

IMPACT ON TRANSFORMATIONAL, PROFESSIONAL LEADERS AND WORK DISCIPLINE ON LECTURER PERFORMANCE THROUGH ORGANIZATIONAL COMMITMENT OF PRIVATE UNIVERSITY AT LLDIKTI REGION IX

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Abstract: The lecturers' effectiveness is a key indicator of how higher education is improving. The university will do better the more well its lecturers perform. Performance results from lecturers carrying out their assigned tasks, in this case, implementing the higher education tri-dharma, which consists of teaching, research, and civil service. Achieving both the quantity and quality of higher education's tridharma implementation requires several criteria that impact both internal and external considerations. This research examines how organizational commitment in private higher education institutions in LLDIKTI Region IX affects lecturer performance regarding professionalism. Explanatory research using a quantitative approach directed by questionnaires is employed in the research design. Primary data was analyzed descriptively, and Structural Equation Modeling (SEM) was used. Based on research results, professionalism can improve lecturer performance. In this regard, it was found that professionalism can most influence lecturer performance. In particular, professionalism in social competence is reflected in the ability to express opinions. The main thing that can improve lecturer performance is having social competence that can build good and stable collaboration with other lecturers, education staff, students, and the community to support education.

Keywords: Lecturers, Management Strategy, Private University, Tridharma

INTRODUCTION

The lecturers' effectiveness is a key indicator of how higher education is improving. The university's success will improve in proportion to the performance of its lecturers (Panjaitan et al., 2021). Performance results from lecturers carrying out their assigned tasks, in this case, implementing the higher education tri dharma, which consists of teaching, research, and service. Achieving the quantity and quality of higher education's tri dharma implementation requires several criteria that impact internal and external considerations. If performance is the quantity and quality of work an individual completes, then performance is the output of task implementation. Performance can also be defined as the work performance shown by a related person with one's duties or work ability or work performance as a result of work moral encouragement that is shown in the form of good behavior demonstrated by lecturers in carrying out their duties on campus (Resmi & Mekarsari, 2017). By Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 1, paragraph 2 defines lecturers as educators, professionals, and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

In light of According to this view, lecturers play a crucial role in putting the entire educational process into action. To raise the standard of higher education, lecturers are in charge of the teaching and learning process (Ubben & Hughes, 1987). One of the key elements of Indonesia's higher education system is the lecturer. The roles, responsibilities, and obligations of lecturers are critical to achieving national education goals, which include improving the quality of Indonesia's human resources and making life in the country wiser. To build an advanced, just, successful, and civilized Indonesian society, the quality of the human resources in question involves the virtues of religion (tagwa), noble morals, and mastery of science, technology, and the arts. Lecturers must be able to perform well. Numerous indicators demonstrate that the internal conditions of higher education, such as lecturers' subpar performance when assessed from different angles, are to blame for the fall in the quality of higher education in Indonesia. S.K. Purwanto (2015).

The activities carried out only focus on one teaching activity. For this reason, various efforts need to be made by all Universities, both State and Private Universities, so that their higher education can be better (Purba, 2021). The current condition is based on data obtained from the Higher Education Service Institute LLDIKTI Region IX South Sulawesi, which shows that most lecturers who teach in private universities do not have academic positions and are not yet certified. The number of lecturers who do not have academic positions and are not certified is 9976 people (53.44%) (LLDIKTI Region IX, 2020), compared to the number of lecturers at LLDIKTI III of 9509 people

(49.98%) and LLDIKTI IV of 10,903 (41%) the number of lecturers at LLDIKTI VII is still higher. This situation indicates that the performance of Lecturers is still low because to obtain an academic position, the quality and quantity of the Tri Dharma of Higher Education implementation must be met, including teaching, research, and community service.

Every private university is making efforts to improve the competency and professionalism of human resources to increase the relevance, quality, and quantity of human resources in Higher Education. It aims to increase the number of certified lecturers, the number of international publications, the amount of intellectual wealth, and the amount of service to society (Sinollah et al., 2020). This effort is still not optimal because there are still many leaders and institutions who are still lacking in providing support to motivate lecturers to improve their performance. The role of leadership and institutional support is highly expected in providing evaluations of lecturer performance. This impacts the institution, meaning that if lecturer performance improves, the quality of higher education will also increase. Problems that often occur in universities are finding that many lecturers are unable to complete their tasks on time, the amount of research and service produced is still minimal, this also has an impact on lecturers' performance (Rodrigo Garcia Motta, Angélica Link, Viviane Aparecida Bussolaro, et al., 2021).

Another effort institutions make to improve lecturer performance is to improve work discipline. So far, lecturers are not only required to complete their responsibilities as lecturers but are also burdened with administrative problems, which can reduce lecturers' concentration and readiness to prepare for the learning process. Work discipline will also raise awareness within a lecturer to carry out a job continuously. It can develop regulations that can build lecturer performance to be more focused, leading to efforts to justify and involve knowledge of lecturers' attitudes and behavior so that there is a willingness to develop cooperation and better performance to achieve a college goal (Othman et al., 2010).

According to Yousef (Carden et al., 2021), organizational commitment mediates the relationship between leadership behavior and performance, where members are more satisfied with their jobs, and their performance becomes tall. Meanwhile, Surasni (2017:542) states that transformational leadership and Organizational commitment directly affect lecturer performance. These can be used to develop resource planning strategies. The influence of leadership in moving organizations and influencing lecturers in building teaching quality is very important. This includes building commitment and a strong organizational culture. Lecturer commitment is also very important in supporting the formation of a culture of good organization. According to (Lee & Seong, 2020), Commitment is something that arises from within oneself and causes a person to be able to persist in

working. This is done with sincerity and joy. The phenomena described above, especially if associated with salaries and professional allowances, especially for some lecturers who haven't received them to the fullest, of course, more or less will influence lecturer commitment. The commitment factor is considered important because Lecturers who are highly committed to the organization will have a professional attitude that upholds the values agreed upon.

Building lecturer commitment is closely related to how organizational commitment to organizational members. The organization delivers what "service" to members of the organization. Paying attention to professionalism and organizational commitment is necessary to improve lecturer performance. This is what the lecturer meant position as a professional educator in employment. Its activities require expertise and skills that meet quality standards and require professional education, while organizational commitment shows the loyalty of lecturers who always want to contribute to organizational progress. With the support of professionalism and organizational commitment, lecturer performance is assumed to increase (Q. H. Le, 2019). This research aims to determine professionalism's influence on lecturer performance through organizational commitment to private universities in LLDIKTI Region IX South Sulawesi.

METHODS

The research design is an explanatory quantitative research approach guided by questionnaires obtained from primary sources (Sugiyono, 2019). Primary data was analyzed descriptively, and Structural Equation Modeling (SEM) The scope of research This research examines the field of human resources (HR), in particular individual performance associated with organizational commitment, professionalism, and work discipline of private university lecturers (PTS) in-service institutions Higher Education LLDIKTI Region IX South Sulawesi.

The population in this study were Permanent Lecturers at Higher Education Private universities that have C accreditation and those that aren't accredited within the Higher Education Service Institution Environment LLDIKTI Region IX South Sulawesi as many as 3579 people (PDDikti data). Lecturer Research Sample The sample size was determined using Slovin's formula, Umar (2004:87), as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Information :

n = Number of Samples

N = Number of Population

e = Percentage of allowance for inaccuracy (precision) due to error
sampling is still tolerable (8.00%).

With N = 3,594, based on this formula, the sample size can be determined in this research.

$$n = \frac{3579}{1 + 3579(0,08)^2} = 149.74$$

rounded up to = 150 people. Sampling technique at each PTS The existing population is determined using the proportional random method sampling.

This primary data collection technique uses a questionnaire, namely data collection using a questionnaire. The questionnaire's data concerns respondents' responses to the variables studied. The responses given by respondents are measured using a Likert scale with a weight of 1 = Strongly disagree (STS), weight 2 = Disagree (TS), weight 3 = Neutral (N), weight 4 = Agree (S) and weight 5 = Strongly Agree (ST). The data is tabulated for analysis (Siregar, 2013).

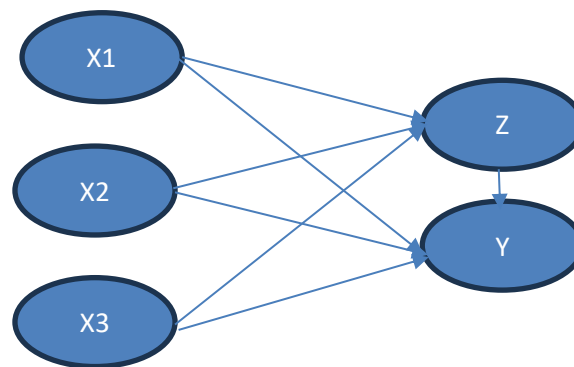


Figure 1. Conceptual Framework

X1: Transformational Leaders

X2: Professionalism Leaders

X3: Work Discipline

Z: Organisation Commitment

Y: Performance of Lecturers

RESULTS AND DISCUSSIONS

Test Validity & Reliability

There are two types of validity in PLS-SEM: convergent and discriminatory. Convergence validity means a set of indicators representing one latent variable, the underlying variable. These representations can be demonstrated through unidimensionality and expressed using extracted variance averages (AVE). The AVE value is at least 0.5 (Hair, Joseph; Black, William; Babin, Barry; Anderson, 2019).

This value represents an adequate convergence validity, which means that one latent variable can explain more than half of the variants of its indicators on average.

Table 1. Validity Test

Variable	AVE	Validity	Explanation
Transformational	0.581	0.5	Valid
Professionalism	0.580	0.5	Valid
Work Discipline	0.547	0.5	Valid
Organization Commitment	0.704	0.5	Valid
Tridharma Achievement (Performance)	0.658	0.5	Valid

Source: Data Processed 2022

The reliability test measures whether a respondent's answer is consistent or stable. If the respondent consistently answers the questions in the questionnaire, then the data is reliable. The construct or variable is reliable if the Smart-PLS statistical test gives a value of $\alpha > 0.60$ (Hair, Joseph; Black, William; Babin, Barry; Anderson, 2019).

Table 1. Reliability Test

Variable	Cronbach Alpha	Standard	Explanation
Transformational	0.761	0.6	Reliable
Professionalism	0.749	0.6	Reliable
Work Discipline	0.728	0.6	Reliable
Organization Commitment	0.859	0.6	Reliable
Tridharma Achievement (Performance)	0.827	0.6	Reliable

Source: Data Processed 2022

Structural Equation Model

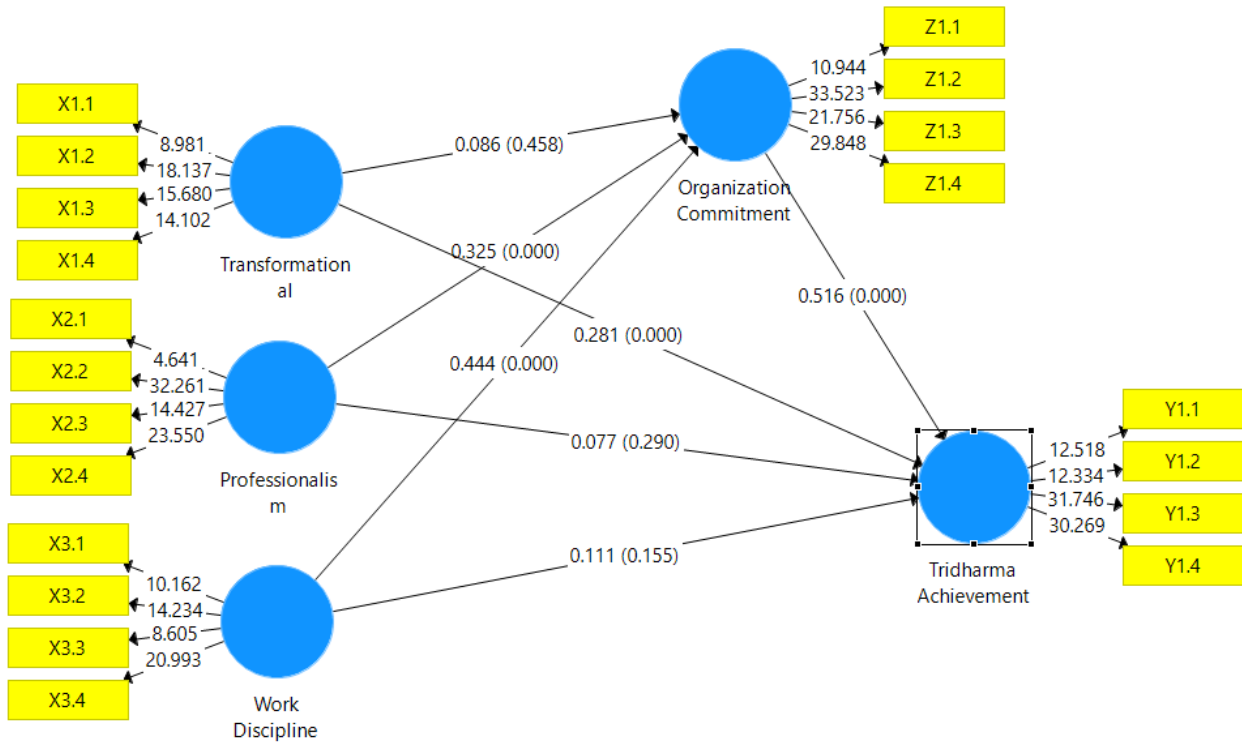


Figure 2. Smart-PLS Results Framework

The research results based on Figure 2 show that transformational leadership has a positive and insignificant impact on organization commitment, but transformational leadership has a positive and significant impact on lecturers' performance and tridharma achievement.

The research results based on Figure 2 show that professional leadership positively and significantly impacts organizational commitment. Still, it also has a positive and insignificant impact on lecturers' performance and tri-dharma achievement.

The research results based on Figure 2 show that work discipline has a positive and significant impact on organization commitment, but professional leadership has a positive and insignificant impact on lecturers' performance and tri-dharma achievement. Organizational commitment positively and significantly impacts Tridharma's achievement (Lecturer Performance).

Table 2 shows that transformational leaders indirectly have a positive and insignificant impact on a lecturer's performance (Tridharma achievement), mediated by organizational commitment. However, Professional leaders and work discipline indirectly positively and significantly impact a lecturer's performance (Tridharma achievement), which is mediated by organizational commitment.

Discussion

The research results show that transformational leadership has a positive and insignificant impact on organizational commitment. Other research (Supriadi et al., 2019) concluded that the transformational leadership style and organizational climate positively and significantly influenced the organization's innovation capability.

Transformational leadership positively and significantly impacts lecturers' performance on tridharma achievement. It has the same results as research (Damayanti et al., 2022). The results of this study state that leadership, organizational culture, and emotional stability partially have a positive and significant effect on employee performance. Self-efficacy has no significant effect on employee performance.

The research results show that professional leadership positively and significantly impacts organizational commitment, the same result that Nasaruddin (2021) found. The results of data analysis show that organizational culture and leadership style together (simultaneously) influence organizational commitment. Keywords: Organizational culture; Leadership style; Organizational commitment.

Professional leadership has a positive and insignificant impact on lecturers' performance on tri dharma achievement. Supriadi (2019) found the same results. The correlation coefficient for the leadership variable is 0.758 with a significance level of 5%, while the correlation coefficient (R) value is 0.779 or 77.9%, which means it strongly influences the independent and dependent variables. The determination coefficient (R²) is also obtained at 0.607.

The research results show that Work Discipline positively and significantly impacts organizational commitment. This result is the same as research (Surito et al., 2020). The work environment, organizational commitment, work discipline, and other data analysis findings positively and significantly impact employee job satisfaction at Malikussaleh University. The work atmosphere, organizational dedication, and discipline positively and significantly affect Malikussaleh University civil servants' job happiness. At Malikussaleh University, work discipline has a greater impact on employees' organizational commitment than job happiness. At Malikussaleh University, job satisfaction is not a moderator of the impact of the work environment on employees' organizational commitment.

Professional leadership has a positive and insignificant impact on lecturers' performance on tri dharma achievement. These results differed from research found by (Jaenudin et al., 2021). The findings demonstrated that the Leader member of the exchange variable had a greater overall

influence on the work performance of Muhammadiyah Cirebon University professors. The data collected in the field concludes that when lecturers at Muhammadiyah Cirebon University are led by leaders who desire to engage directly with their subordinates in their duties or leader member exchange (LMX), their performance will be more cautious. It is important to investigate this discovery to raise the caliber of instruction at Muhammadiyah University in Cirebon.

Organizational commitment positively and significantly impacts Tridharma's achievement (lecturer performance). Another research study (Asi et al., 2021) found that organizational commitment influences job satisfaction, organizational commitment influences lecturer performance, and job satisfaction influences lecturer performance.

This research has proven that professionalism and work discipline can be achieved to improve lecturer performance. In this regard, it was found that professionalism and work discipline can most influence Lecturer Performance (Affandi et al., 2021). Professionalism in social competence is especially reflected in the ability to express opinions. The main thing that can improve lecturer performance is competence in social media, which can build good and stable cooperation with other lecturers, education staff, students, and the community to support education (Fenia & Fenia, 2018). This research also proves that lecturers who desire to spend their career at the institution where they work can improve their overall lecturer performance. This is because Lecturers' loyalty to the Institution is very high and gives them confidence for lecturers to continue to spend their careers at the institution (H. Q. Le, 2020).

Professionalism and work discipline are competencies that lecturers must have as professional educators who can convey an opinion and provide a positive view to believe in each people in an organization who have the same role and position in the organization so that they can make a meaningful contribution for organizational progress (Supriadi et al., 2019). The research results prove that professionalism influences lecturer performance through organizational commitment. This is reflected in the lecturer's ability to convey impactful opinions by building good communication, which can improve lecturer performance (Yanto et al., 2020). Organizational commitment is a willingness to align behavior with the organization's needs, priorities, and goals. Organizational commitment relates to the degree to which an individual desires to remain within the organization and accept its goals because they feels comfortable in it. This reflects that individuals want to spend the rest of their careers in organizations with normative commitment. The importance of organizational commitment for lecturers influences the level of lecturer performance (Panjaitan et al., 2021).

Results Research states that Organizational Commitment can improve the performance of

lecturers. The findings of this research show that work discipline is the most determining factor influencing lecturer performance through organizational commitment (Hanafi et al., 2018). This matter shows that lecturer performance will increase if lecturers' work discipline is high. A lecturer who is creative and innovative in using learning media is supported by organizational commitment. In this case, the lecturer's desire to spend the rest of his career can improve his performance as a lecturer (Nizam, 2023).

CONCLUSION

Transformational leadership has a positive and insignificant impact on organizational commitment, but it also has a positive and significant impact on lecturers' performance and tri-dharma achievement. Professional leadership has a positive and significant impact on organizational commitment, but it also has a positive and insignificant impact on lecturers' performance and tri-dharma achievement. Work discipline has a positive and significant impact on organizational commitment, but professional leadership has a positive and insignificant impact on lecturers' performance and tri-dharma achievement. Organizational commitment positively and significantly impacts Tridharma's achievement (Lecturer Performance). Transformational leaders indirectly have a positive and insignificant impact on a lecturer's performance (Tridharma achievement), which is mediated by organizational commitment. However, Professional leaders and work discipline indirectly and significantly impact a lecturer's performance (Tridharma achievement), mediating by organizational commitment.

Organizational commitment is needed because high commitment will impact professionalism and improve lecturer performance. This gives meaning to performance lecturers in providing services to the community, which can be improved if lecturers have high work discipline, which is illustrated by the use of learning media through social competence, which is described by the ability to convey opinions and idealized influence depicted with leaders having extensive knowledge.

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