known as organizational commitment, in which individuals are expected to be able to emerge and realize ideas for the accomplishment of organization vision and mission. It can be merely defined that organizational commitment is individuals' psychological attachment to their organizations marked by trust and acceptance to organizational values and characteristics, as well as intense motivation and desire to reach vision and mission for organizational existence (Situmorang, 2014). The concept of organizational commitment has been being a particular concern based on a premise that individuals are related to their organizations as relative power of individual identification within a specific organization (Suriansyah, 2014). Lovakov (2016) asserts that an employee whose high organizational commitment is a 'great warrior' for his organization.

Wherefore, school principals ought to review and evaluate teacher commitment for continuant betterment of school quality. Variety of attempt should be applied to keep teacher work hard and committed. This matter becomes one of the considerations behind a public policy of Jakarta Governance to pay special attention to their teachers particularly civil servant teachers; one of them is by granting them with regional performance allowance. Nonetheless, Kumorotomo (2011) finds out that the allowance is distributed based on structural position, not functional or objective performance indicators. Hence, the possibility of significant performance

improvement is not promising.

The fact mentioned above becomes an interesting point to investigate; that to foster teacher organizational commitment is not only by granting them allowance. More analysis on their personality is worth to apply. Excellent personality is underlined as one of the competencies to possess by teachers based on Law of the Republic of Indonesia Number 14 Year 2005 on the subject of teachers and lecturers. Personality, to Kinicky & Fugate (2016), is the combination of firm physical, behavioral, and mental characteristics which signal one's unique identity. While Robbins & Judge (2017) view personality as an individual typical reaction and interaction with other people. Providing more complex perspective, McShane & von Glinow (2015) perceive personality as pattern of thoughts, emotions, and behaviors that distinguish someone by the involvement of psychological processes. Those concepts of personality certainly signal that personality involves one's physical performance, behavioral, mental to react and interact with people in his/her surroundings.

Touching on teacher personality, it unavoidably has a close connection with educational improvement at school as their organization. It basically shall determine either school progression or retrogression. Zuber & Altrichter (2018) claimed that teacher personality like self-efficacy and positive affectivity nurtures openness to educational standard reform. Being more specific, Alexander (2017) has shown that teacher's personality is a trusted party at school to empower students.

A number of research have empirically proven the relation between personality and organizational commitment. A research conducted by Fakhrudin, Ilmi, & Achmad (2020) showed that personality affects employee job satisfaction and organizational commitment positively. To be more specific, Akbar, Novian, & Mukhtar (2019) explicated that organization structure, personality and work motivation gives direct influence on organizational commitment. Basnet & Regmi (2019) also argued that the Big Five Personality traits influence organizational commitment in a positive way.

To be more specific, some research investigate and analyze determinant factors or indicators in positive correlation between

personality and organizational commitment. Choi, Oh, & Colbert (2015) observe the relation between the Big Five Personality and the three types of organizational commitment (affective, continuance, and normative). All the personality traits are reported to correlate with all the organizational commitment types. Agreeableness is claimed as the determinant factor. Çelik & Oral (2016) identified similar connection with the same determinant factor. By way of addition, they discovered that consciousness gives quite big impact on organizational commitment (see also Leephaijaroen, 2016). A research conducted by Syed, Saeed & Farrukh (2015), and Thiruvavasi & Kamaraj (2017) either highlighted a significant and positive relation between the five personality traits and organizational commitment dimension. Consciousness and openness are the two facets predicting the relation.

Pointing out personality traits comprehensively, a research of Kumar (2012) noted that openness is the predictor bridging personality and organizational commitment. Yielding similar findings, the research conducted by Njoku, Ebeh, & Mbaeri (2017) significantly displayed the relation between employee personality and their organizational commitment. They further recommended personality test for employees to assess potential employees. Shabahang & Amani (2016) exhibited significant relation between personality, specifically on emotional stability, with organizational commitment. Recently, Lee, Park, Back, Hyun, & Lee (2020) found out expressive personality as a part of emotional stability as the ultimate factor determining the relation between personality and organizational commitment.

The previous research used different indicators or factors to see the correlation between personality and organizational commitment. Other than that, research focusing on civil servant working at vocational high schools have not been frequently reported. Accordingly, the present study is worth to conduct as an attempt to see the impact of personality on organizational commitment which is further expected to advance school quality.

METHODS

The present research employed quantitative approach with survey method and

causal technique or path analysis to find out impact between variables according to the causal model. It portrays two variables in the way they are. Facts are analyzed by looking at independent variable's effect on dependent variable. The research is categorized into inferential as the result of data calculation is used to predict the forthcoming tendency. The analysis connects to the study of estimated error normality test. The path analysis is applied to find out the effect appearing from the two variables, independent variable (exogenous) and dependent variable (endogen). The exogenous variable of the research is personality, and the endogen one is organizational commitment.

The population involved in the present research was civil servants from public vocational high schools. The target population is 2.056 civil servant teachers from 63 public vocational high schools, meanwhile the accessible population is 104 civil servant teachers from 5 public vocational high schools in East Jakarta.

The samples involved in the present research were taken using simple random sampling. 20 respondents were chosen for checking the validity and reliability of questionnaire. After the instrument was valid and reliable, the research data were taken from 83 civil servant teachers.

The instrument used in the present research is questionnaire covering a number of questions generated from personality and organizational indicators. Likert scale (1-5) is utilized with the following alternative answers: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The complete blueprint of each variable is presented in Table 1. The questionnaire reliability was also checked. The result shows that the questionnaire of both variables are reliable to use as the research instrument. The reliability result of the questionnaire is presented in Table 2.

Having collected the data, a series of analysis was applied. The data obtained were first analyzed using descriptive statistics analysis continued by inferential analysis. Descriptive statistics were applied to get data characteristic description such as distribution of frequency, histogram, mode, median and standard deviation, while inferential statistics were applied by normality test using Liliefors formula, then completed by path analysis consisting of model

analysis, test of hypothesis and decision of effect level. Analysis of questionnaire item score was

also applied in advance.

Table 1. Result of Questionnaire Validity

Variable	Blueprint	Before Validity Test		After Validity Test	
		Item number	Total	Item Number	Total
Personality	Extraversion	1,2,3,4,5,6,7,8,9,10,11	11	1,2,3,4,5,6,7,8,9,10	10
	Emotional stability	12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30	19	11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26	16
	Openness to experience	31,32,33,34,35,36,37,38,39,40,41,42,43,44,45	15	27,28,29,30,31,32,33,34,35,36,37,38,39,40	14
Total			45		40
Organizational commitment	Employee engagement to stay in organization	1,2,3,4,5,6,7,8,9,10,11	11	1,2,3,4,5,6,7,8,9,10,11	11
	Moral responsibility	12,13,14,15,16,17,18,19	8	12,13,14,15,16,17,18,19	8
	Individual loyalty to organization	20,21,22,23,24,25,26,27,28,29,30,31	12	20,21,22,23,24,25,26,27,28,29,30	11
	Total		31		30

Table 2. Result of Questionnaire Reliability

Variable	Coefficient	Status
Personality	.979	Reliable
Organizational commitment	.960	Reliable

FINDINGS AND DISCUSSION

Findings

Test of Descriptive Statistics

The first step to do in analyzing the data is descriptive statistics calculation covering some of general data of personality and organizational commitment such as mean, standard error, media, mode, standard deviation, sample variance, range and count. The calculation result is displayed in Table 3.

Table 3. Summary of Descriptive Statistics of Personality and Organizational Commitment

No.	Description	X	Y
1.	Mean	146.46	121.47
2.	Standard error	2.63	1.68
3.	Median	144.57	121.61
4.	Mode	140.62	121.00
5.	Standard deviation	24.00	15.31
6.	Sample variance	575.81	234.52
7.	Range	103.00	60.00
8.	Minimum	97.00	90.00
9.	Maximum	200.00	150.00
10.	Sum	12,156	10,082
11.	Count	83.00	83.00

Note: X: Personality; Y: Organizational Commitment

Analysis of Questionnaire Item Score

Each item of the two variable questionnaire was analyzed based on the answer of each blueprint. The result is shown in Table 4 and 5.

Table 4. Item Score Analysis of Personality Variable (X)

No. Indicator	Total Item	Average Answer	Percentage (%)
1. Extraversion	10	3.68	33.56
2. Emotional stability	16	3.73	33.98
3. Openness to experience	14	3.56	32.46
Total	40	10.97	100

Table 4 directs us to a conclusion that emotional stability places the highest rank as the predictor in personality variable. The second indicator to follow is extraversion. The last indicator to predict the civil servant personality is openness to experience. It is simply inferred that to promote civil servant noble personality, the main concern lies on keeping the teachers' emotion stable as the top facet.

Table 5. Item Score Analysis of Organizational Commitment (Y)

No. Indicator	Total Item	Average Answer	Percentage (%)
1. Employee engagement to stay in organization	11	4.10	33.74
2. Moral responsibility	8	4.08	33.55
3. Individual loyalty to organization	11	3.97	32.71
Total	30	12.15	100%

Table 5 explicates that employee engagement to stay in organization gives the highest contribution on organizational commitment. Moral responsibility is the second one to give effect. The lowest one is individual loyalty. It sketches out that the attempt to build the civil servant organizational commitment can be enhanced by more teachers' involvement in any educational activities at schools.

Test of Normality of Y above X

The normality test displays $L_{count} = .054$ which is less than $L_{table} = .097$ ($n = 83$; $\alpha = .05$). Considering the result, the data of personality and organizational commitment tend to form a normal curve. This is clear that the null hypothesis stating "the samples are not normally distributed" is rejected. In other words, this is to verbalize that all samples come from a normally distributed population.

The recapitulation of normality test is shown in Table 6. Based on Table 6 containing the values of L_{count} and L_{table} , it is convinced

Table 6. Test of Normality Result (Estimation Error of Regression)

Estimation Error of Regression	n	L_{count}	L_{table}		Decision
			$\alpha = .05$	$\alpha = .01$	
Y above X	83	.054	.097	.111	Normal

Table 7. ANAVA for Significance and Linearity of Regression Coefficient $\hat{Y} = 76.42 + .31X$

Variance	df	SSE	RMS	F_{count}	F_{table}	
					$\alpha = .05$	$\alpha = .01$
Total	83	1243890				
Regression a	1	1224659.33				
Regression b/a	1	4467.11	4467.11	24.51**	3.96	6.96
Residual	81	14763.56	182.27			
Standard Error of	50	9952.99	199.06	1.28 ^{ns}	1.59	
The Estimate	31	4810.57	155.18			

Note: ** : the regression is very significant ($F_{count} = 24.51 > F_{table} = 6.96$ at $\alpha = .01$); ^{ns} : the regression is linear ($F_{count} = 1.28 < F_{table} = 1.59$ pada $\alpha = .05$); df : degree of freedom; SSE : sum of squared error; RMS : root mean square

that all pairs of data from the instrument of organizational commitment above personality are from normal distribution samples.

Test of Significance and Linearity of Regression Coefficient on Organizational Commitment above Personality

The calculation of regression equation model between organizational commitment and personality results in regression constant $a = 76.42$ and regression coefficient $b = .31$. In this manner, the model correlation of simple regression is $\hat{Y} = 76.42 + .31X$. Before analyzing the model and using it in drawing conclusion, tests of significance and regression equation linearity were applied. The result of the two tests are arranged in Table 7.

In the regression equation $\hat{Y} = 76.42 + .31X$, the test of significance shows $F_{count} = 24.51$ which is much greater than $F_{table} = 6.96$ at level of significance $\alpha = .01$. On that ground, the regression linearity is stated to be very significant. For the test of linearity, $F_{count} = 1.28$ is less than $F_{table} = 1.59$ at level of significance $\alpha = .05$. For that reason, the estimated distribution point forms a linear line. The visualization of the distribution point can be vividly viewed in the Figure 1.

The summary of significance test and regression linearity is displayed in Table 8. Table 8 clearly illustrates that the change of one personality unit shall increase the value of organizational commitment for .31. Then it is definite to say organizational commitment promotion can be enhanced by veracious management of teacher personality.

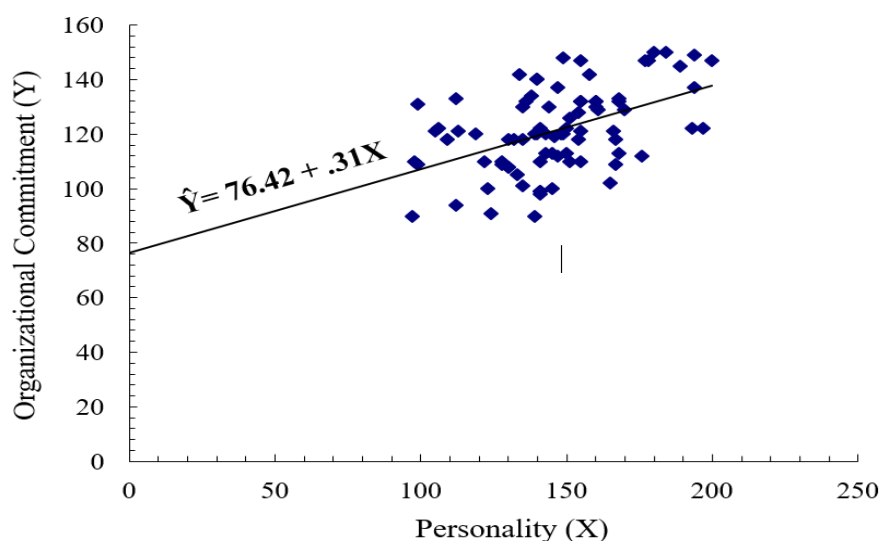


Figure 1. Linear Regression Graphic $\hat{Y} = 76.42 + .31X$

Table 8. Summary of Significance Test and Regression Linearity

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F_{count}	$\frac{F_{table}}{.01}$	F_{count}	$\frac{F_{table}}{.05}$	
X on Y	$\hat{Y} = 76.42 + .31 X$	24.51**	6.96	1.28 ns	1.59	Very significant/ Regression is linear

Note : Reg : Regression; **: Very significant; ns: Non-significant (regression is linier)

Test of Path Significance

The result of path significance test on two variables is displayed in Table 9. Table 9 unveils that t_{count} has much higher value compared to t_{table} at any level of significance (both .05 and .01). This is surely to declare that personality has a positive direct effect on organizational commitment.

Test of Hypothesis

Having calculated the above analysis, the hypothesis testing was applied. Table 10 assuredly shows that t_{count} is higher than t_{table} ($4.329 > 2.64$). To this extent, alternative hypothesis is accepted. This concludes undoubtedly that the civil servant personality gives positive direct effect on organizational commitment as an acceptance of alternative hypothesis (H_1).

Table 9. Summary of Path Significance Test

Direct Effect	Path Coefficient	t_{count}	t_{table}	
			.05	.01
X on Y	.482	4.329 **	1.99	2.64

Table 10. Summary of Hypothesis Testing

Hypothesis	Statistical Hypothesis	Statistical Test	Decision	Conclusion
Personality gives positive direct effect on organizational commitment	$H_0 : \beta_{yx} \leq 0$ $H_1 : \beta_{yx} > 0$	$t_{count} > t_{table}$ ($4.329 > 2.64$) at $\alpha = .01$ for $p_{yx} = .482$	H_0 is rejected	Positive direct effect

Discussion

Personality Effect on Organizational Commitment

The present research's objective is to dig up significant relation between personality and organizational commitment of civil servant teachers in vocational schools in Jakarta. Likewise, the analysis of determinant factors or predictors of each variable researched is also targeted.

The analysis of hypothesis testing invents that the teacher personality gives positive and direct impact on organizational commitment. The path analysis applied testifies the direct effect, with value of correlation coefficient .482 and the value of path coefficient .482. Hence, it draws a conclusion that the civil servant teacher organizational commitment is influenced directly by their personality. The further significance of the conclusion is the notion that well teacher personality shall elevate more commendable organizational commitment.

The finding of the present research is commensurate with the following research discovery. To begin with, Choi *et al.* (2015) had conducted a meta-analysis study deconstructing a number of studies which dispute the effect of personality on organizational commitment. They finally came to a conclusion that personality gives suggestive effect on organizational commitment.

In higher education level, taking a number of staffs working at university as the respondents, Farrukh, Ying & Mangsori (2017) have proved that almost all personality traits examined to the university staffs represent significant connection with their organizational commitment. The commitments featured in the research are normative, affective and continuance. A research conducted by Chalistya, Putrawan & Supadi (2019) reported similar result of their investigation but in different commitment focus. Concerning on affective commitment, they discovered affective commitment is influenced by personality directly and significantly. While in secondary education, a research of Widodo & Damayanti (2020) concluded the existence of personality direct effect on organizational commitment among vocational high school teachers. Giving prominence to the pertinent research, Aspan, Wahyuni, Effendy, Bahri, Rambe & Saksono (2019) marked out

that personality has fortified organizational commitment of university staffs they surveyed.

The present research discovery is either on the testimony of comparable research in banking and finance sector. Abdullah, Omar & Rashid (2013) verified empirically that bank employee personality can be significantly categorized into positive predictor of their organizational commitment. In Indonesia, the research of Kawiana, Dewi, Martini & Suardana (2018) explicitly attested that personality variable has a close positive relation with bank employee organizational commitment.

The positive correlation found in this research is either compliant with suchlike research in health and private sector. Mehr & Dashti (2016) specifically conducted a research to nurses in hospital. They demonstrated eloquent connection between personality and organizational commitment. In private enterprise, Naimi & Ghafeli (2016) authenticated that all components of personality traits except neuroticism, or also known as emotional stability, affects organizational commitment. To go further, Zareena & Krithika (2019) illuminated that the big five personality traits play a consequential role in the amplification of employee organizational commitment.

On the top of that, having analyzed relevant research, Nuckcheddy (2018) affirmed that personality will give impact on organizational behavior, notably on the aspects of organizational tolerance, work environment, and work ethics. As concluded and verified in the research of Yunus, Wahab, Ismail & Othman (2018), personality is dynamic and organized characteristics affecting cognitive aspect, motivation and behavior of employee towards the organization they stay.

Apropos of the present and previous germane research, it is picturesque that well-founded personality shall bring the teachers to perform virtuous organizational commitment especially in case of engagement to stay in organization, willingness to work and responsibility to finish their work, and allegiance to their organization. To a greater degree, the present research sharpens the main finding that nurturing teacher organizational commitment cannot only be stimulated by regional allowance, but also by solicitude acts on their personality.

Predictors of Personality Affecting Organizational Commitment

From the Big Five Personality traits proposed by Goldberg (1993), the present research adapts three traits as the predictors involving extraversion, emotional stability and openness to experience.

Supporting the main finding discussed earlier, it is exhibited that the highest determining predictor of the civil servant teacher personality is emotional stability, with 3.73 average answer or 33.98%. This is honoring the finding revealed by Shabahang & Amani (2016) who conducted the research to school principals. They noticed emotional stability as a critical factor in principals' commitment to their organization. Setting out even further, they designated how organizational commitment has a tight relation with positive job performance. Exposing the identical result, Lee *et al.* (2020) viewed a fact that emotional stability among hospitality industry workers, i.e. expressive personality, has a pivotal function to raise their organizational commitment, moreover in its conjunction with commitment in service quality.

The second highest factor is extraversion, contributing 33.56% to the whole percentage with average answer per indicator 3.68. This predictor is in proportion to the research conducted by Gridwichai, Kulwanich, Piromkam & Kwanmuangvanich (2020) to some pharmacists. The fact depicted the level of extraversion as the starting point of advancing to much higher career. Easy recognition by other employees also stands as the point characterized by extraversion. Abdullah *et al.* (2013) conveyed coequal result after inquiring into level of extraversion of bank employee. The employee extraversion is claimed to give positive effect on their commitment to the bank. The study of Khoeini & Attar (2015) had also proven how employees' extraversion of a hospital positively impacts their commitment to their workplace.

The last factor is openness to experience with average per indicator 3.56 or 32.64% of the total percentage. Similar result has been attested by Acaray & Yildirim (2017). They researched private school teachers and found out that their openness attitude brings positive effect on cognitive and affective commitment. Having examined systematically the connection of openness with organizational commitment to

a university staffs, Khiavi, Dashti & Mokhtari (2016) drew a conclusion that openness is believed as a positive predictor on organizational commitment.

The present research finding symbolizes that personality traits of the civil servant teachers are noteworthy. The preservation of their emotional stability, extraversion and openness to experience should be done to promote the growth of commitment and responsibility to schools.

Predictors of Organizational Commitment

There are three factors used to measure the organizational commitment of the civil servant teachers. They comprise of employee engagement to stay in organization, moral responsibility and individual loyalty to organization.

The first predictor to determine organizational commitment in this research is employee engagement to stay in organization. The average score is 4.10 with percentage 33.74%. The result is in agreement with the research result reported by Rameshkumar (2019). He surveyed a number of mariners and concluded that there is a positive relation between mariner engagement and all types of organizational commitment except continuance commitment. Carrying out a quantitative survey to professional accountants, Tasleem & Ishaq (2016) proposed indistinguishable result, specifying that employee engagement or what they called as job involvement influences organizational commitment positively and significantly. To be more detail, Suryani (2018) postulated that from employees' perception, their engagement contributes to their commitment. While the perception of employers, opportunity to step on higher position or career and team work experience are the predictors of organizational commitment.

The second observed factor is moral responsibility. The score of average per indicator is 4.08 (33.55%). The finding is in harmony with a report from Prutina (2016) after examining employee organizational commitment in a multinational company. The study summarized the employees' perception of responsibility to give impact on their organizational commitment. Presenting more detail explication, Turker (2009), having tested business professionals as the respondents, professed either social or non-social responsibility is a revealing predictor on

organizational commitment. While Ahmed & Tahir (2019) conducted a research to employees of public companies and found out a tendency that their economics responsibility side is also influential to organizational commitment notably affective commitment.

The last facet is individual loyalty to organization. The average score is 3.97 or 32.71%. Corresponding to the previous study result, after analyzing the data taken from a company employees, Iqbal, Tufail & Lodhi (2015) resumed positive significant correlation between employee loyalty and their commitment to the company. Examining employees of heavy equipment dealership, Nasiri, Najafbagy & Nasiripour (2015) also pointed out similar finding, and even claimed that individual loyalty of the dealership positively impacts on quality service to customers. A survey done by Mahalingam & Suresh (2018) to an IT company employees also confessed the resembling result.

Those three factors indicate that to maintain the organizational commitment of civil servant teachers, the school management is supposed to provide more portion and opportunity for them to involve actively in any school activities which at the end will improve their sense of belonging to school. Other than that, giving good model and creating reasonable as well as steady policy are suggestive.

CONCLUSIONS

The result of path analysis shows that t_{count} is higher than t_{table} ($4.329 > 2.64$). The present research then concludes that there is a positive direct effect of personality on organizational commitment of the civil servant teachers. It further means the enhancement of personality will develop civil servant teachers' organizational commitment. Correspondingly, this result is in consonance with a number of previous relevant research.

The supporting conclusion is the indicators to determine personality. The first is emotional stability with percentage 33.98%. The second facet to predict the personality is extraversion, giving contribution 33.56%. The last factor is openness to experience with 33.56% contribution to the whole percentage. The implication of this finding insinuates school principals to be more solicitous to the teachers' personality specifically stability of teachers'

emotion as the empowerment for them to work in intense electrifying environment.

The next supporting result is factors to affect organizational commitment. After being calculated, it is identified the top indicator is employee engagement to stay in organization (33.74%). The second one is moral responsibility (33.55%). The last predictor with the lowest percentage (32.71%) is individual loyalty to organization. This implies a necessity for school principals to keep engaging their teachers in school work and duties. Providing honorable role model and vigorous rules or policy are either vitally important.

The present research uses three foci of predictors for each variable. It is highly suggested for the future research to apply all traits of the Big Five Personality to measure the projected variable. Specifying the type of organizational commitment is also admonished. Besides, surveying respondents with much broader criteria, i.e. non-permanent or honorary teachers, is worth to conduct.

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