

## The Influence of Situational Leadership Style and Big Five Personality on Organizational Commitment

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### Abstract

*This study aims to analyze the empirical information on the influence of situational leadership style and big five personality which is determined as the independent variable, and organizational commitment is determined as the dependent variable. This study uses a quantitative approach, with a sample of 145 state Madrasah Aliyah teachers in Riau province and taken using proportional random sampling technique. All data were analyzed using SPSS version 25.0. The results showed that; (1) there is a direct influence of situational leadership style on organizational commitment, (2) there is a direct influence of big five personality on organizational commitment, (3) there is a simultaneous influence of situational leadership style and big five personality on organizational commitment.*

### Keywords

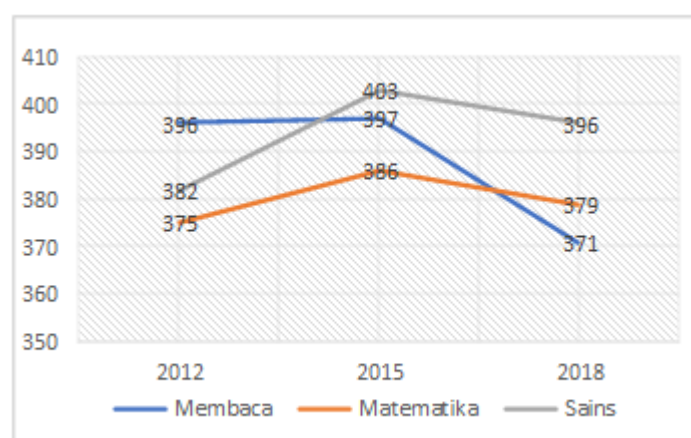
situational leadership style; big five personality; organizational commitment.



### I. Introduction

Educational institutions as objects of social change aim to provide human resources (HR) that are competitive at the international level (Martono, 2011). Because HR is the only resource that has knowledge, feelings, desires, skills, encouragement, power, and work (ratio, taste, and intention). All of these potential human resources affect the organization's efforts in achieving its goals (Sutrisno, 2017). The success of achieving the goals of an organization is largely determined by the quality of human resources. A successful organization is an organization that is effective and efficient, and can combine its resources. How well an organization acquires, maintains and maintains quality human resources is certainly a major factor in the success or failure of the organization's goals.

Based on data published by The Organization for Economic Co-operation and Development (OECD), one of the evidences that poor human resource management results in Indonesia's education is still lagging behind, this is reflected in the 2018 Program for International Student Assessment (PISA) scores. In the category of reading ability, Indonesia achieved an average score of 371, far below the OECD average of 487. Then for math skills, Indonesia achieved a score of 379, still below the OECD average of 489. Then for science ability, Indonesia is ranked 71st with a score of 396, below the OECD average of 489. (Uly, 2019)



**Figure 1.** Indonesian PISA Lesson Score

Referring to the results of the PISA survey, the President of the Republic of Indonesia, Mr. Ir. H. Joko Widodo emphasized that there needs to be improvement. Starting from the aspects of regulations, regulations, infrastructure budget, teacher quality, teacher administration burden, and school management.(Concerned, 2020)At the micro level, the problem in Riau Province is the decline in the quality of education due to several factors, one of which is the low commitment of teachers in the organization. This is in line with the statement of the Chairman of Commission V DPRD Riau Aherson, stating that there are several indicators that cause the decline in the quality of education in Riau Province, including: related to the economy, welfare of educators, quality of teaching staff, equal distribution of teachers in urban and rural areas, standards of learning process and also educational facilities. Many civil servant teachers are reluctant to serve in the villages.(Shafni, 2019)The same thing was conveyed by the Secretary of the Education Council of Riau Province, Dr. Fachri Rais said that his party found several problems that needed serious attention, one of which was the problem of declining national exam results and the quality of new teachers reaching 5.4.(Yonela, 2019)Of course this causes a gap in the quality of education in Riau Province due to the low work commitment of teachers.

Based on the author's initial observations, there are currently 21 State Madrasah Aliyah institutions in Riau Province, and all of them have been accredited "A". However, the facts on the ground are that there are still teachers who have not followed the disciplinary rules that apply in Madrasahs, such as being often late for entry, and going home some time before the proper school hours. Based on teacher attendance data, the following data were obtained;

**Table 1.** Teacher Attendance Data MAN

NO	Madrasa name	Total number of teachers	Deviant behavior	Percentage %
1	MAN 1 Indragiri Hilir	65	5 Master	7%
2	MAN 1 Pekanbaru	118	3 Teachers	2.5%
3	MAN 1 Rokan Hulu	44	5 Master	11%

From the table of teacher attendance data above, it shows that there are still teachers who do not reflect one of the indicators of organizational commitment with the desired result of Madrasahs, namely the level of absenteeism. As stated by Colquitt et al., in(Wibowo, 2016)that the impact of organizational commitment will reduce deviant

behavior in organizations such as; Tardines, which shows a tendency to arrive late at work and leave early.

Organizational commitment is an attitude that shows employee loyalty and is an ongoing process of how an organization member expresses their concern for the success and goodness of the organization.(Luthans, 2011)Organizational commitment is an attitude of employee loyalty to the organization, by staying in the organization, helping in achieving organizational goals and not having the desire to leave the organization for any reason.(Yusuf & Sharif, 2018). So that it can be interpreted that organizational commitment is an employee's encouragement to be involved in achieving the organization's vision and mission in this case the madrasa, to accept the existing environmental conditions and strive to always excel and serve the madrasa.

One of the strategies used to increase organizational commitment in schools is the application of the principal's situational leadership style.(Muhammad & Adam, 2017)Same thingstatementYuwidarma (2021), that employee organizational commitment can be improved, one of which is through the application of the right situational leadership style, so that employees and the organization have the same goal.

Another factor that influences organizational commitment is personality. This is supported by the results of researchPratiwi & Nugrohoseno (2018), which shows that an employee's extraversion personality indicator can improve good teamwork in the organization. Likewise in the results of researchIzzati et al., (2015), agreeableness personality or can be interpreted as social adaptability will indicate that someone who is friendly, cooperative, soft-hearted, generous, warm, trusting, refusing to give in, tolerant, and avoiding conflict and conscientiousness personality is proven to significantly affect affective organizational commitment.

Based on the problems above, the purpose of this study is to get a general picture of: 1) The effect of situational leadership style on organizational commitment of MAN teachers in Riau Province, 2) The effect of big five personality on organizational commitment of MAN teachers in Riau Province, 3) Effect of Situational leadership style and big five personality simultaneously on organizational commitment of MAN teachers in Riau Province.

## **II. Research Method**

### **2.1 Types of Research**

The approach in this study uses a quantitative type with a descriptive survey as the method.Cresswell (2012), explained that the survey research method is a research method carried out by researchers by observing a sample or population of people to describe attitudes, behavior, opinions, or population characteristics by taking data samples from one population using a questionnaire as a primary data collection tool.

### **2.2 Research Variables**

The variables in this study are situational leadership style and the big five personality set as independent variables. Meanwhile, organizational commitment is defined as the dependent variable.

### **2.3 Variable Operational Definition**

- a. Situational leadership style is a model of a leader's behavior in uniting and stimulating members to achieve predetermined goals in accordance with certain situations in the

- school, with indicators; (1) giving instructions, (2) holding consultations, (3) having participation, (4) delegating.
- b. Big five personality is a person's characteristics in behaving and interacting with other people in the school environment, with indicators; (1) extraversion, (2) friendliness, (3) conscientiousness, (4) emotional stability, (5) openness to experience.
- d. Organizational commitment is an encouragement for employees to be involved in achieving the school's vision and mission, accept the existing environmental conditions and strive to always excel and serve the school, with indicators (1) affective commitment, (2) ongoing commitment, (3) normative commitment.

## 2.4 Population and Sample

The population in this study were MAN teachers in Riau Province (MAN 1 Pekanbaru, MAN 1 Indragiri Hilir and MAN 1 Rokan Hulu), with a population of 227 teachers. Samples were taken using the proportional random sampling technique because this technique was carried out to improve the use of stratified sampling techniques or regional samples (Arikunto, 2010). Using the Slovin formula, the overall sample in this study was 145 respondents, as shown in the table below.

**Table 2.** Population and Sample

No	County town	Population	Sample
1	MAN 1 Pekanbaru City	118	75
2	MAN 1 Indragiri Hilir Kabupaten	65	42
3	MAN 1 Rokan Hulu Regency	44	28
Amount		227	145

## 2.5 Data Collection Techniques

The data collection technique used in this study is a questionnaire (questionnaire), by giving a set of questions or written statements to respondents to answer (Sugiyono, 2016). With the aim of finding complete information about a problem and respondents without feeling worried if the respondent gives answers that are not in accordance with reality in filling out the list of questions (Riduwan, 2014).

## 2.6 Research Instruments

Instruments are tools or facilities used by research in collecting data so that their work is easier and the results are better, so that they are easy to process (Sugiyono, 2016). In order to compile a good questionnaire and obtain accuracy, it is necessary to determine the measurement scale of the instrument. In this study, the Likert scale was used to measure situational leadership style, big five personality, and organizational commitment.

## 2.7 Data Analysis Techniques

### a. Descriptive Statistical Analysis

Descriptive statistics are statistics that function to describe or provide an overview of the object under study through sample or population data as they are, without conducting analysis and making conclusions that apply to the public (Jaya, 2010). Data analysis classified as descriptive statistics, consisting of tables, graphs, mean, median, mode, measurement of data variation, and other statistical techniques that aim to only know the description or trend of the data without intending to generalize (Ananda & Fadli, 2018).

### b. Analysis Prerequisite Test

The use of regression analysis requires the fulfillment of several basic assumptions before further testing is carried out. According to Hadi (2001) This assumption test aims to determine whether the data that has been obtained has met the requirements for analysis using correlation and regression analysis. Analysis requirements that must be met include; (a) Normality test of population data, (b) Homogeneity test of population data, (c) Linearity test of regression line, (Sudarmanto, 2005).

### c. Inferential Statistical Analysis

According to Santoso (2019) In inferential statistics, parameter estimation (mean value) is carried out, making hypotheses, and testing the truth of the hypothesis, so as to arrive at generally accepted conclusions (generalizations). This study uses path analysis as a data analysis technique. This model is used to describe and test the model of the relationship between variables in the form of cause and effect not the form of an interactive relationship, then through this path analysis it will be possible to find which path is the most appropriate and short, an independent variable to the last dependent variable, (Sugiyono, 2016).

To find out whether the independent variables contained in the equation individually have an effect on the value of the dependent variable, then by using the t test data processing technique (Partial Test) it can be seen the relationship of each exogenous variable (situational leadership style and big five personality) with the endogenous variable organizational commitment. Then to find out whether there is a real relationship between the independent variable exogenous variables (situational leadership style and big five personality) with the endogenous variable of organizational commitment, through the F Test data processing technique (Simultaneous Test). Meanwhile, to determine the contribution of the influence of situational leadership style and big five personality to organizational commitment using the Determination Coefficient Test.

## III. Result and Discussion

### 3.1 The effect of situational leadership style on organizational commitment of MAN teachers in Riau Province

To find out the effect of situational leadership style on organizational commitment of MAN teachers in Riau Province, it is done by formulating statistical hypotheses first, then testing the hypothesis through stages of regression calculation, correlation and path analysis. In the following, the influence of situational leadership style on organizational commitment of MAN teachers in Riau Province is presented which is presented in the form of a table of results of data processing software SPSS version 25.0.

**Table 3.** SPSS Test Results Correlation Coefficient X1 Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	92.023	7.169		12.837	.000
X1	.422	.045	.670	9.369	.000

a. Dependent Variable: Y

Based on Table 3, it is known that in the Sig (Significant) column in the calculation table, the sig value is obtained. 0.000. sig value. 0.000 is less than the probability value of 0.05 or  $0.000 < 0.05$ . Then H0 is accepted and H1 is rejected, and it means that the path analysis coefficient is significant. Thus the situational leadership style (X1) contributes significantly to organizational commitment (Y).

**Table 4. SPSS Model Test Results Summary**  
X1 Correlation Against Y  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670a	.448	.443	5.977

a. Predictors: (Constant), X1

Based on table 4 SPSS output "Model Summary" above, it is known that the value of the determinant coefficient or Rsquare is 0.448. This R Square value of 0.448 comes from the squaring of the coefficient value or "R", which is  $0.670 \times 0.670 = 0.448$ . The magnitude of the coefficient of determination (R Square) is 0.448 or equal to 44.8%. This figure means that the situational leadership style variable (X1) has a direct effect on the organizational commitment variable (Y) by 44.8%. While the rest ( $100\% - 44.8\% = 55.2\%$ ) is influenced by other variables and outside this regression equation or variables not examined.

### 3.2 The influence of big five personality on organizational commitment of MAN teachers in Riau Province

To determine the effect of the big five personality on the organizational commitment of MAN teachers in Riau Province, it is done by formulating statistical hypotheses first, then testing the hypothesis throughstages of regression calculation, correlation and path analysis. The following presents the influence of the big five personality on the organizational commitment of MAN teachers in Riau Province which is presented in the form of a table of the results of data processing software SPSS version 25.0

**Table 5. SPSS Test Results Correlation Coefficient X2 Against Y**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	48.088	11,543		4.166	.000
X2	.699	.073	.679	9.618	.000

a. Dependent Variable: Y

Based on table 5, it is known that in the Sig (Significant) column in the calculation table, the sig value is obtained. 0.000. sig value. 0.000 is less than the probability value of 0.05 or  $0.000 < 0.05$ . Then H0 is accepted and H1 is rejected, and it means that the path analysis coefficient is significant. Thus, the big five personality (X2) contributes significantly to organizational commitment (Y)



**Table 6.** SPSS Model Summary Test Results Correlation X2 to Y  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679a	.461	.456	5.906

a. Predictors: (Constant), X2

Based on table 6. SPSS output "Model Summary" above, it is known that the value of the determinant coefficient or Rsquare is 0.461. This R Square value of 0.461 comes from squaring the coefficient value or "R", which is  $0.679 \times 0.679 = 0.461$ . The magnitude of the coefficient of determination (R Square) is 0.461 or equal to 46.1%. This figure means that the big five personality variable (X2) has a direct effect on the organizational commitment variable (Y) by 46.1%. While the rest ( $100\% - 46.1\% = 53.9\%$ ) is influenced by other variables and outside this regression equation or variables not examined.

### 3.3The influence of situational leadership style and big five personality on organizational commitment of MAN teachers in Riau Province

To find out the effect of situational leadership style and big five personality on organizational commitment of MAN teachers in Riau Province, it was done by formulating statistical hypotheses first, then hypothesis testing through stages of regression calculation, correlation and path analysis. In the following, the influence of situational leadership style and big five personality on organizational commitment of MAN teachers in Riau Province is presented which is presented in the form of a table of results of data processing software SPSS version 25.0

**Table 7.** SPSS 25.0 Anova. Test Results Effect of X1 and X2 on Y  
**ANOVAa**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4075.370	2	2037,685	74.680	.000b
	Residual	2919,548	142	27,285		
	Total	6994.918	144			

a. Dependent Variable: Y

a. Predictors: (Constant), X2, X1

Based on table 3.5 obtained the value of  $F = 74,680$  with a probability value ( $\text{sig} = 0.000$ ).  $\text{sig}$  value. 0.000 is less than the probability value of 0.05 or  $0.000 < 0.05$  then the decision is  $H_0$  is rejected and  $H_1$  is accepted. The situational leadership style variable (X1) and big five personality (X2) together on the organizational commitment variable (Y) have a simultaneous influence.

**Table 8.** SPSS Model Summary Test Results The Effect of X1 and X2 on Y  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.763a	.583	.575	5,224

b. Predictors: (Constant), X2, X1

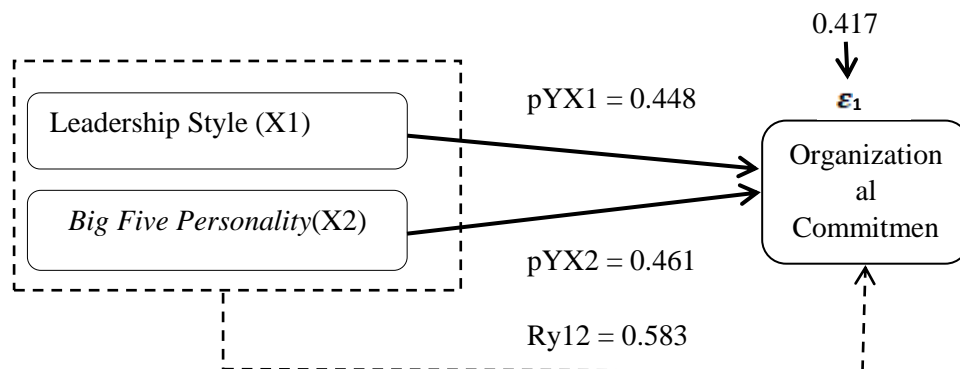
Based on table 8. SPSS output "Model Summary" above, it is known that the value of the determinant coefficient or Rsquare is 0.583. This 0.583 R Square value comes from squaring the coefficient value or "R", which is  $0.763 \times 0.763 = 0.583$ . The magnitude of the coefficient of determination (R Square) is 0.583 or equal to 58.3%. This figure means that the situational leadership style variable (X1) and the big five personality variable (X2) simultaneously (together) affect the organizational commitment variable (Y) by 58.3%. While the rest ( $100\% - 58.3\% = 41.7\%$ ) is influenced by other variables and outside this regression equation or variables not examined.

**Table 9.** Summary of Decomposition of Path Coefficients of Direct Influence Situational Leadership Style (X1) and Big Five Personality (X2) Towards Organizational Commitment (Y)

Variable	Path Coefficient	Contribution			Shared Contribution
		Direct	Indirect	Total	
X1	0.669	0.448	-	44.8%	-
X2	0.479	0.461	-	46.1%	-
$\epsilon$	-	0.417	-	4.17%	-
X1 and X2	0.763	0.583	-	-	58.3%

Based on table 9, it can be concluded that the three hypotheses proposed in this study are acceptable. The most dominant variable that influences organizational commitment is the big five personality with a determinant coefficient value ( $R^2$ ) of 0.461 which means that it has an influence of 46.1%.

The conclusions contained in table 3.7 can also be understood based on the following figure 3.1:



**Figure 2.** X1 and X2 Empirical Causal Path Diagram with respect to Y

### 3.4 The effect of situational leadership style on organizational commitment of MAN teachers in Riau Province

The research findings show that the magnitude of the contribution of situational leadership style which directly contributes to organizational commitment is 44.8%. This indicates that school leaders have a situational leadership style that is able to influence organizational commitment. While the remaining 55.2% is influenced by other factors. The results of this study support the Leadership theory Robbins & Judge (2012), that successful leadership will depend on choosing the right contingency leadership style on the readiness of followers, the extent to which they are willing and able to complete a particular task. According to Badeni (2014) The most effective leadership style for a leader to apply depends on the situation, especially the situation that exists in subordinates, namely the



level of readiness of subordinates (readiness). Readiness is the ability and desire of people or followers to take responsibility for directing their own behavior,(Wibowo, 2016).

The results of this study are in line with the results of previous studiesAsivo et al., (2019), which suggests that employee work commitment reflects the quality of a leadership in the organization. Therefore, leadership behavior will have a significant relationship with the development of organizational commitment, showing a direct positive relationship between leadership behavior and organizational commitment. Likewise in researchBabalola (2016), confirms that the leadership style variable has a positive influence on organizational commitment.

### **3.5 The influence of big five personality on organizational commitment of MAN teachers in Riau Province**

The research findings show that the magnitude of the contribution of *big five personalities* which directly contributes to organizational commitment by 46.1%. This indicates that personality is able to influence organizational commitment. While the remaining 53.9% is influenced by other factors. The results of this study support the theory of the Big Five Personality ModelPervin et al., (2012), which uniquely describes personality as a standardized instrument, so that it can predict the relationship with commitment and performance as well as in some cases prioritizing cognitive abilities, especially in personality research related to the Five Factor Personality model (Big Five Personality). In line with theoryMcShane & Glinow (2010), a manager or leader should know the abilities of employees and the needs needed as support in work so that employee commitment is high and work can be completed more effectively and efficiently.

The results of this study are in line with the results of previous studiesSayuti & Sammang (2018), which explains that there is a positive and significant influence between personality variables (Neuroticism, Extraversion, Openness to Experience, Agreeableness, Conscientiousness) on organizational commitment at the Palopo City Health Office. Likewise research resultsRamdani (2017), explains that employee commitment is positively and significantly influenced by employee personality. The implication is that the better the employee's personality, the stronger the commitment. However, personality is inherently relatively difficult to change by management policy; although it can be changed requires conditions and a relatively long time. The policy that may be carried out by management is, when recruiting prospective employees, choosing candidates who have good personalities.

### **3.6 The influence of situational leadership style and big five personality on organizational commitment of MAN teachers in Riau Province**

Simultaneously situational leadership style and *big five personalities* contributed significantly to organizational commitment by 58.3%. The remaining 41.7% is the influence that comes from other factors. Like; organizational culture and climate, organizational structure, leadership power, communication, work ability, and others. These findings indicate that the situational leadership style as an individual factor of the principal and *big five personalities* as individual factors of employees have an influence on organizational commitment. The results of this study support the theory of organizational behaviorColquitt et al., (2015), that the factors that indirectly determine organizational commitment are organizational mechanisms, namely leadership style and through individual characters, namely personality. Employee commitment cannot be demanded just like that, but needs stimulation. Because employee commitment is greatly influenced by how the leadership style and a policy are applied,(Edison et al., 2016).

The results of this study are also in line with the results of previous studies Fadillah (2016), said that employees with a more mature age will show a greater level of commitment to the organization coupled with a longer tenure will increase organizational commitment. This is also supported by research results Masriani (2019), which says that leadership style partially affects organizational commitment.

#### IV. Conclusion

Based on the analysis of the results and discussions that have been described previously, the conclusions are; (1) Situational leadership style has a positive and significant direct effect on organizational commitment, this can be interpreted that the better the application of the situational leadership style, the higher the organizational commitment. (2) Big five personality has a positive and significant direct effect on organizational commitment, this can be interpreted that the better the big five personality of the teacher, the higher the organizational commitment. (3) Situational leadership style and big five personality simultaneously have a positive and significant direct effect on organizational commitment, this can be interpreted that the better the application of the situational leadership style and the teacher's personality, the higher the organizational commitment.

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