

PERSONALITY AND PEAK PRFORMANCE ON COMMITMENTS ORGANIZATION OF THEOLOGICAL HIGH SCHOOLS IN WEST JAVA REGION II BOGOR

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PERSONALITY AND PEAK PERFORMANCE ON COMMITMENTS
ORGANIZATION OF THEOLOGICAL HIGH SCHOOLS IN WEST JAVA
REGION II BOGOR

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ABSTRACT

The commitment of lecturers as indicated in their loyalty and performance plays a very important role in achieving organizational goals. The researcher formulates the problem as follows: 1. What is the personality of the theological school lecturer in West Java? 2. How is the performance of theological school lecturers in West Java? 3. How is the commitment of theological school lecturers in West Java? 4. How much influence does the personality and performance of the lecturers have on the organizational commitment of theological school in West Java? The purpose of this study was to examine the influence of personality, lecturer performance on commitment to the theological school lecturer organization in West Java. 124 lecturers who were sampled were taken from 8 theological schools in region II Bogor. Data collection techniques obtained by conducting interviews. The data were analyzed using quantitative methods, descriptive statistics, likert scale and path analysis. Then the results show that there is a positive direct effect of personality on organizational commitment by having a positive direct influence on the path coefficient $\rho_{31} = 0.169$, Lecturer performance on organizational commitment with a positive direct effect by having a positive direct influence on the coefficient $\rho_{32} = 0.267$, Dosen dan performance and personality. performance together against organizational commitment $\rho_{32} = 0.436$. So the conclusion is that the personality and high performance of the lecturers greatly influence organizational commitment

INTRODUCTION

Conceptually, commitment to the organization is defined as the identification and attachment of a person to the organization to undergo a continuous process in achieving organizational goals. According to Colquit, (2009: 67), stated that commitment to the organization is defined as the desire of employees to remain a member of the organization. According to Qolquit's view, organizational commitment affects whether employees choose to remain a member of the organization or leave to then move to another job. Greenberg and Baron (2008: 174), commitment to organization is a person's attitude in identifying and involving himself in an organization so that commitment will not leave the organization.

According to Luthans (2011: 147) commitment to the organization is an attitude of one's loyalty to the organization. James L. Gibson (2009: 129) states that commitment to an organization is defined as an attitude or desire that arises in an individual, to establish a sense of loyalty and involve seriousness in an organization to achieve the organizational goals.

Michael Armstrong (2006: 271) regarding Commitment to Organization is the relative strength of identification and involvement of individuals to the organization Commitment to Organization.

Robbins (2009: 45) defines Commitment to Organization as a condition in which a lecturer sides with a particular organization and its goals and intends to maintain membership in that organization.

a. Types of Commitment to the Organization

Jerald Greenberg and Robert A. Baron, (2008: 174) who argue that commitment to the organization is an attitude that comes from individuals to involve themselves in the organization and stay in the organization. Supported by the following factors: a). affective commitment, b). ongoing commitment, and c). normative commitment.

Kritner and Kinicki (2008: 166) which states that Commitment to Organization is the degree to which an individual identifies himself with an organization and its goals. Commitment to the Organization consists of three separate but interconnected components: (a). Affective commitment. (b). Normative commitment, and (c) Continuous commitment. Meyer & Allen (2008: 166) as in Soekidjan divides Commitment to Organization into three types based on the source, namely:

- a. Affective commitment: Relating to the desire to be emotionally attached to the organization, identification and involvement based on the same values.
 - b. Continuance commitment: Commitment is based on awareness of the costs that will be incurred if you do not join the organization. Here it is also based on the absence of other alternatives
 - c. Normative commitment: Commitment based on the feeling of being obliged as a member or lecturer to stay because of feelings of debt of gratitude.
- Paul E. Spector distinguishes Commitment to Organization into three types, namely:

- a. Affective Commitment (AC = "desire ')
Occurs when the lecturer wants to stay with the organization because of emotional ties. AC as a "want" component of Commitment to Organization.
- b. Continuance Commitment (CC = "need ')
Occurs when a lecturer has to stay with the organization because of the need to get benefits and salary or because of his / her inability to find another job.
- c. Normative commitment (Normative Commitment = NC = feelings obligation) ...

Colquitt, Lepine, and Wesson (2009: 8) Commitment to the organization can be seen in three forms or dimensions, namely: (1) affective commitment, (2) continuance commitment and, (3) normative commitment ..

The definition of organizational commitment has been stated by Colquitt (2009: 67), Greenberg and Baron (2008), Luthans (2011), Gibson (2009), and Armstrong (2006) with various versions and complementary and the essence of understanding organizational commitment is the attitude of a person workers who remain loyal to the organization to achieve organizational goals.

Commitment to the organization is a sense of partisanship (belief in the values of the organization), involvement (willingness to try our best for the sake of the organization), and loyalty or sincerity (the desire to maintain membership in the organization), which is shown by individuals or lecturers to the organization. So Commitment to the Organization can be expressed through the dimensions of affective commitment which include indicators: 1). loyalty to the organization, 2). Role / feel part of the organization, 3). Acceptance of organizational goals, while the normative dimension includes indicators: 1) Moral attachment to organizational rules, while the sustainable dimension includes indicators: 1). Acceptance / moral attachment to organizational values, and 2). Formal responsibility to the organization.

The Nature of Personality

Sigmund Freud in Ujam Jaenudin (2012: 72) views personality as a structure consisting of three systems, namely id, ego and super ego. and behavior according to Freud is the result of 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. The characteristics of personality are: it is an enduring characteristic, which distinguishes 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.

Explanation of the meaning of personality in this dissertation, the author chooses to use the big five theory with a reason that it will be easier to describe the dimensions of personality. Individual differences will be easily

demonstrated by several levels which are called the "Big Five" personality dimensions. Personality researchers believe they have identified the "big five" factors of personality. "Super traits" that are thought to describe the main dimensions of personality are: openness, conscientiousness, extraversion, kindness (agreeableness), and neuroticism or emotional stability.

Robbins and Judge, (2013: 167) say that the definition of personality is to explain the factors that determine how an individual is treated. A person is a unique combination of emotional patterns, thoughts and behaviors that affect how a person reacts to situations and interacts with others.

There are several characteristics involved in the Five Dimensional Model personality, including:

- a. Extraversion: The degree to which a person is friendly, talkative, and assertive
- b. Agreeableness: The degree to which a person is kind, cooperative, and trustworthy.
- c. Conscientiousness: The degree to which a person is responsible, reliable, persistent, and achievement-oriented.
- d. Emotional stability: The degree to which a person is calm, enthusiastic, and secure (positive) or tense, anxious, depressive, and insecure (negative)
- e. Openness to experience: The degree to which a person is imaginative, artistically sensitive, and knowledgeable.

As stated by Jerald Greenberg and Robert A. Baron (2008: 142-143) which states that personality is a unique and relatively stable pattern of behavior, thoughts, and emotions, shown by individuals. The five basic dimensions of personality are assumed to underlie many traits. Stated means that individuals must consider a large number of traits in order to fully understand the role of personality in organizational behavior. Evidence shows that there are five key dimensions to consider, often referred to as the big five dimensions of personality, namely first, Extraversion, second, Agreeableness, third, Conscientiousness, fourth, Neuroticism, fifth, Openness to experience.

In research conducted by Seyyed Ali Akbar Ahmadi, Freyedon Ahmadi and Mina Zohrabi on "Effect of the Leadership Styles on the Organizational Commitment Given the Staff Personality Traits (The Case study: Iran's State Retirement Organization)". The results showed that there was a correlation between leadership style and organizational commitment, namely $B = 0.266$, leadership style towards personality $B = 0.458$ and personality towards organizational commitment $B = 0.382$.

Eternal personality traits (Curtis W. Cook, Phillip L. Hunsaker: 2008) are those that describe individual attitudes and behavior:

First, openness, is the extent to which an individual is social or antisocial, out or shy, assertive or passive, active or inactive, and talkative or calm. Someone who puts high rates for the first trait in this pair is extroverted, while someone who rates high for the second trait is introverted. **Second**, Friendliness, measures the extent to which someone is friendly, flexible or inflexible,

trusting or careful, kind or moody, soft-hearted or hard-hearted and tolerant or judgmental. **Third**, emotional stability, a feature of the extent to which a person is consistent or inconsistent in how they react to certain events, reacts impulsively or weighs choices before acting, and takes personal things or sees situations objectively. Fourth, Conscientiousness, is the extent to which individuals are relied on or consistent, reliable or unreliable, following through commitments or reneging, and making promises or not. Fifth, Openness to the characteristics of experience, the extent to which people are interested in broadening their horizons or limiting them, learning new things or sticking to what they already know, meeting new people or hanging out with current friends and co-workers, going to new places or limit yourself to familiar places.

Philip and Curtis, (2008: 182-183) state that personality is a set of traits and behaviors that characterize an individual, the longer and better we get to know someone, the more likely we are to recognize patterns of how individuals respond to various people and situations. Personalities can help with the selection process for employees, tailor job fields to individuals, and guide career development decisions.

The notion of personality has been stated by Philip and Curtis, (2008: 182-183), Hunsaker: 2008), Greenberg and Baron (2008: 142-143), Robbins and Judge, (2013: 167), with different opinions of these figures. concluded that personality is the traits and traits that are relatively stable and persistent that represents a person's attitude and character includes patterns of thought and feeling, self-concept, temperament and mentality which are generally in line with general habits.

The Nature of Performance

According to Rue and Byars (2007: 278), performance refers to the degree of completion of tasks that complement one's work. This reflects how well a person is in carrying out the demands of a job.

Basically, performance is determined by three factors, namely: (a) effort, (b) ability, and (c) direction. In detail, these three factors can be described as follows: a. Effort, is an effort which refers to how hard a person works. b. Ability (ability) is an effort related to one's ability. c. Direction (direction) is an activity that refers to how well the person understands what is expected from his job.

The three factors mentioned above of course influence one another; because these three factors are interrelated, then one of the factors is not owned by a worker or employee, so the performance will be low.

Colquitt et al. (2009: 37) argues that performance is the value of a set of employee behaviors that contribute positively or negatively to achieving organizational goals. Basically, performance has three dimensions, namely (a) task behavior, (b) moral behavior, and (c) challenging behavior.

Minner (2010: 170) defines performance as follows, performance is how a person is expected to function and behave in accordance with the tasks that have been assigned to him.

Furthermore, Minner argues, in general it can be stated that there are 4 (four) aspects of performance, namely;

- a. The resulting quality, explains the number of errors, time, and consistency in performing tasks.
- b. The quantity produced, refers to the number of products or services produced.
- c. Working time, explains the number of absences, tardiness, and years of work that the individual worker has served.
- d. Cooperation, explaining how individuals help or hinder the efforts of their colleagues.

Basically, an employee's performance will be good if he / she has high skills, is willing to work hard, is given a salary according to the agreement, has hopes of a better future.

The theory of performance according to Schermerhorn et al. (2010: 76) is that to determine organizational and individual performance can be seen from 5 (five) influencing factors, namely; (a) Knowledge, (b) Skills, (c) Ability, (d) Attitudes, and (e) Behavior. On the other hand, Schermerhorn et al. reveal abilities and skills as individual factors of each worker. The more competent the abilities and skills of each worker, the more likely it will affect the achievement of performance results.

Bernardin and Russel, in Eddy Sutrisno (2010: 179-180) proposed six primary performances that can be used to measure performance, namely:

- a. Quality. Is the extent to which the process or results of the implementation of activities approach perfection or approach the expected goals.
- b. Quantity. Represents the amount generated, for example the amount of rupiah, units, and the cycle of activities carried out.
- c. Timeliness. It is the extent to which an activity is completed at the desired time, taking into account the coordination of other outputs and the time available for other people's activities.
- d. Cost effectiveness. Is the extent to which the use of organizational resources (human, financial, technological, and material) is maximized to achieve the highest result or reduction of losses from each unit of resource use.
- e. Need for supervision. Is the extent to which a worker can carry out a job function without the need for supervision of a supervisor to prevent unwanted actions.

Interpersonal impact. Is the degree to which workers maintain self-esteem, good name, and cooperation among colleagues and subordinates. A. P. Mangkunegara (2011: 67)

f. states that the performance of Human Resources is a term from the word Job Performance or Actual Performance, which is the quality and quantity of work achieved by a person in carrying out his duties in accordance with the responsibilities assigned to him.

Furthermore, Mangkunegara stated that there are 2 (two) factors that affect

performance:

Ability Factor

Psychologically, the abilities (abilities) of employees consist of potential abilities (IQ) and reality abilities (knowledge + skills). This means that employees who have an IQ above average (IQ 110 - 120) with adequate education for their position and skilled in doing daily work will find it easier to achieve the expected performance. Therefore, workers need to be placed in jobs that match their expertise (the right man in the right place, the right man on the right job).

Motivation Factors

Motivation is formed from the attitude of a worker in dealing with work situations. Motivation is a condition that drives workers who are directed to achieve organizational goals (work goals).

Definition of performance according to Edy Sutrisno (2010: 172) is: employee work results seen in the aspects of quality, quantity, working time, and cooperation to achieve the goals set by the organization. Meanwhile, the factors that affect performance are: (a) effectiveness and efficiency, (b) authority and responsibility, (c) discipline, and (d) initiative. .

Based on law No. 14 of 2005 on Teachers and Lecturers, Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and arts through education, research and community service.

The competencies that must be owned include,

1. Pedagogy: Ability to manage student learning, design and implementation of learning, evaluate learning outcomes, and develop students to actualize their various potentials.
2. Personality: The ability of a personality that is steady, stable, mature, wise, and dignified, becomes a role model for students, and has a noble character.
3. Professional: The ability to master the learning material broadly and deeply which allows it to guide students to meet competency standards.
4. Social: The ability of educators as part of the community to communicate and socialize effectively with students, fellow educators, educational staff, parents / guardians of students, and the surrounding community.

Rue and Byars (2007: 278), Colquitt et al, (2009: 37), Minner (2010: 170), Schermerhorn et al, (2010: 76), Edy Sutrisno (2010: 172) Based on different theoretical understandings and have been described above , then it can be synthesized that performance is performance that contributes, both quantity and quality, to the achievement of organizational goals, with measurement indicators: a. Planning, b. Direction and purpose, c. Timeliness, d. Cooperation,

Community service and f. Evaluation

Theory and Framework for Thinking

1. The Influence of Personality on Commitment to the Organization.

Personality according to Jerald Greenberg and Robert A. Baron (2008: 142-143) which states that personality is a unique and relatively stable pattern of behavior, thoughts, and emotions, which is shown by individuals. The five basic dimensions of personality are assumed to underlie many certain traits. It means that individuals must consider a large number of traits to fully understand the role of personality in organizational behavior. Robbins and Judge, (2013: 167) said that the definition of personality is to explain the factors that determine how an individual is treated. A person is a unique combination of emotional patterns, thoughts and behaviors that affect how a person reacts to situations and interacts with others. Evidence shows that there are five major dimensions of personality, often referred to as (1) curiosity, (2) friendliness, (3), caution, (4) emotional stability, and (5). Openness to experience.

Kritner and Kinicki (2008: 166) which states that Commitment to Organization is the degree to which an individual identifies himself with an organization and its goals. Kritner and Kinicki (2008: 166) which states that Commitment to Organization is the degree to which an individual identifies himself with an organization and its goals. Commitment to the Organization consists of three separate but interconnected components: (a). Affective commitment. (b). Normative commitment, and (c). Continuous commitment. Commitment to organization is the identification of lecturers who are divided into dimensions of affective commitment which includes the desire to continue working in the institution, make every effort to succeed the goals of the institution, be involved in every activity in the institution; The dimensions of normative commitment include the desire to fulfill obligations in the institution, the obligation to remain in the institution, while the sustainable dimension includes the desire to consistently carry out the same activities, awareness of the costs of leaving the institution.

The influence of personality on Commitment to the Organization can be explained that if the lecturer works according to his abilities, education, personality, and has a good work ethic and is supported by work experience, the higher the commitment of the lecturer to the organization.

Based on some of the descriptions above, it is assumed that the personality of the lecturer has a positive direct influence on Commitment to the Organization.

The Effect of Performance on Commitment to the Organization

Colquitt et al. (2009: 37) argues that performance is the value of a set of employee behaviors that contribute positively or negatively to achieving organizational goals. Basically, performance has three dimensions, namely (a) task behavior, (b) moral behavior, and (c) challenging behavior.

John B. Minner (2010: 170) defines performance as follows, performance is how a person is expected to function and behave in accordance with the tasks that have been assigned to him. Performance theory according to Schermerhorn et al, (2010: 76) is that to determine organizational and individual performance can be seen from 5 (five) influencing factors, namely; (a) Knowledge, (b) Skills, (c) Ability, (d) Attitude, and (e) Behavior. On the other hand, Schermerhorn et al, revealed the ability and skills as individual factors for each worker. The more competent the abilities and skills of each worker, the more likely it will affect the achievement of performance results.

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Commitment to the Organization is an attitude that reflects the extent to which an individual knows and is tied to the organization. Someone who has a commitment will definitely be involved, namely trying their best and being loyal to the organization, namely remaining a member of the organization. Commitment to the organization is the identification of lecturers who are divided into dimensions of affective commitment which includes the desire to continue working in the institution, make every effort to succeed the goals of the institution, be involved in every activity in the institution; The dimensions of normative commitment include the desire to fulfill obligations in the institution, the obligation to remain in the institution, while the sustainable dimension includes the desire to consistently carry out the same activities, awareness of the costs of leaving the institution.

Performance for lecturers can increase commitment to the organization, if each task and job is in accordance with the right place and also according to their expertise. Lecturer performance is a hope for both lecturers and institutions, because high performance will increase lecturer commitment so that it will be very helpful in achieving organizational goals.

The link between performance and Commitment to the Organization is very strong because performance is fundamental to any organization and a lecturer who feels active in his work will have a strong commitment to the organization where he works.

It can be assumed that there is a positive direct influence between performance and commitment to the organization.

The Influence of Personality on Performance

Personality is the unique way of the individual in interpreting his life experiences and personality as something that is contained within the individual which guides and gives direction to the entire behavior of the individual concerned. Personality is formed from heredity, as well as environment (culture, family norms and other influences), as well as situations. Personality traits are enduring characteristics, which differentiate an individual's behavior, such as shyness, aggression, submission, laziness, ambition, and loyalty. The theory of performance according to Schermerhorn et al, (2010: 76) is that to determine organizational and individual performance can be seen from 5 (five) influencing factors, namely; (a) Knowledge, (b) Skills, (c) Ability, (d) Attitude, and (e) Behavior. On the other hand, Schermerhorn et al, revealed the ability and skills as individual factors for each worker. The more competent the abilities and skills of each worker, the more likely it will affect the achievement of performance results. Performance is related to the feeling dimension, the work atmosphere dimension and the evaluation dimension. Both are related to the surrounding environment and also the feeling and atmosphere of the good work environment. Based on the description above, it is suspected that personality has a positive direct influence on

RESEARCH METHODS

This research is a research that uses quantitative methods. In practice: This study uses the Quantitative Research Stage through descriptive analysis, linkert scale and path analysis using the survey method. There are three variables in this study, namely the exogenous variables of Personality (X1) and performance (X2) and endogenous variables of organizational commitment.

Tabel 1 Research Subjects

No.	Name	Gender	Fungsional	Education Background
1	lecturers at theological colleges. A	Womens	Pastoral Collenges	Graduation from theological school
2	lecturers at theological colleges B	Womens	Pastoral Collenges,	Graduation from theological school
3	lecturers at theological colleges C	Male	Pastoral Collenges,	Graduation from theological school
4	lecturers at	Womens	Pastoral Collenges,	Graduation

	theological colleges D				from theological school
5	lecturers at theological colleges E	Male	Team Collenges	Pastoral	Graduation from theological school
6.	lecturers at theological colleges F	Male	Senior Diacon		Diploma Ministry
7.	lecturers at theological colleges. G	Male	Senior Collenges,	Pastoral	Diploma Ministry
8.	lecturers at theological colleges H	Male	Junior Collenges,	Pastoral	Diploma Ministry

RESEARCH HYPOTHESIS

Thus based on the explanation and frame of mind above, the hypothesis proposed is presumed: There is an influence of Personality, Lecturer Performance on Organizational Commitment Based on the description above, research constellations can be made as shown in

Figure 1:
E.Eksogen

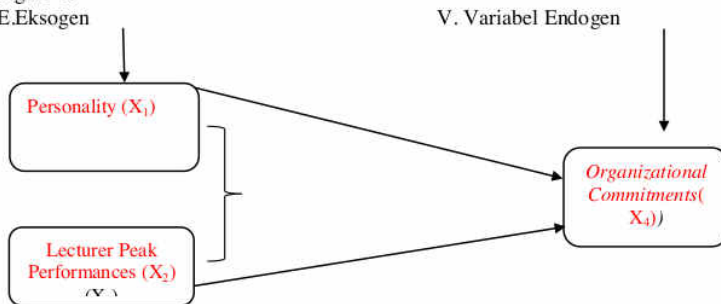


Figure2: Constelation Research

Statistic Hypothesis

1. The first hypothesis examines the positive direct influence of Personality on Organizational Commitment
 Ho: $\beta_{13} \leq 0$,
 H1: $\beta_{13} > 0$
2. The second hypothesis tests the positive direct effect of performance on organizational commitment.
 Ho: $\beta_{23} \leq 0$,
 H1: $\beta_{23} > 0$
3. The third hypothesis tests the positive direct effect of personality on

performance.
 Ho: $\beta_{12} \leq 0$
 H1: $\beta_{12} > 0$,

RESEARCH RESULTS

The data descriptions presented in this section include the Organizational Commitment variable (Y) which is the endogenous variable and the performance variables (X2) and personality (X1).

Commitment data to the organization

Organizational Commitment variable data obtained through quantitative research has a tendency to result, namely:

No.	Variabel	X _{min}	X _{max}	Range	Mean	St.Deviasi	Median	Modus
1.	Organizational Commitments	116	174	58	139,1	12,2	137	135

Peak Performance Variable Data

The peak performance obtained through quantitative research has a tendency to result

No.	Variabel	X _{min}	X _{max}	Range	Mean	St.Deviasi	Median	Modus
1.	peak performance	108	154	46	135,1	11,5	137,5	140

Based on the results of the statistical description analysis for the three research variables namely: the personality of the lecturer (X1), the performance of the lecturer (X2) and the Commitment to Organization (Y) it can be revealed about the symptoms of data centering as summarized in the following Statistical Description Summary Table

Table 2 Summary Statistical Descriptions

Criteria	X ₁	X ₂	Y
Mean	89.37	89.37	90.91
Standard Error	2.606	2.606	2.614
Median	87.00	88.00	89.00
Modus (Mode)	87	86	88
Stand. Deviation	25.271	25.267	25.344
Sample Variance	638.602	638.408	642.337
Range	118	118	121
Minimum	32	32	34
Maximum	150	150	155

Sum	8401	8401	8546
Count	94	94	94
Confidence Level (95,0%)			3,3
	3,3	2,4	
Maximum Class	8	8	8
Minimum Class	15	15	16

Table 3 Description Data Variable Recapitulation X_1 , X_2 , dan Y

No.	Variable	X_{\min}	X_{\max}	Range	Mean	St.Deviasi	Median	Modus
1.	Organizational Commitments	116	174	58	139,1	12,2	137	135
2.	Peak Performance	108	154	46	135,1	11,5	137,5	140
3.	Personality	103	160	57	127,8	15,9	124,5	160

Prior to the path analysis, the data must meet several statistical test requirements, namely (1) Error Normality Test, and (2) Test of Significance and Linearity of Regression Coefficient.

Table 4 Test Normalities Galat Conclusion

No.	Range Galat	N	L_{hitung}	L_{tabel}	
				$\alpha=0,05$	Decision
1.	Y atas X_1	94	0,0898	0,0914	Normal
2.	Y atas X_2	94	0,0839	0,914	Normal
3.	X_2 atas X_1	94	0,0839	0,0914	Normal

In accordance with the description above, the normality requirements for the estimated error have been met.

Table 5 Summary of Regression Model Linearity Test Results

No	Hub Between Variables	Model.	F=hitung (tuna cocok)	F=table($\alpha=0,05$)	F=table($\alpha=0,01$)	Pola Test Linieritas
1.	Y atas X_1		1,613	8,557	26,254	Linier
2.	Y atas X_2		2,628	8,557	26,254	Linier
3.	X_2 atas X_1		2,832	8,557	26,254	Linier

From the table above, it can be concluded that there is a positive direct influence of personality on organizational commitment, a positive direct effect of performance on organizational commitment, and a positive direct influence of personality on performance.

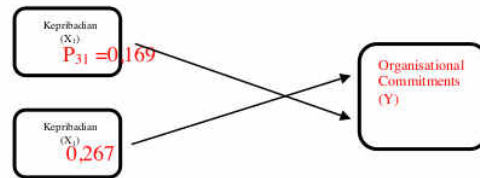
Model Testing

Before testing the causality model by using path analysis, first the research data that has been tested and meets all the requirements is required. One of the important requirements that must be met is a significant correlation between the related variables. The correlation between these variables is calculated using SPSS 22. The structural model being tested consists of 2 sub-structures such as:

Substructural Equation 1:
 $Y = \beta_{y1}X_1 + \beta_{y2}X_2 + \beta_{y3}X_3$
 $Y = 0.582 + 0.169 + 0.267$

Structural Equation 2:
 $Y = \beta_{y13}X_1 + \beta_{y23}X_3$
 $Y = 0.507 X_1 + 0.485 X_3$

All path coefficients were identified as significant at $\alpha = 0.05$. The empirical research path diagram is as shown in Figure below:



The path coefficient of Personality, Performance on Organizational Commitment

Hypothesis test

A summary of the overall results of hypothesis testing is summarized in table 3 below:

Table 3 Recapitulation of Hypothesis Testing results

N o.	Variable	Line Koefisien	t_h	t_{tabel} $\alpha=0.05$	Test Decision
1.	X ₁ to Y	$P_{y2} = 0,169$	3,871	1,987	H0 is rejected, H1 is accepted There is a positive direct influence of Personality on Commitment to the Organization
2.	X ₂ to Y	$P_{y3} = 0,267$	6,088	1,987	H0 is rejected, H1 is accepted There is a direct positive effect of Satisfaction on Commitment in the Organization

3.	X ₁ to X ₂	P ₃₂ 0,485	=	8,23 8	1,987	H0 is rejected, H1 is accepted There is a positive direct influence of personality on peak performance
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CONCLUSION

1. Based on the results of hypothesis testing that has been done, it can be concluded that the personality of the lecturer has a positive and significant direct effect on organizational commitment. These findings provide evidence that empirically the increase in personality by a lecturer has an impact on increasing organizational commitment. The quantitative data obtained quantitatively in the study is strengthened by the data from observations in qualitative research which gives the direction that personality is closely related to lecturer commitment. Lecturer commitment is determined by the personality factor possessed by the lecturer himself.

Personality has a very strong role in a lecturer in carrying out his duties. Personality traits can help a person in the selection process as a lecturer, adjust the field of work, and help someone in his career development. Patterns of thought and feeling as well as mentality will influence a lecturer in adjusting to his environment. This is in accordance with the theory put forward by Jerald Greenberg and Robert A. Baron (2008) which states that personality is a unique and relatively stable pattern of behavior, thoughts, and emotions, shown by individuals, so the lecturer will be able to carry out their duties properly and shows his role as a lecturer who is full of loyalty.

2. Performance Has a Positive Direct Effect on Commitment to the Organization

The results of hypothesis testing and the results of the above analysis can be concluded that lecturer performance has a positive and significant direct effect on Commitment to the Organization. This finding illustrates empirically that the strong performance possessed by lecturers will strengthen the commitment of lecturers to their institutions. This obedience will shape the character of the lecturers who are always part of the institution where they work. The quantitative data above is reinforced by data from observations of qualitative research which have conclusions about performance, which is an expression of employee attitudes towards work that reflects a pleasant or unpleasant experience based on the compatibility between expectations and reality obtained from their work.

Performance has a very strong role in a lecturer, if someone does a job with the orientation or purpose of meeting the needs of life and welfare, then when an institution is able to provide a high salary, so that the level of welfare of the lecturer is very good, then the lecturer should enjoy performance.

Colquitt et al, (2009: 37) argues that performance is the value of a set of employee behaviors that contribute positively or negatively to achieving organizational goals. Basically, performance has three dimensions, namely (a) task behavior, (b) moral behavior, and (c) challenging behavior.

3. Direct Positive Effect of Lecturer Personality on Lecturer Peak Performance.

Based on the results of hypothesis testing and research findings, it shows that the personality of the lecturer has a positive and significant direct effect on the performance of the lecturer. Thus, it is expected that lecturers are loyal and provide themselves to work with high enthusiasm in their work community and have a high sense of trust in the institution where they work. This shows that personality cannot be ignored in a person. The personality of the lecturer will determine how a person can work well. This means that in an institution if someone can feel satisfied at work, a strong self-confidence is needed, so that they can carry out their duties with full responsibility.

Related to this research, the effect of personality on performance is reinforced by the theory put forward by Robbins and Judge, which states that proactive personality is an attitude that tends to be opportunistic, initiative, daring to act, and persevering until it achieves significant changes. It was continued that personality is explaining the factors that determine how a person's individual treatment of an institution such as theological schools so that the goals and objectives contained in this vision and mission are achieved properly.

Based on the analysis and discussion of the influence of transformational leadership, personality, performance on organizational commitment at theological schools in West Java, it can be concluded as follows:

1. The higher the personality of the lecturer, the higher the results of commitment to the organization, and vice versa, the lower the personality of the lecturer, the lower the results of commitment to the organization.
2. The greater the work performance, the stronger the results of the Commitment to the Organization, and vice versa, the lower the performance, the lower the results of the Commitment to the Organization.
3. Personality has a positive direct effect on performance, meaning that empirically a stable personality will be able to improve performance.

Thus, if the organizational commitment of lecturers, personality, and performance is improved properly, it can give an optimal influence and contribution to the progress of theological schools in West Java.

IMPLICATIONS

Some of the implications based on the findings and conclusions of the research results are as follows:

Based on the conclusion that personality has a positive direct effect on organizational commitment, meaning that strengthening personality will have an effect on increasing organizational commitment. This implies that improving the organizational commitment of lecturers requires improvements in personality.

The efforts that need to be improved in relation to the personality of the lecturer are: Prioritizing lecturer services as professional staff, Improving the quality of the lecturers themselves in relation to abilities and careers, Improving scientific development, Increasing personality competence

Meanwhile, the next suggestion is that performance has a positive direct effect

on organizational commitment. So this will have the implication that to improve the commitment of lecturers to the organization it is necessary to improve the performance of good lecturers. As for the efforts that can be made to improve lecturer performance, there are efforts made to improve lecturer performance: Fair treatment in job services, improvement and increase in wages, attention to the welfare of lecturers,

While personality has a positive direct effect on performance, the positive direct effect of personality on performance means that improving the personality of the lecturers will have an effect on improving performance. Personality is the characteristics and characteristics that represent the attitude or character of the lecturer, including patterns of thought and feeling, self-concept, temperament, and mentality which are generally in line with general habits in the future. This means that strengthening the personality of the lecturers will have an effect on improving lecturer performance.

Efforts that can be made with the personality of the lecturer are: Always improve their competence because a strong personality of the lecturer will improve the performance of good lecturers, Increase lecturers' wages and salaries, Improve training and facilities, Improve education and promotion, Join certification programs for those who have not, Expanding knowledge and skills, Providing awards and punishments, Removing diverse lecturer status.

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