



Efforts to Increase Organizational Commitment Through Visionary Leadership, Learning Organizations, and Competencies

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Abstract: With quality education, the quality of a nation will be reflected. To produce superior human resources, lecturers as educators have a responsibility to improve human resources by providing quality education. In achieving the vision and mission of higher education, it is necessary to support the organizational commitment of lecturers. The purpose of the study analyze efforts to increase organizational commitment through visionary leadership, learning organizations, and competencies. The method used in this study is quantitative, using the Structural Equation Model (SEM) analysis tool. The population of permanent lecturers of the Foundation amounted to 3322 people, and the sample amounted to 357 respondents. Sample determination using stratified cluster random sampling. The results of this study explain that visionary leadership, learning organizations, and competencies partially affect organizational commitment. In addition, the results of the hypothesis test simultaneously show visionary leadership, learning organizations and competencies together affect organizational commitment. To increase organizational commitment, Private Universities in the Banten Province area need continuous improvement, including increasing the effectiveness of Visionary leadership, the existence of institutions to continue to learn and adapt as ideal Learning Organizations, and increasing their Competencies its lecturers, as an effort to build and increase the organizational commitment of the Dosen.

Keywords: Competence; Learning Organizations; Organizational Commitment; Visionary Leadership

INTRODUCTION

Higher education plays a role in the supply of superior human resources (HR). The quality and quality of graduates is the thing that gets the most attention from the community. to compete with other human resources. Therefore, the accountability and credibility of Higher Education are the main things that must be considered to continue to make quality universities. With quality education, the quality of a nation will be reflected. To produce superior human resources, lecturers as educators have the responsibility to improve human resources by providing quality education. Following the mandate of Law No. 20 of 2003 concerning the National Education System which explains that lecturers are required to continue to improve quality and professionalism. The quality and professionalism of lecturers are components that support the fulfillment of the needs of students and society.

In achieving the vision and mission of higher education, it is necessary to support the commitment of the lecturer organization. According to Robbins and Judges in Rumangkit (2019), organizational commitment is the relative ability of individuals to explain involvement in an organization characterized by accepting company values and goals, being willing to contribute to the company, and maintaining membership in the company. A strong commitment to the organization makes individuals feel responsible for the fate of the organization and aims to improve it. To get a strong commitment from



members of the organization then needed visionary leadership, learning organization, and improvement of lecturer competencies.

According to Basri et al. (2021), Visionary leadership focuses on creating and articulating a clear vision and giving meaning and purpose to organizational work. Visionary leadership has characteristics that describe all attitudes and behaviors that show leadership that is oriented towards achieving the vision, far ahead, and accustomed to facing all challenges and risks.

To be able to win the competition in various fields, it is important to build a learning organization for everyone (individuals and groups) in the organization. According to Gephart, Marsick, Van Buren, Spiro, & Senge in Adiansyah et al. (2021) stated that learning organizations are important elements that contribute to achieving organizational performance. The learning organization is based on the basic principles of learning, which are to receive and collect information, interpret it, and act on the interpretation of that information. Competence between people varies, and this is what distinguishes humans from superior actors and those who do not. To achieve sufficient or average performance, a competency limitation (competency threshold) or essential competency is required.

This research supports previous research conducted by Marzuki et al. (2020) and Pulungan (2018), which show that each of the visionary leadership, learning organizations, and competencies can influence organizational commitment. But in this study, researchers develop models and use different analyses from previous studies, and the purpose of this study is to know and analyze "Efforts to Increase Organizational Commitment Through visionary leadership, Learning organizations, and Competencies".

METHODS

This study used a quantitative approach. Hypothesis testing is carried out to test the causal relationship of various variables, including the type of Explanatory Research research, which is research that intends to explain the position of the variables studied and the relationship between one variable and another variable (Sugiyono, 2017). The current type of research is descriptive and verification. Descriptive research involves collecting data to test hypotheses or answer questions about the status of the research problem. The purpose of this descriptive study is to clearly describe the characteristics and variable properties of organizational learning, organizational commitment, and performance.

This research was carried out at Private Universities that have implemented Learning Organizations, namely Universities with a minimum Accreditation level of B, with observation units being all foundation Permanent Lecturers in the Management Study Program who have been certified. The subjects in this study are permanent foundation lecturers at PTS throughout Banten Province. Based on the data obtained from the Higher Education database, it was obtained that the data on permanent lecturers was + 3322 people. How to determine samples according to Issac and Michael with error rates of 1%, 5%, and 10% (Sugiyono, 2017). To obtain and collect valid and reliable data, the author tests the validity and reliability of the instruments used, it is expected that the research results will have good accuracy, so valid and reliable instruments are a requirement to obtain valid and reliable research results as well (Sugiyono, 2017) Structural Analysis Equation Model is used in this data analysis method. Processed data using the SPSS program Version.23.



RESULTS AND DISCUSSION

Table 1. Visionary Leadership Validity Test Results

Variable	Question Item	r-calculate	r-critical	Description
Visionary Leadership (X ₁)	Item 1	0,964	0,300	Valid
	Item 2	0,964	0,300	Valid
	Item 3	0,915	0,300	Valid
	Item 4	0,915	0,300	Valid
	Item 5	0,964	0,300	Valid
	Item 6	0,960	0,300	Valid
	Item 7	0,580	0,300	Valid
	Item 8	0,911	0,300	Valid
	Item 9	0,923	0,300	Valid
	Item 10	0,961	0,300	Valid
	Item 11	0,924	0,300	Valid
	Item 12	0,961	0,300	Valid
	Item 13	0,929	0,300	Valid
	Item 14	0,962	0,300	Valid
	Item 15	0,961	0,300	Valid
	Item 16	0,943	0,300	Valid
	Item 17	0,912	0,300	Valid
	Item 18	0,912	0,300	Valid

Source: Data processed (2023)

Table 2. Learning Organization Validity Test Results

Variable	Question Item	r-calculate	r-critical	Description
Learning Organizations (X ₂)	Item 1	0,602	0,300	Valid
	Item 2	0,532	0,300	Valid
	Item 3	0,532	0,300	Valid
	Item 4	0,600	0,300	Valid
	Item 5	0,602	0,300	Valid
	Item 6	0,601	0,300	Valid
	Item 7	0,601	0,300	Valid
	Item 8	0,405	0,300	Valid
	Item 9	0,511	0,300	Valid
	Item 10	0,511	0,300	Valid
	Item 11	0,603	0,300	Valid
	Item 12	0,598	0,300	Valid
	Item 13	0,605	0,300	Valid
	Item 14	0,583	0,300	Valid
	Item 15	0,583	0,300	Valid
	Item 16	0,606	0,300	Valid
	Item 17	0,527	0,300	Valid
	Item 18	0,527	0,300	Valid
	Item 19	0,616	0,300	Valid
	Item 20	0,617	0,300	Valid

Source: Data processed (2023)



Table 3. Competency Validity Test Results (X₃)

Variable	Question Item	r-calculate	r-critical	Description
Competency (X ₃)	Item 1	0,936	0,300	Valid
	Item 2	0,958	0,300	Valid
	Item 3	0,960	0,300	Valid
	Item 4	0,933	0,300	Valid
	Item 5	0,958	0,300	Valid
	Item 6	0,957	0,300	Valid
	Item 7	0,956	0,300	Valid
	Item 8	0,925	0,300	Valid
	Item 9	0,953	0,300	Valid
	Item 10	0,951	0,300	Valid
	Item 11	0,958	0,300	Valid
	Item 12	0,960	0,300	Valid
	Item 13	0,930	0,300	Valid
	Item 14	0,955	0,300	Valid
	Item 15	0,927	0,300	Valid
	Item 16	0,930	0,300	Valid
	Item 17	0,956	0,300	Valid
	Item 18	0,930	0,300	Valid

Source: Data processed (2023)

Table 4. Results of the Organizational Commitment Validity Test

Variable	Question Item	r-calculate	r-critical	Description
Organizational Commitment (Y)	Item 1	0,943	0,300	Valid
	Item 2	0,940	0,300	Valid
	Item 3	0,942	0,300	Valid
	Item 4	0,941	0,300	Valid
	Item 5	0,940	0,300	Valid
	Item 6	0,970	0,300	Valid
	Item 7	0,970	0,300	Valid
	Item 8	0,969	0,300	Valid
	Item 9	0,966	0,300	Valid
	Item 10	0,967	0,300	Valid
	Item 11	0,965	0,300	Valid
	Item 12	0,921	0,300	Valid
	Item 13	0,975	0,300	Valid
	Item 14	0,972	0,300	Valid
	Item 15	0,975	0,300	Valid
	Item 16	0,968	0,300	Valid
	Item 17	0,810	0,300	Valid
	Item 18	0,971	0,300	Valid

Source: Data processed (2023)

Based on testing the validity of the four variables, namely visionary leadership, learning organizations, competencies, and organizational commitment, it is declared valid because the ^{calculated} r-value is greater than the ^{critical} r-value of 0.300.



Table 5. Variable Reliability Testing

Variable	r-calaculate	r-table	Description
Visionary Leadership (X1)	0,984	0,700	Reliable
Learning Organizations (X2)	0,989	0,700	Reliable
Competency (X3)	0,984	0,700	Reliable
Organizational Commitment (X4)	0,983	0,700	Reliable

Source: Data Processing Results (2023)

Based on Table 5 above, showing the calculated r-value is greater than the r table of 0.700, this means that the entire research variable is declared reliable which means that the instrument reliability requirements have been met. Therefore, all variables in this study are said to be valid and reliable, and questionnaire items can be used.

Table 6. Correlation Coefficients Between Exogenous Variables Sub-Structure 1

Correlations				
		Visionary Leadership	Learning Organizations	Competency
Spearman's rho	Visionary Leadership	Correlation Coefficient	1,000	.672**
		Sig. (2-tailed)		0,000
		N	357	357
Learning Organizations	Learning Organizations	Correlation Coefficient	.672**	1,000
		Sig. (2-tailed)	0,000	0,000
		N	357	357
Competency	Competency	Correlation Coefficient	.599**	.612**
		Sig. (2-tailed)	0,000	0,000
		N	357	357

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data Processing Results (2023)

Table 6 above describes the highest correlation coefficient between the variables "Visionary Leadership" and "Learning Organization" with a correlation value of 0.672 or 67.2%. The lowest correlation coefficient between visionary leadership and competence was 0.599 (59.9%). However, because the magnitude of the correlation value between these variables is included in the "strong" category, it can be concluded that the correlation between exogenous variables is strong.

In full the structural model for substructure 1 can be described as follows:

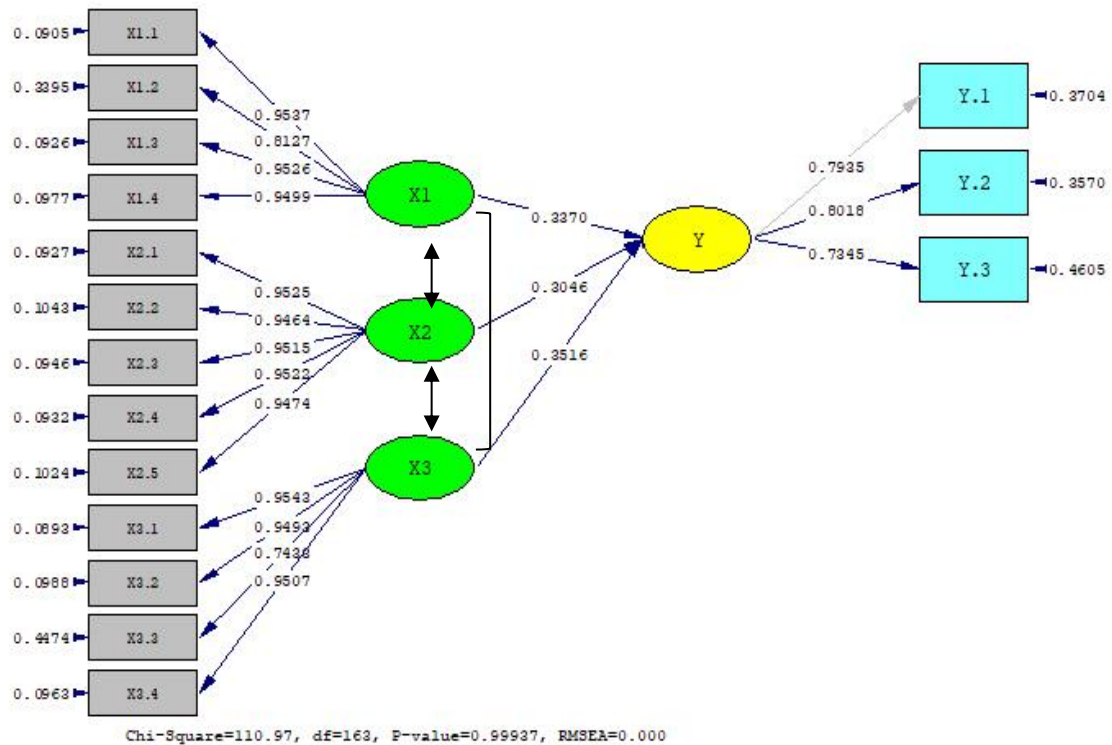


Figure 1. Model Structural Sub Structural 1
 Source: Data Processing Results (2023)

Table 7. Direct and Indirect Influence of Visionary Leadership Variables, Learning Organizations, and Competencies on Organizational Commitment

Variable	Path Coefficient	Direct Influence	Influence Trough			Total
			Visionary Leadership	Learning Organizations	Competency	
Visionary Leadership	0,3370	11,36%		6,90%	7,10%	25,35%
Learning Organizations	0,3046	9,28%	6,90%		6,55%	22,73%
Competency	0,3516	12,36%	7,10%	6,55%		26,01%
Total		33,00%	14,00%	13,45%	13,65%	74,10%

Source: Data Processing Results (2023)

Based on calculations, the $F_{\text{calculate}}$ value is 156.3764. The rejection criterion H_0 is if $F_{\text{calculate}}$ is greater than F_{table} or $F_0 > F_{\text{table}}$ with degrees of freedom $v_1=3$ and $v_2 = 357-3-1$ and a confidence level of 95%, then a F_{table} value of $F_{0.05, 3, 357} = 2.60$



is obtained from the F distribution table Because 156, 3764 is greater from 2.60 then H0 is rejected or Ha is accepted. It can be concluded that there is a linear relationship between visionary leadership, learning organizations, and organizational commitment capabilities, and there is a linear relationship between visionary leadership, learning organizations, and organizational commitment capabilities.

Table 8. Results of the Visionary Leadership Partial Test of Organizational Commitment

Structural	Path Coefficient	t-count	t-table	Conclusion
γ_1	0,3370	5,2527	1,9661	H_a accepted , Visionary Leadership influences Organizational Commitment

Source: Data Processing Results (2023)

Based on the data in the table, the value of the path coefficient = 5.2527 is greater than ttable = 1.9661, then H0 is rejected or Ha is accepted. In other words, visionary leadership affects organizational commitment by 0.3370 units, so each increase in visionary leadership increases organizational commitment by 0.3370 units.

Table 9. Learning Organization Partial Test Results on Organizational Commitment

Structural	Path Coefficient	t-count	t-table	Conclusion
γ_2	0,3046	4,8054	1,9661	H_a accepted , Learning Organizations influence organizational commitment

Source: Data Processing Results (2023)

Based on the data in the table, the value of the path coefficient = 4.8054 is greater than ttable = 1.9661, then H0 is rejected or Ha is accepted. In other words, the learning organization affects organizational commitment by 0.3046 units, so each addition of the learning organization increases organizational commitment by 0.3046 units.

Table 10. Partial Competency Test Results on Organizational Commitment

Structural	Path Coefficient	t-count	t-table	Conclusion
γ_3	0,3516	6,0839	1,9661	H_a accepted , that there is a significant influence of Competency on Organizational Commitment

Source: Data Processing Results (2023)

Based on the data in the table, it can be seen that if the path coefficient = 6.0839 is greater than ttable = 1.9661, then H0 is rejected or Ha is accepted. In other words, competence has an influence of 0.3516 units on organizational commitment, so for every increase in competence, organizational commitment increases by 0.3516 units.



The Influence of Visionary Leadership on Organizational Commitment

Based on the results of SEM analysis, the variable Visionary Leadership has a direct influence of 11.36%, and its indirect influence through Learning Organizations and Individual Competencies is 6.90% and 7.10%, respectively, where the total influence is 25.35%. However, the value of direct influence is lower than indirect influence, so the variable Visionary Leadership is the less dominant variable. Therefore, to increase the influence of Visionary Leadership on Organizational Commitment, Private Universities in Banten Province need to establish specific strategies needed to build and improve Visionary Leadership in these Universities, as well as combine contributions from other variables, such as Learning Organization variables and Individual Competencies.

Given the value of the coefficient of determination, it can be seen that Visionary Leadership has the second-largest coefficient value. In other words, the variable of Visionary Leadership is a variable that is quite influential in shaping Organizational Commitment. It can be understood that this Visionary Leadership is needed by Private Universities in the Banten Province area, especially related to increasing the clarity of the vision, mission, and goals of Higher Education, effective policy formulation, guiding Higher Education in facing the demands of change in society, and the process of adapting Higher Education during competition between educational institutions that exist today. This result also confirms that to increase the influence of Visionary Leadership on Organizational Commitment to Private Universities in the Banten Province area, it is necessary to make improvements and serious improvement efforts related to each dimension and indicator of the Visionary Leadership variable.

These results indicate that lecturers who teach at various private universities in the Banten Province area who are research respondents, who come from various backgrounds, such as gender, age, religion, university origin, and the respondent's last level of education, basically see the need for improved visionary leadership, especially for universities to increased organizational commitment of lecturers to the universities where they teach and carry out the profession as educators. It is also needed as a basis for building effective organizational commitment during competition among higher education institutions and digital information openness today.

Visionary leadership is a factor that has a central role in shaping and influencing organizational commitment. Some considerations that explain why and how visionary leadership can influence organizational commitment include; Future inspiration and orientation, Clarity and Engagement, Innovation environment creation, Trust and Satisfaction, and Behavioral Modeling.

The results of this analysis are in line with the theory of this study, namely Visionary Leadership chooses the influence on Organizational Commitment (Basri et al., 2021; Isma et al., 2018; Kesumayani et al., 2020; Syarif & Herlina, 2019). Visionary leadership displayed in the form of clarity of direction and goals of Higher Education, clarity of vision and mission, good policy formulation and favoring the interests of stakeholders and elements of Higher Education, to excellent service to the community, is an important factor in the efforts of Higher Education in building effective Organizational Commitment to compete with other Universities.

The Influence of Learning Organizations on Organizational Commitment

The results of the SEM analysis show that the variables of Learning Organizations, have a direct influence of 9.28%, and an indirect influence through Visionary Leadership and Competence, respectively of 6.90% and 6.55%, where the total indirect influence is 22.73%. Based on the magnitude of influence lower than the total indirect influence, the Learning Organization variable is not the most influential. So, to increase the amount of influence of Learning Organizations on Organizational Commitment, Private Universities



in the Banten Province area need to pay special attention to various dimensions and indicators of the Learning Organization itself, which is also accompanied by contributions from other variables, namely Visionary Leadership and Competency.

Looking at the value of the coefficient of determination, it is known that the Learning Organization has the lowest value of the coefficient of determination compared to other exogenous variables. In other words, the Learning Organization variable is a variable that must be increased in influence compared to other variables, because it has the least contribution in shaping Organizational Commitment to Private Universities in the Banten Province area. It can be understood that the Learning Organization is indeed perceived by research respondents as an important variable that requires the right attitudes and actions from all elements of Higher Education itself. Learning organizations can only be effective when they involve systemic thinking, mental models for the development of appropriate knowledge, mastery at the individual level of the various skills needed, mutually supportive cooperation, and a shared vision that can be lived and applied in all actions of all elements of the College. In other words, Private Universities in the Banten Province area must be able to focus on various aspects and indicators of the Learning Organization to increase the effectiveness of the Organizational Commitment which is currently a demand.

These results also show that lecturers of various universities who are respondents to the study, regardless of their respective backgrounds, such as differences in age, religion, gender, and the last level of education, basically have a general perception that emphasizes the importance of improving universities to become effective learning organizations, especially those related to the ability to think systemically, the availability of *mental models*, the ability and mastery of each lecturer for various scientific fields, cooperation and collaboration between lecturers, to a common vision that inspires as a manifestation of the commitment to improve the Learning Organization.

The results of the study follow the previous theory which states that Learning Organizations have a significant effect on Organizational Commitment. Efforts to improve Learning Organizations, thus, are not solely for technical-procedural interests related to the ability of universities to process knowledge. But this effort to improve the Learning Organization also supports the ability of universities to improve adaptability and learning to face change, including the commitment of the entire academic community in serving the needs of students and the community as educational stakeholders in today's era of information openness and technological sophistication. Therefore, this Learning Organization has an impact on Organizational Commitment (Bikmoradi et al., 2017; Tarore, 2016).

The Effect of Competency on Organizational Commitment

After the SEM analysis test, it was known that the Competency variable, which has a direct influence of 12.36%, and its indirect influence through Visionary Leadership and Learning Organization, respectively is 7.10% and 6.55%. Its total indirect influence was 26.01%. The variable competencies are not the most influential variable. Therefore, the influence of Competencies on Organizational Commitment can be increased through attention to Competencies that are built in the institutional environment. This effort will also be maximized when getting contributions from steps to improve Visionary Leadership and Learning Organizations in Private Universities in the Banten Province area.



Given that the value of the coefficient of determination of the variable Competency to Organizational Commitment is the variable with the largest value of the coefficient of determination compared to the other two variables, namely Visionary Leadership and Learning Organization, the Competency variable is the variable with the most effective contribution in shaping Organizational Commitment. This can be understood when viewed from Most respondents in this study are lecturers with the rank level of Lecturer (Lector) and work experience of 5-7 years.

These results show that lecturers from various universities who are research respondents, with different characteristics related to age background, gender, religion, to the last level of education, generally have a homogeneous perception that competence contributes positively and significantly to increasing the commitment of higher education organizations. Competencies that emphasize a lot on the skills and mastery of lecturers, both pedagogically related to teaching, personality, social, and professional, show that all dimensions and various indicators are things that must be considered by all levels of leadership and management of Private Universities in the Banten Province area to continue to be improved. In this way, the competencies possessed can make a positive contribution to increasing the effectiveness of the Organization's Commitment and then have implications for the Performance of Lecturers.

Competency variables, which include the knowledge, skills, and experience of lecturers, have a crucial role in shaping and influencing organizational commitment in Private Universities in the Banten Province area. The following are some considerations that explain why and how competency variables can affect organizational commitment: (1) Quality of Teaching and Education: The competence of lecturers has a direct impact on the quality of teaching and education provided to students. Lecturers who have superior knowledge and skills in their fields tend to be able to provide a better learning experience. Students who get a quality education are most likely to provide positive feedback, which in turn can strengthen the lecturer's commitment to the organization; (2) Influence and Authority in Education: Lecturers who have high competence tend to be more respected and recognized by students and peers. This gives the lecturer authority and influence in the educational environment. Leadership that emerges from competence can influence the role of lecturers in decision-making and initiative development, which can build organizational commitment; (3) Contribution to Science Research and Development: Lecturers with strong competencies tend to have greater contributions to science research and development. This contribution not only elevates the reputation of individual lecturers but also reflects the institution's commitment to scientific progress and knowledge. Lecturers who feel support and recognition for their research efforts tend to have a higher commitment to the organization; (4) Career Enhancement and Professional Development: Institutions that encourage and support the competency development of lecturers will assist in their career enhancement and professional growth. Lecturers who see opportunities to develop themselves and achieve career goals will feel encouraged to commit more deeply to the organization; (5) Recognition of Individual Contributions: Excellent competence can result in greater contributions from lecturers towards the achievement of organizational goals. Recognition of the individual contributions of lecturers in achieving desired results can strengthen their sense of attachment and commitment to the organization.

The results of this study follow the underlying theory of this study, which states that commitment to a goal means that a person finds conformity with his particular goal, so he intends to invest the time, energy, and ability he has to achieve that goal (Stoff, 1995). The main reason is that Individual Competence represents the mastery, understanding, skills, attitudes, and behavior of lecturers in carrying out their profession as educators or



their normative duties and obligations in the Higher Education environment. Therefore, everything related to this Individual Competency will affect the Commitment of the Organization itself. This is the main reason why Individual Competence in many research results, has a significant influence and contribution to Organizational Commitment (Medina & Medina, 2017).

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that visionary leadership, learning organizations, and competencies are proven to affect the commitment of lecturer organizations. The factors represented by Visionary Leadership, Learning Organizations, and Competencies have a significant and dominant impact in shaping Community Trust. Therefore, this study confirms that these variables are key factors that need to be considered and managed properly by university management to build and maintain public trust in higher education institutions in the Banten Province region in producing quality graduates.

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