

## Boosting Students: Learning Organization Training for Greater Commitment at SMK SASMITA 2

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### Abstract

*This study is motivated by the low level of students' learning commitment, which affects the effectiveness of the learning process. The objective of this research is to enhance students' commitment to learning through a learning-organization-based training program at SMK Sasmita Jaya 2. The method employed is a participatory approach implemented through training activities, including presentations, group discussions, and simulations. The participants of this study were students who directly engaged in the training program. The results indicate a significant improvement in students' understanding of the importance of learning commitment, as reflected in increased activeness, responsibility, and reflective thinking during the learning process. In addition, students demonstrated the ability to apply learning organization principles, such as continuous learning and collaboration, in their daily academic activities. Therefore, the training program proved effective in strengthening students' commitment to learning and fostering a more adaptive and sustainable learning culture within the school environment.*

**Keywords:** Learning Organization; Student Commitment; Training Program; Vocational School; Educational Development.

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### INTRODUCTION

Education is an essential process in shaping the quality of human resources who excel not only in cognitive aspects but also possess commitment, responsibility, and the ability to adapt to the dynamics of contemporary developments. In a broader context, education serves not merely as a means of knowledge transfer but also as a process of character building and the

internalization of sustainable values for life. From an Islamic perspective, education has a deeper dimension: an effort to develop individuals who are both knowledgeable and morally upright, and who possess a strong commitment to fulfilling their role as lifelong learners. This is in line with the word of Allah ﷻ in Surah Al-Mujadilah verse 11, which emphasizes that Allah will elevate the status of those who possess knowledge. Furthermore, Prophet Muhammad ﷺ emphasized the importance of seeking knowledge as an obligation for every Muslim (Narrated by Ibn Majah), indicating that commitment to learning is an integral part of the life of a faithful individual.

Historically, learning paradigms have evolved from conventional teacher-centered models to more modern, participatory, collaborative, and adaptive approaches that meet learners' needs. One concept that has emerged in this context is the learning organization, which continuously engages in learning through knowledge sharing, reflection, and ongoing improvement (Senge, 2020). In the field of education, this concept is highly relevant because it can create a dynamic, innovative, and responsive learning environment. Recent studies have also shown that implementing learning organization principles is positively correlated with increased individual commitment, particularly in educational organizations (Rahmawati & Suryadi, 2022). Therefore, integrating this concept into the learning process represents a strategy with the potential to enhance the quality of education.

From a juridical perspective, the implementation of education in Indonesia is supported by a strong and comprehensive legal foundation. Law Number 20 of 2003 concerning the National Education System stipulates that the objective of national education is to develop learners' potential so that they become faithful individuals, devoted to God Almighty, morally upright, competent, creative, and responsible. In addition, the Merdeka Belajar (Freedom to Learn) policy, initiated by the Ministry of Education, Culture, Research, and Technology, emphasizes student-centered learning, which requires a high level of independence and a strong commitment to learning from every student (Kemendikbud, 2021). This policy also serves as an impetus for educational institutions to create innovations in the learning process.

Theoretically, learning commitment is one of the primary determinants of students' academic success. Learning commitment reflects the extent to which individuals demonstrate active engagement, responsibility, and consistency in participating in the learning process. A high level of learning commitment contributes to increased intrinsic motivation, discipline, and perseverance in achieving learning objectives. Several studies have shown that learning commitment significantly influences academic achievement and student engagement in academic activities (Putri et al., 2021). Furthermore, organization-based learning approaches have been shown to enhance students' motivation, collaboration, and commitment to learning sustainably (Hidayat & Lestari, 2023). This indicates that a conducive learning environment plays an important role in shaping students' commitment to learning.

Empirically, various challenges persist in the educational process, particularly those related to students' low level of commitment to learning. This condition is characterized by a lack of active participation in learning activities, low motivation to learn, and limited awareness of academic responsibilities. Such circumstances pose a serious challenge for educational institutions, particularly vocational high schools (SMKs), which are expected to produce graduates who are competent, professional, and ready to enter the workforce. Therefore,

strategic and innovative efforts are required to enhance students' commitment to learning through approaches that are relevant to contemporary needs and developments.

Based on the foregoing discussion, this activity aims to enhance students' commitment to learning through learning organization-based training at SMK Sasmita Jaya 2. This activity is expected to increase students' awareness of the importance of commitment in learning, encourage active participation in the learning process, and foster an adaptive, collaborative, and sustainable learning culture within the school environment. Furthermore, the outcomes of this activity are expected to make practical contributions to the development of innovative learning models and serve as a reference for future education research.

## **METHODS**

### **1. Research Approach and Design**

This study employed a qualitative approach with a descriptive design. This approach was chosen to gain an in-depth understanding of the implementation process of learning organization-based training and its impact on students' learning commitment. The descriptive design enabled the researchers to systematically and accurately describe the phenomena occurring in the field under actual conditions (Creswell, 2020). This activity was also conducted as a Community Service Program (PKM), focusing on providing training interventions for students.

### **2. Research Site and Participants**

This study was conducted at SMK Sasmita Jaya 2. The research participants were students who attended the learning organization training program. Participants were selected using purposive sampling based on their active involvement in the training activities (Sugiyono, 2021). In addition to students, teachers were involved as informants to provide supplementary data on changes in students' learning commitment following the program's implementation.

### **3. Data Collection Techniques**

The data collection techniques employed in this study included observation, interviews, and documentation. An observation was conducted to examine students' activity, participation, and attitudes throughout the training activities. Semi-structured interviews were conducted to explore students' understanding and experiences of the training they had attended. Documentation was used to complement the data through activity photographs, implementation records, and students' reflection results. The research instruments consisted of observation and interview guidelines developed based on indicators of learning commitment and the principles of learning organization (Miles et al., 2020).

### **4. Data Analysis Techniques**

Data were analyzed qualitatively through three stages: data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting and simplifying data relevant to the research objectives. Data were presented as descriptive narratives to facilitate understanding. Subsequently, conclusions were drawn based on patterns and findings emerging

from the analyzed data (Miles et al., 2020). To ensure data validity, source and method triangulation techniques were employed by comparing data obtained from observations, interviews, and documentation.

## 5. Research Ethics

This study adhered to research ethics principles by upholding confidentiality, obtaining informed consent, and protecting research participants. Prior to implementing the activities, permission was obtained from the school authorities, and the study's objectives were clearly communicated to the participants. All collected data were used solely for academic purposes, and their confidentiality was strictly maintained. Furthermore, students' participation in this study was entirely voluntary and free from any form of coercion (Orb et al., 2021).

## RESULTS

### 1. Improved Students' Understanding of Learning Commitment

Based on the results of observations and interviews, students demonstrated an improved understanding of the importance of commitment in the learning process. Prior to the training, most students lacked a comprehensive understanding of what learning commitment means. After participating in the activity, students were able to explain the concept and relate it to their daily learning activities.

One student stated:

“Now I understand better that learning is not just about attending classes, but also about having responsibility and clear goals.”

In addition, students demonstrated a change in their perspective toward the learning process, becoming more serious and goal-oriented.

### 2. Increased Student Activeness and Participation

The observation results indicated that during the training activities, students showed greater engagement in each session. Students became more confident in asking questions, expressing their opinions, and engaging in group discussions.

The following student statement supported this finding:

“I usually stay quiet, but during the training I became more confident in speaking up and expressing my opinions.”

This change was also reflected in more dynamic interactions among students than in the period before the training.

### 3. Changes in Students' Sense of Responsibility in Learning

The learning organization training also affected students' sense of responsibility for learning. Students began to demonstrate greater awareness of the need to complete assignments, participate more diligently in activities, and take the initiative to learn independently.

One student expressed:

“Now I feel that I need to be more responsible for my assignments and my own learning instead of waiting to be told what to do.”

This change indicates the internalization of commitment values among students.

#### 4. Implementation of Learning Organization Principles in Learning Activities

Students began to apply several learning organization principles, such as continuous learning, collaboration, and self-reflection. This was evident in more collaborative group discussions and students' habits of sharing knowledge.

One student stated:

“I have become accustomed to discussing with my friends and helping each other whenever someone does not understand something.”

In addition, students began to engage in simple reflections on their learning experiences.

#### 5. Positive Responses to the Training Program

Students responded positively to the implementation of the training program. They felt that the activity offered a new experience and helped increase their motivation to learn.

This was reflected in the following student statement:

“The training was enjoyable and different from the usual activities, so it made me more enthusiastic about learning.”

Furthermore, teachers also observed changes in students' attitudes, noting that they became more active and responsible after participating in the program.

### **DISCUSSION**

#### 1. Enhancing Students' Learning Commitment through Learning Organization Training

The findings of this study indicate that learning organization-based training enhanced students' commitment to learning at SMK Sasmita Jaya 2. This was evidenced by students' increased understanding of the importance of responsibility in learning, greater participation in learning activities, and improved self-reflection abilities. These findings address the research problem by demonstrating that training interventions can be an effective strategy for improving students' commitment to learning.

Theoretically, learning commitment represents a form of students' active engagement in the learning process, encompassing cognitive, affective, and behavioral dimensions (Fredricks et al., 2021). The improvement in learning commitment observed in this study indicates that the learning organization approach can integrate these three dimensions through participatory and reflective activities.

#### 2. The Effectiveness of the Learning Organization Approach in Enhancing Student Participation

The findings reveal that students became more active in discussions and more willing to express their opinions after participating in the training program. This suggests that a learning environment that applies learning organization principles can foster optimal student engagement.

According to Senge (2020), a learning organization emphasizes the importance of collective learning, dialogue, and openness in sharing ideas. In this context, the training program facilitated students' active involvement in the learning process, thereby increasing participation. These findings are also consistent with the study conducted by Hidayat and Lestari (2023), which stated that collaborative learning approaches can significantly enhance student engagement and motivation.

### 3. Changes in Responsibility as an Indicator of Learning Commitment

One of the significant findings of this study is the change in students' attitudes and sense of responsibility toward the learning process. Students began to demonstrate awareness of the need to complete assignments independently and showed greater initiative in learning.

From a theoretical perspective, responsibility is one of the primary indicators of learning commitment (Zimmerman, 2020). This change indicates that the training provided not only affected the cognitive dimension but also contributed to students' character development. This finding supports the study by Putri et al. (2021), which stated that increased learning commitment is directly associated with higher levels of discipline and responsibility among students in the learning process.

### 4. Implementation of Learning Organization Principles in Learning Activities

The findings also indicate that students began to implement learning organization principles, such as continuous learning, collaboration, and self-reflection. This implementation was reflected in increased cooperation among students and the habit of sharing knowledge with one another.

According to learning organization theory, effective learning occurs when individuals can learn continuously and collaborate to solve problems (Senge, 2020). These findings suggest that the training program successfully internalized these values into students' learning practices. Furthermore, Rahmawati and Suryadi (2022) emphasized that implementing learning organization principles in education can continuously improve the quality of learning.

### 5. Contribution of the Findings to Theory Development

Based on the findings, it can be concluded that the learning organization approach is not only relevant to formal organizations but also effective in educational contexts, particularly for enhancing students' commitment to learning. These findings reinforce existing theories while contributing to the broader application of learning organization principles at the student level.

Therefore, this study indicates that integrating learning organization concepts into school learning practices can serve as an alternative model for enhancing students'

commitment to learning. This model emphasizes active, reflective, and collaborative learning as the key elements in developing a sustainable learning culture.



Figure 1. Penyampaian Materi



Gambar 2. Foto Bersama Wakil Kepala Sekolah SMK Sasmita Jaya 2

## CONCLUSION

Based on the findings of this study, it can be concluded that the learning organization-based training implemented at SMK Sasmita Jaya 2 had a positive impact on enhancing students' learning commitment. This was reflected in noticeable changes among students, both in their understanding and in their attitudes toward the learning process. Students who had previously tended to be passive and lacked awareness of the importance of learning began, after participating in the training, to demonstrate more active attitudes, greater responsibility, and clearer learning goals. Students began to understand that learning is not merely an obligation in the classroom but a process that requires commitment, consistency, and self-awareness. This change was reflected in increased participation in discussions, greater confidence in expressing opinions, and stronger dedication to completing assignments. Some

students even began to show initiative in learning independently, without constantly relying on their teachers' guidance.

The implementation of learning organization principles, such as collaboration, knowledge sharing, and self-reflection, also became evident in students' learning activities. They became more open to discussion, more appreciative of their peers' opinions, and increasingly accustomed to evaluating their own learning processes. This indicates that the learning organization approach contributes not only to enhancing knowledge but also to developing students' learning character. Therefore, it can be emphasized that learning organization-based training is an effective strategy for enhancing students' commitment to learning, particularly in vocational high school settings. These findings also suggest that learning approaches that actively, collaboratively, and reflectively engage students can serve as a key factor in fostering a more effective and sustainable learning culture.

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