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Increasing Lecturers' Organisational Commitment through Strengthening Transformational Leadership, Organisational Culture, Work Motivation and Trust: Quantitative Research Using Path Analysis and SITOREM on Pamulang University Lecturers

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Abstract

Sholihin, Improving the Organisational Commitment of Lecturers through Strengthening Transformational Leadership, Organisational Culture, Work Motivation, and Trust' (Empirical Study Using Path Analysis Techniques and SITOREM Analysis on Pamulang University Lecturers). This study aims to produce strategies and ways to improve lecturer service quality through strengthening transformational leadership variables and organisational

support as independent variables and self-efficacy variables and job satisfaction as intervening variables. The sample selected based on the slovin formula from a population of 427 resulted in a number of 207 samples taken by proportional random sampling in 26 Study Programmes at Pamulang University. This study used a survey method with a path analysis approach and continued with SITOREM analysis.

Keywords: Organisational Commitment of Lecturers, Transformational Leadership, Organisational Culture, Work Motivation, and Trust

Introduction

Lecturers' competence is reflected in their academic qualifications, teaching certificates, and adequate physical and mental abilities. They have various tasks such as planning and implementing learning, evaluation, mentoring, research, and community service. The main purpose of the position of teachers and lecturers is to realise the national education system and achieve national education goals. Lecturers in higher education also have an important role in developing students. They must have in-depth knowledge and academic skills to guide students, encourage critical thinking, and provide academic and professional guidance. The quality of education can be improved by applying the concept of TQM in this concept learners are primary customers who directly receive the benefits of services. Educational institutions must place students as the largest stakeholder's. Students must be included in every strategic decision-making step of the educational organization. High expectations for the perfection of educational outputs require awareness and seriousness of educational stakeholders to empower educational institutions to run effectively which has an impact on the quality of superior educational outputs with all the competencies of service quality is an important element related to achieving national education goals and developing the whole Indonesian human being.

Building team commitment in an organisation can inspire other members to work well at all times. If an employee is able to build commitment at work, it will certainly contribute not only to the progress of the team and the company but also for their own good. Self-commitment in an organisation will be felt when someone is always given the opportunity to develop their creativity at work. This will certainly help them to enjoy their work more and become more committed to the projects they work on.

Employee commitment to the organisation is a behavioural dimension that can be used to measure and evaluate the strength of employees in surviving and carrying out their duties and obligations to the organisation. Commitment is seen as a value orientation towards the organisation that shows the individual really thinks about and prioritises his work and organisation. The necessity of higher education as an organisation in the field of higher education should strive for high organisational commitment. In fact, high commitment will have an impact on universities that are solid, harmonious, good work culture, conducive work climate, and can achieve achievements in various fields. Not a few people discuss the importance of strong organisational commitment that universities must have.

In Greater Tangerang there are several universities, one of which is Pamulang University which coincides in the city of South Tangerang, Greater Tangerang is an area adjacent to the capital city of Indonesia which has three regions namely, Tangerang Regency, Tangerang City and South Tangerang City in which there are 15 universities based on data (<https://mamikos.com/info>). Of the fifteen universities, Pamulang University is in the South Tangerang City area which is closest to Syarif Hidayatullah University.

Pamulang University commonly called UNPAM is one of the largest private universities in Banten Province, established on 15 May 2000. The Main Campus is located in Pamulang District, South Tangerang City. Private Universities (PTS), integrated with personality development, and academic development. And is expected to improve managerial quality and governance based on the principles of accountability, transparency, and efficiency in the framework of improving the quality of higher education that contributes to the development of national education and plays an active role in realizing a competitive nation.

As an empirical basis in this study, some things about Pamulang University as observed by researchers are conditions that are not ideal regarding organizational commitment that occurs in lecturers, such as a sense of belonging to the organization that still needs to be increased, the achievement of organizational goals is not optimal, the involvement of lecturers in campus activities is still low, the improvement of functional positions still needs special attention, although until now it is the main concern. The existence of such a situation is a natural state and almost all universities experience it and each university has different ways of overcoming the problem of organizational commitment.

Based on the data and facts obtained through a preliminary survey conducted on the 8th to 15th of May 2022, using a questionnaire that the indicator of lecturers' organizational commitment is based on indicators of organizational commitment variables. The preliminary survey was conducted to identify the organizational commitment of lecturers at Pamulang University. Preliminary research was conducted to determine the organizational commitment of lecturers using a questionnaire with an attitude scale, namely Strongly Agree (SS), Agree (S), Undecided (R), Disagree (TS) and Strongly Disagree (STS). Indicators of organizational commitment of lecturers measured in this preliminary survey are: (1) A sense of belonging, (2) Loyalty to work, (3) Togetherness in the organization and realizing organizational goals, (4) Desired service, (5) Feedback from the organization, (6) Suitability, and (7) Increased income and fulfilling needs.

The results of preliminary research conducted on 30 lecturer respondents between 22 and 28 January 2024 showed that there is a need to improve the organisational commitment of lecturers at Pamulang University (UNPAM). The preliminary research results highlighted a number of indicators that need further attention:

1. There are 31% of lecturers who have not been optimal in applying a sense of belonging,
2. There are 31% Lecturers have not been optimal in applying loyalty to work (Loyalty),
3. There are 30% of lecturers have not been optimal in applying togetherness in the organisation and realising organisational goals (togetherness).
4. There are 34% lecturers have not been optimal in applying the desired service (service).
5. There are 33% of lecturers who have not been optimal in applying the feedback obtained from the organisation (feedback).
6. There are 31% of lecturers who have not been optimal in implementing suitability (suitability).
7. There are 32% of lecturers who have not been optimal in implementing income generation and fulfilment of needs (income).

The state of the art is marked by the fact that there are still researchers who conduct research on the theme of organizational commitment, which indicates that the theme is still worth researching, this is indicated by several national and international journals that examine organizational commitment. The journals are as follows:

Based on the above study, there are several reasons that encourage research on lecturers' organizational commitment. First, improving the chess darma of higher education requires an increase in the organizational commitment of good lecturers, which has an impact on the accreditation status of higher education institutions. Second, transformational leadership is able to manage educational institutions to achieve educational goals effectively and efficiently. Third, organizational culture is an important value system in improving the quality of higher education. Organizational culture involves providing the knowledge, skills and resources necessary to enhance lecturers' organizational commitment, motivate them, and encourage active participation in the development of educational institutions. Fourth, work motivation on lecturers' organizational commitment will increase the spirit of achievement. Lecturers' work motivation is needed so that lecturers remain consistent and are not easily influenced by other parties to take actions that are contrary to the university's vision. Fifth, trust, in an academic environment, plays a very important role in creating healthy and productive relationships between individuals, especially between lecturers. Mutual trust forms the basis of effective co-operation, productive knowledge exchange, and continuous personal development.

The survey results above show that the quality of lecturer services needs to be improved, so it is necessary to find strategies and ways to improve the quality of lecturer services. Given that the quality of lecturer services is the key to achieving educational goals, the quality of lecturer services is interesting to study. The actuality of the research theme (state of the art) is marked by the fact that there are still researchers who conduct research on the theme of lecturer service quality, which indicates that the theme is not

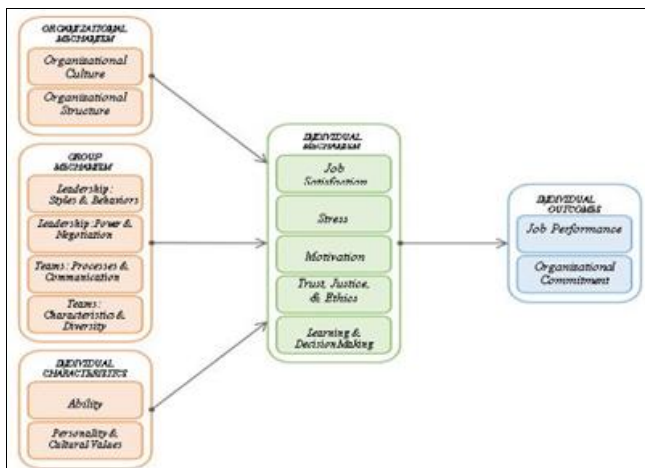
obsolete. This is shown through the research of Nurtania and Abdul Sadad (2013) which states that teaching staff, employees, curriculum, and governance together (simultaneously) have a significant influence on service quality. Elias Milana (2018) entitled Impact of Job Satisfaction on Public service quality in Syria shows a negative gap between expected services and services received for all quality dimensions.

Library Study

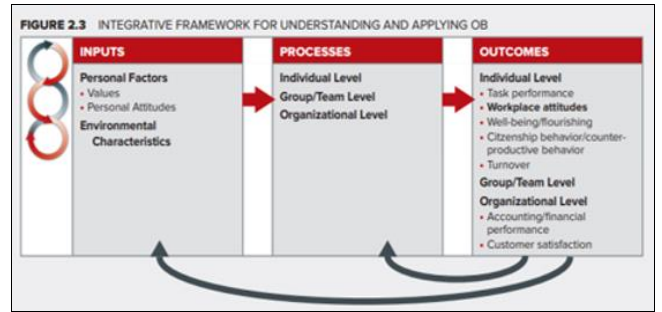
The main theory (Grand Theory) in this research is Organizational Behavior. Lately the theory has become an interesting and popular topic of discussion in many circles, not only limited to academics or educators but also among politicians and bureaucrats. This is very reasonable because organizational behavior is easy to understand, increasingly complex organizational problems, and plus various human problems with various characters and behaviors have become the main challenges that organizations often face.

An explanation of Organizational Behavior, among others, is stated by Aeni & Wiwaha (2022) that organizational behavior is the behavior of individuals and groups that have an impact on the organization. Darim (2020) in his research focuses on three determinants of behavior in an organizational environment, namely individuals, groups, and structures. In addition, the organizational behavior approach utilizes the understanding gained about individuals, groups, and the impact of structure on behavior to improve work effectiveness in an organization. Thus, an organization can be defined as an entity consisting of individuals who interact and work together to achieve their goals.

Another explanation was put forward by Colquitt *et al.* (2019) [5] that organizational behavior is a field of study aimed at understanding, explaining, and ultimately improving the attitudes and behavior of individuals and groups in organizations. In more detail Colquitt *et al.* (2014) [4] describe the mechanism of organizational behavior as follows:



Based on the above organizational behavior model, there are five important components of organizational behavior theory, namely Organizational Mechanisms, Group Mechanisms, Individual Characteristics, Individual Mechanisms and individual outcomes. It can be stated that organizational behavior basically has basic consistency. This means that behavior does not appear randomly, but can be predicted and then modified according to the differences and uniqueness of each individual in the organizational group.



1. Direct Effect of Transformational Leadership with Organisational Commitment of Lecturers

According to Ivancevich, Konopaske, & Matteson (2008: 234), commitment to the organisation can be defined as feelings of identification, involvement, and loyalty expressed by employees towards the organisation. Indicators of work commitment are as follows: 1) Affective occupational commitment. Commitment as an employee's affective/psychological attraction to his job. This commitment causes employees to stay in a job because they want it, 2) Continuence commitment. Leads to the calculation of profit and loss within the employee in connection with his desire to maintain or leave his job. This means that work commitment here is considered as a perception of the price that must be paid if employees leave their jobs. This commitment causes employees to stay in a job because they need it; and 3) Normative commitment. Commitment as an obligation to stay in their job.

From the exposure of the theories above, it can be synthesized (concept definition) that Organisational Commitment of Lecturers is a strong desire that exists in a person towards their organisation in the form of loyalty by playing an active role in order to achieve organisational goals and maintain their membership in the organisation. With indicators of lecturer performance are as follows; 1). A sense of belonging, 2). Loyal to work (Loyalty), 3) Togetherness in the organisation and realising organisational goals (togetherness), 4) Desired service (service), 5) Feedback obtained from the organisation (feedback), 6) Suitability (suitability), and 7) Increased income and fulfilment of needs (income).

2. Direct Effect of Organizational Culture with Organizational Commitment of Lecturers

Balaji, M. S., Jiang, Y., Singh, G., & Jha, S. (2020: 1-11), explains that organisational culture is a widespread social system in an organisation that guides the choice of strategic outcomes and ways to achieve them. The indicators of organisational culture are: (a) values and (b) assumptions in the organisation that influence how members interact with each other, as well as with the environment. Culture, which is effective in an organisation can communicate its values and standards to its members.

Organisational culture is the values and norms that are formed and applied to be obeyed in order to shape the character of attitude and behaviour while performing tasks and functions in achieving organisational goals. Indicators of organisational culture are as follows: 1) Encourage innovation at work, 2) Orientation to work results, 3) Work with the team, 4) Empowerment of human resources, 5) Consistent with the rules, and 6) Adaptation to change. Indicators of organisational culture encourage and develop Organisational Commitment of Lecturers. A good

Determination of the number of research samples in this quantitative stage uses proportional random sampling techniques based on the Taro Yamane Formula. What is meant by the sample is part of the number and characteristics that represent and are owned by the population. In this study the error rate and confidence level used is 5%. The following is the Taro Yamane formula:

$$n = \frac{N}{N d^2 + 1} \quad n = \frac{427}{427 \cdot 0.05^2 + 1} = \frac{427}{2.068} = 206,53 \approx 207$$

Results and Discussion

1. Statistical Description of Research Variables

No	Deskripsi	Kepemimpinan Transformasional X1	Budaya organisasi X2	Motivasi Kerja X3	Trust X4	Komitmen organisasional dosen Y
1.	Rata-rata (Mean)	155,89	148,08	149,34	137,74	138,75
2.	Standard Error	0,95	1,05	1,30	0,75	0,75
3.	Nilai Tengah (Median)	152	145	147	136	137
4.	Modus (Mode)	148	142	172	135	133
5.	Simpangan Baku (Stand Deviation)	13,70	15,05	18,74	10,74	10,79
6.	Varian Sampel (Sample Variance)	187,68	226,50	351,10	115,30	116,45
7.	Kurtosis	-0,63	0,52	1,09	1,15	0,35
8.	Kemencinan Kurva	0,30	-0,12	-0,78	-0,38	0,12
9.	Rentang (Range)	66	72	95	72	66
10.	Skor Terkecil (Minimum)	121	107	81	89	106
11.	Skor Terbesar (Maximum)	187	179	176	161	172

indicator of the independent variable that has the greatest contribution, the priority order of indicators that need to be improved immediately and those that need to be maintained can be arranged. The use of SITOREM Analysis is carried out through the following stages:

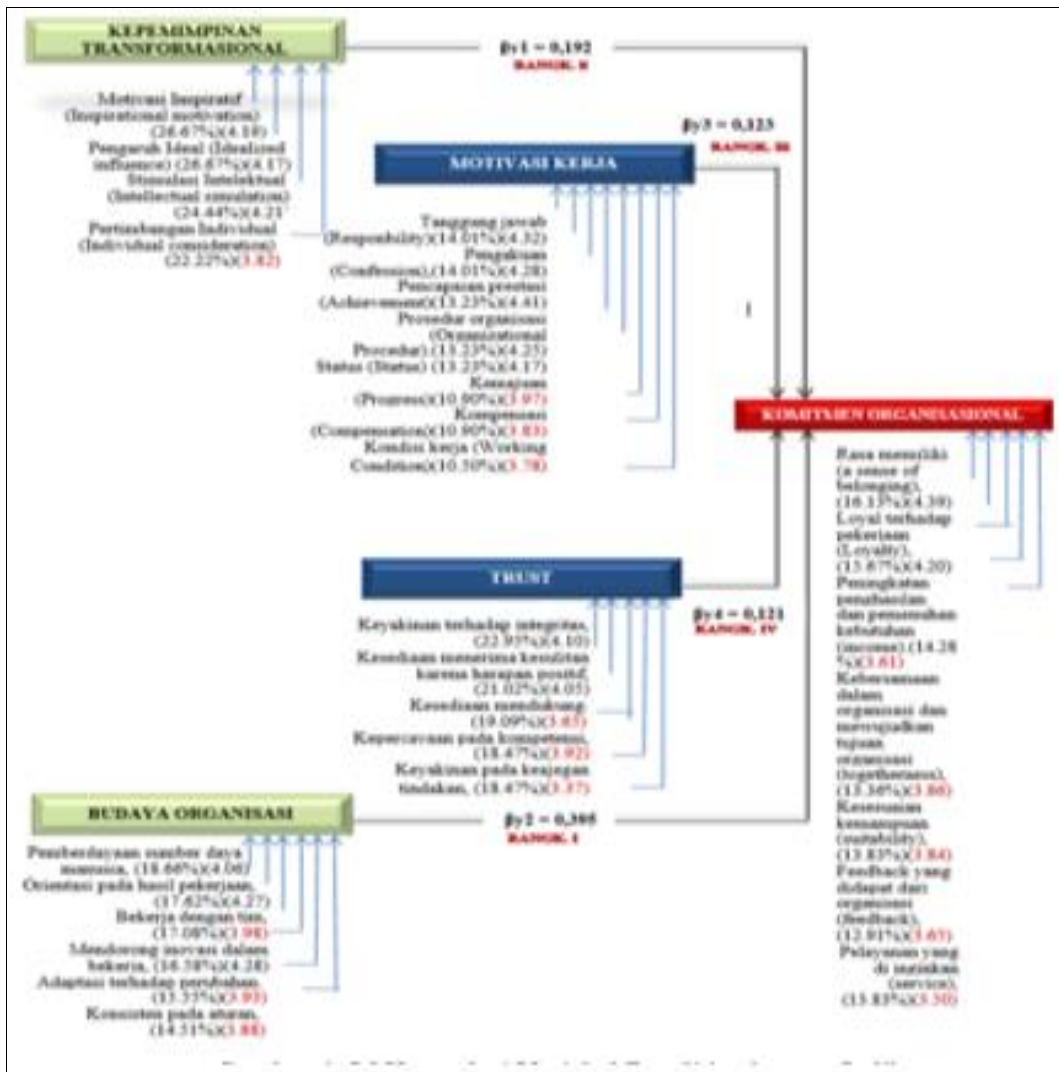
1. Contribution Analysis (coefficient of determination).

At this stage, the contribution of the independent variables to the dependent variable is analyzed, namely by using the coefficient of determination calculation formula. The coefficient of determination is calculated from the square of the correlation coefficient (or the correlation coefficient is squared) (Supardi, 2013: 188). Based on the path analysis research design in this study, the contribution analysis can be designed as described in the table below:

No	Pengaruh Antar Variabel Penelitian	Koefisien Jalur	Koefisien Determinasi	Kontribusi (%)
1	Pengaruh antara Kepemimpinan Transformasional dengan Komitmen organisasional dosen	0,192	0,431	43,1%
2	Pengaruh antara Budaya organisasi dengan Komitmen organisasional dosen	0,395	0,574	57,4%
3	Pengaruh antara Motivasi Kerja dengan Komitmen organisasional dosen	0,123	0,372	37,2%
4	Pengaruh antara Trust dengan Komitmen organisasional dosen	0,121	0,361	36,1%

Based on the identification of the strength of influence between research variables, and based on the weight of each

2. Sitorem Analysis



This study aims to produce strategies and ways to improve lecturer service quality through strengthening transformational leadership variables and organizational support as independent variables and self-efficacy variables and job satisfaction as intervening variables. The sample selected based on the Slovin formula from a population of 427 resulted in a number of 207 samples taken by proportional random sampling in 26 Study Programs at Pamulang University. This study used a survey method with a path analysis approach and continued with SITOREM analysis.

There is a significant positive direct influence between Transformational leadership (X1) on lecturers' organizational commitment (Y) with $\beta_{y1} = 0.192$, so that strengthening Transformational leadership (X1) can increase lecturers' organizational commitment (Y). 2) There is a significant positive direct effect between Organizational Culture (X2) on lecturer organizational commitment (Y) with $\beta_{y2} = 0.395$, so that strengthening Organizational Culture (X2) can increase lecturer organizational commitment (Y). 3) There is a significant positive direct effect between work motivation (X3) on lecturer organizational commitment (Y) with $\beta_{y3} = 0.123$, so that strengthening work motivation (X3) can increase lecturer organizational commitment (Y). 4) There is a significant positive direct effect between trust (X4) on lecturer organizational commitment (Y) with $\beta_{y4} = 0.121$, so strengthening trust (X4) can increase lecturer organizational commitment (Y). 5) There is a significant positive direct effect between transformational leadership (X1) on work motivation (X3) with $\beta_{x1x3} = 0.131$, so that strengthening transformational leadership (X1) can increase work motivation (X3). 6) There is a significant positive direct influence between Organizational Culture (X2) on work motivation (X3) with $\beta_{x2x3} = 0.367$, so strengthening Organizational Culture (X2) can increase work motivation (X3). 7) There is a significant positive direct effect between Transformational leadership (X1) on trust (X4) with $\beta_{x1x4} = 0.195$, so that strengthening Transformational leadership (X1) can increase trust (X4). 8) There is a significant positive direct effect between Organizational Culture (X2) on trust (X4) with $\beta_{x1x4} = 0.300$, so that strengthening Organizational Culture (X2) can increase trust (X4). with $\beta_{14y} = 0.189$, so that strengthening transformational leadership (X1) can improve the quality of lecturer services (Y) through job satisfaction (X4). Job satisfaction (X4) cannot function effectively as an intervening variable between transformational leadership (X1) and lecturer service quality (Y) because the direct influence is greater than the indirect influence, 9) There is a significant positive indirect effect between Transformational leadership (X1) on lecturer organizational commitment (Y) through work motivation (X3) with $\beta_{13y} = 0.025$, so that strengthening Transformational leadership (X1) can increase lecturer organizational commitment (Y) through work motivation (X3). Work motivation (X3) cannot function effectively as an intervening variable between Transformational leadership (X1) and organizational commitment of lecturers (Y) because its direct effect is greater than its indirect effect. 10) There is a significant positive indirect effect between Organizational Culture (X2) on lecturer organizational commitment (Y) through work motivation (X3) with $\beta_{23y} = 0.145$, so that strengthening Organizational Culture (X2) can increase lecturer organizational commitment (Y)

through work motivation (X3). However, work motivation (X3) cannot function effectively as an intervening variable between Organizational Culture (X2) and lecturer organizational commitment (Y) because its direct effect is greater than its indirect effect. 11) There is a significant positive indirect effect between Transformational leadership (X1) on lecturer organizational commitment (Y) through trust (X4) with $\beta_{14y} = 0.037$, so that strengthening Transformational leadership (X1) can increase lecturer organizational commitment (Y) through trust (X4). However, trust (X4) cannot function effectively as an intervening variable between Transformational leadership (X1) and lecturer organizational commitment (Y) because the direct effect is greater than the indirect effect. 12) There is a significant positive indirect effect between Organizational Culture (X2) on lecturer organizational commitment (Y) through trust (X4) with $\beta_{24y} = 0.119$, so that strengthening Organizational Culture (X2) can increase lecturer organizational commitment (Y) through trust (X4). Trust (X4) cannot function effectively as an intervening variable between Organizational Culture (X2) and lecturer organizational commitment (Y) because the direct effect is greater than the indirect effect.

The results of the SITOREM analysis show that the indicators that are still weak and need to be improved are: 1st) Working with a team, 2nd) Adaptation to change, 3rd) Consistency in rules, 4th) Individual consideration, 5th) Progress, 6th) Compensation, 7th) Working conditions, 8th) Willingness to support, 9th) Trust in competence, 10th) Confidence in the constancy of actions, 11th) Increased income and fulfillment of needs (income), 12th) Togetherness in the organization and realizing organizational goals (togetherness), 13th) Suitability, 14th) Feedback obtained from the organization (feedback), 15th) Desired service (service). While the indicators that are maintained and developed are: 1) Empowerment of human resources, 2) Orientation to work results, 3) Encourage innovation at work, 4) Inspirational motivation, 5) Idealized influence, 6) Intellectual stimulation, 7) Responsibility, 8) Confession, 9) Achievement, 10) Organizational procedures, 11) Status, 12) Confidence in integrity, 13) Willingness to accept difficulties due to positive expectations, 14) A sense of belonging, and 15) Loyalty to work (Loyalty).

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