



Received: 21-08-2024
Accepted: 01-10-2024

ISSN: 2583-049X

Increasing Lecturers' Organizational Commitment through Strengthening Organizational Support, Adversity Intelligence, Interpersonal Communication and Job Satisfaction: Empirical Study using Path Analysis Techniques and Sitorem Analysis on Permanent Lecturers of Universitas Muhammadiyah Tangerang

¹ Andika Ramadhan, ² Soewarto Hardhienata, ³ Sri Setyaningsih, ⁴ Lukman Azhari

¹ Faculty of Engineering, University of Muhammadiyah Tangerang, Indonesia

^{2,3} Postgraduate Programme, Pakuan University, Indonesia

⁴ Faculty of Engineering, University of Muhammadiyah Tangerang, Indonesia

Corresponding Author: **Andika Ramadhan**

Abstract

Increasing Organizational Commitment of Lecturers Through Strengthening, Organization Support, Adversity Intelligence, Interpersonal Communication and Job Satisfaction” (Empirical Study Using Path Analysis Techniques and SITOREM Analysis on Lecturers of Universitas Muhammadiyah Tangerang), This study aims to produce strategies and ways to increase Organizational Commitment of Lecturers through strengthening the variables of Adversity Intelligence and Adversity

Intelligence as independent variables and the variables of Interpersonal Communication and Job Satisfaction as intervening variables. The sample was selected based on the Slovin formula from a population of 462 resulting in a total of 215 samples taken by proportional random sampling in 32 Study Programs at Universitas Muhammadiyah Tangerang. This study used a survey method with a path analysis approach and continued with SITOREM analysis.

Keywords: Organizational Commitment of Lecturers, Organization Support, Adversity Intelligence, Interpersonal Communication and Job Satisfaction

Introduction

Building team commitment in the organization is able to 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 company but also for their own good. Self-commitment in an organization 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 organization is a behavioral dimension that can be used to measure and evaluate the strength of employees in surviving and carrying out their duties and obligations to the organization. Commitment is seen as a value orientation towards the organization that shows individuals really think about and prioritize their work and organization. Individuals will try to give all the effort they have in order to help the organization achieve its goals. Mathins and Jackson, (2011: 122), as well as what is expressed by (Nasution, 2017), that employees who have a strong commitment will stay with the organization.

Commitment can also be understood as an emotional connection to the organization. Emotional connection can be referred to as an employee's loyalty to the organization with various consequences, such as still trying to accept the values, goals and objectives of the organization. Thus, as a member of the organization will still try to survive in the organization, even under various conditions. Whether the conditions when the organization is profitable or vice versa (Hadiyanti, 2013).

The necessity of higher education as an organization in the field of higher education should strive for high organizational 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 organizational commitment that universities must have.

University of Muhammadiyah Tangerang (UMT) as a higher education institution whose activities educate scholars with various professions. To improve quality human resources. Therefore, in order for UMT to continue to exist, it must make changes to answer the demands of the environment. With the aim that UMT graduates have optimal quality, so that they are able to compete in the world of labor market at national, regional and international levels.

Based on the data and facts obtained through a preliminary survey conducted on 22 to 28 January 2024, using a questionnaire that the organizational commitment factors of lecturers are based on indicators of lecturer organizational commitment variables. A preliminary survey was conducted to identify the organizational commitment of lecturers at Universitas Muhammadiyah Tangerang (UMT). 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) The desired service, (5) Feedback from the organization, (6) Suitability, and (7) Increased income and fulfillment of needs.

The results of preliminary research conducted on 30 lecturer respondents between January 22 and 28, 2024 show that there is a need to improve the organizational commitment of lecturers at Universitas Muhammadiyah Tangerang (UMT). The preliminary research results highlighted a number of indicators that need further attention:

1. There are 32% Lecturers have not been as expected in applying a sense of belonging, where it can be seen that there are still proud to be a lecturer, feel less proud of the lecturer profession, have not been able to create positive changes in life, and are still less enthusiastic about carrying out obligations as a lecturer.
2. There are 33% of lecturers who are not as expected in applying loyalty to work (Loyalty), where it can be seen that there are still lecturers who are not determined to continue working at this university despite unfavorable conditions, there are still lecturers who work optimally even though university support has not been maximally provided, and there are still lecturers who declare themselves not to move universities as long as the position period has not been completed.
3. There are 32% of lecturers who are not as expected in applying togetherness in the organization and realizing organizational goals (togetherness), where it can be seen that there are still lecturers who do not want a close relationship with colleagues, there are still lecturers who do not want effective communication between the entire academic community, and there are still lecturers who are not willing to work harder for the progress of this university.
4. There are 34% Lecturers are not as expected in implementing the desired service (service), where it can be seen that there are still lecturers who do not want cooperation between lecturers and university staff, there

are still lecturers who do not want support and guidance from leaders and other coworkers, and there are still lecturers who do not want leniency in working at this university.

5. There are 35% lecturers who have not been as expected in applying the feedback obtained from the organization (feedback), where it can be seen that there are still lecturers who do not want to work in this university.
6. There are 33% of lecturers who are not as expected in implementing suitability, where it can be seen that there are still lecturers who are not willing to revise the work mechanism in each new academic year to improve service quality, there are still lecturers who do not make new innovations for the implementation of learning, and there are still lecturers who do not participate in activities held by the university.
7. There are 34% of lecturers who are not as expected in implementing income generation and fulfillment of needs (income), where it can be seen that there are still lecturers who do not want to continue working because their financial conditions are better than other universities, there are still lecturers who do not feel that their daily needs are fulfilled during their time as lecturers, and there are still lecturers who work not according to their responsibilities and income received.

The survey results above show that the organizational commitment of lecturers still has to be improved, so it is necessary to find strategies and ways to increase the organizational commitment of lecturers. Given that the organizational commitment of lecturers is the key to achieving educational goals, the organizational commitment of lecturers is interesting to study. However, there is a gap between expectations and reality in the field. With the speculation that there is a misunderstanding between the organizational commitment of lecturers and the achievement of educational goals, therefore the author wants to examine the positive influence of other variables so that strategies and ways to improve the organizational commitment of lecturers can be found. 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 organizational commitment of lecturers, which indicates that the theme is still worth researching, this is indicated by several national and international journals that examine the organizational commitment of lecturers.

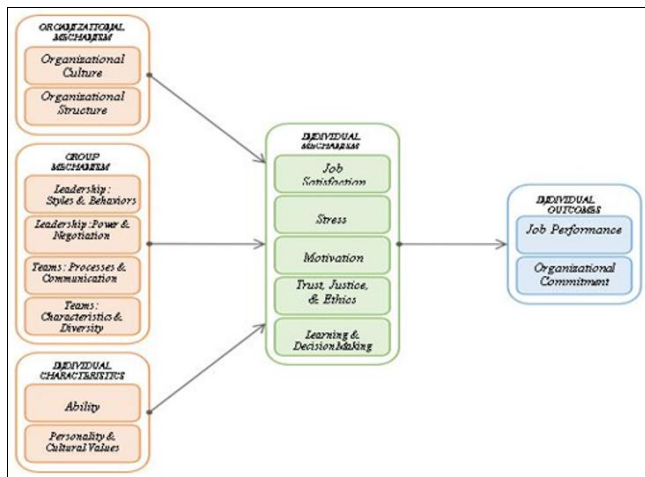
Library Study

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.

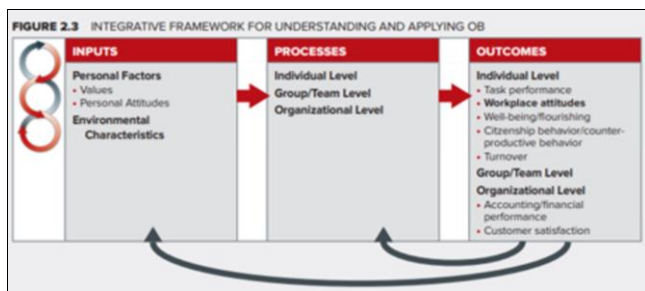
An explanation of Organizational Behavior, among others, is stated by Aeni & Wiwaha (2022) that organizational behavior is the behavior of individuals and groups that have an impact on the organization. Darim (2020) ^[2] in his research focuses on three determinants of behavior in an organizational environment, 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) [1] 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) 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 organizational support with organizational commitment lecturer

Organizational support is the level of member confidence in the organization where they work that provides justice, appreciates contributions, pays attention to welfare, provides recognition for the existence of members, and guarantees working conditions to members. The indicators of organizational support are as follows: 1) Providing Justice (Fairness), 2) Supervisor Support, 3) Awards from the Organization (Organizational Rewards), and 4) Working Conditions (Job Conditions).

Organizational Commitment of Lecturers is a strong desire that exists in a person towards his organization in the form of loyalty by playing an active role in order to achieve

organizational goals and maintain his membership in the organization. With indicators Organizational Commitment lecturers are as follows; 1). A sense of belonging (a sense of belonging), 2) Loyal to work (Loyalty), 3) Togetherness in the organization and realizing organizational goals (togetherness), 4) The desired service (service), 5) Feedback obtained from the organization (feedback), 6) Suitability (suitability), and 7) Increased income and fulfillment of needs (income).

2. Direct effect of adversity intelligence with organizational commitment of lecturers

Adversity intelligence is a characteristic of individuals who have a response to various difficulties and obstacles in carrying out tasks. The indicators of adversity intelligence are as follows: 1) Attitude to control difficulties (Control), 2) Attitude towards the origin of difficulties (Origin), 3) Attitude to face difficulties (Ownership), 4) Attitude to anticipate the impact of difficulties (Reach), and 5) Endurance of difficulties (Endurance).

Organizational Commitment of Lecturers is a strong desire that exists in a person towards his organization in the form of loyalty by playing an active role in order to achieve organizational goals and maintain his membership in the organization. With indicators Organizational Commitment lecturers are as follows; 1). A sense of belonging (a sense of belonging), 2) Loyal to work (Loyalty), 3) Togetherness in the organization and realizing organizational goals (togetherness), 4) The desired service (service), 5) Feedback obtained from the organization (feedback), 6) Suitability (suitability), and 7) Increased income and fulfillment of needs (income).

3. Direct Effect of interpersonal communication with organizational commitment of lecturers

Interpersonal communication is an interaction process of sending and receiving messages between humans, either verbal or non-verbal, which has a reciprocal influence in various ways to achieve the desired goals in the organization. The indicators of organizational support are as follows: 1) Openness to receive input from others, 2) The ability to understand others, 3) Provide support to others, 4) Be positive to yourself and others, 5) Provide views, ideas, and ideas for the progress of the organization, and 6) The ability to interpret every word, sentence, information and behavior of others.

Organizational Commitment of Lecturers is a strong desire that exists in a person towards his organization in the form of loyalty by playing an active role in order to achieve organizational goals and maintain his membership in the organization. With indicators Organizational Commitment lecturers are as follows; 1). A sense of belonging (a sense of belonging), 2) Loyal to work (Loyalty), 3) Togetherness in the organization and realizing organizational goals (togetherness), 4) The desired service (service), 5) Feedback obtained from the organization (feedback), 6) Suitability (suitability), and 7) Increased income and fulfillment of needs (income).

4. Direct Effect of job satisfaction with organizational commitment of lecturers

Job Satisfaction is an individual's attitude that reflects pleasant or unpleasant feelings towards his job, or experiences, which stem from his perception of his job with

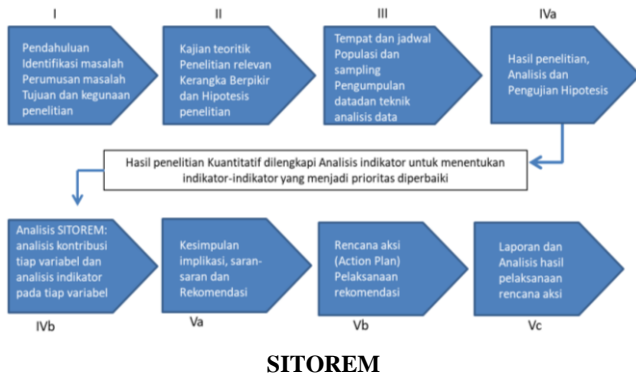
the income received, with indicators: 1) Salary (Pay), 2) Working conditions (Job), 3) Promotion opportunities, 4) Supervision (Supervisor) and 5) Co-Workers.

Organizational Commitment of Lecturers is a strong desire that exists in a person towards his organization in the form of loyalty by playing an active role in order to achieve organizational goals and maintain his membership in the organization. With indicators Organizational Commitment lecturers are as follows; 1). A sense of belonging (a sense of belonging), 2) Loyal to work (Loyalty), 3) Togetherness in the organization and realizing organizational goals (togetherness), 4) The desired service (service), 5) Feedback obtained from the organization (feedback), 6) Suitability (suitability), and 7) Increased income and fulfillment of needs (income).

Research Methods

The research approach is a research plan and procedure that includes steps: From broad assumptions to detailed methods in data collection, analysis, and interpretation (Creswell, 2016: 3). The research approaches used in this study are explained as follows:

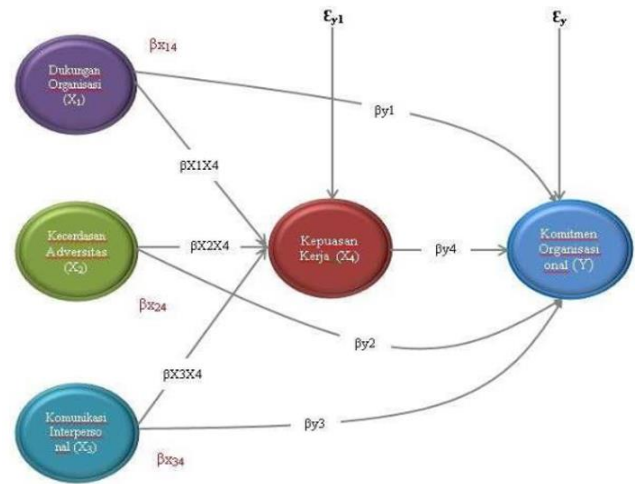
1. From the research objectives, this research is descriptive, which is a study that aims to explain the characteristics of the research variables.
2. From the type of study (type of investigation), this type of research is verification or causality (causal study), because this research wants to find the cause or causal relationship of one or more problems.



SITOREM

Path analysis and SITOREM analysis are combined research methods that combine path analysis research methods whose results are strengthened by using SITOREM analysis. Through SITOREM Analysis, the results of the Path Analysis research are analyzed in more detail on the indicators of the research variables, so as to find indicators that need to be immediately improved and maintained or developed. In the context of this study, in addition to using Path Analysis, it also uses sitorem analysis. Scientific Identification Theory to Conduct Operation Research in Education Management (sitorem), is a scientific method used to identify variables (theory) to carry out “Operation Research” in the field of Education Management (Hardhienata, 2017) [5]. SITOREM analysis is carried out by

identifying and analyzing three things, namely: a) Identification of the strength of the influence between the independent variable and the dependent variable; b) Analysis of the value of the research results for each indicator of the research variable, and c) Analysis of the weight of each indicator of each research variable based on the criteria “Cost, Benefit, Urgency and Importance.



The Path Analysis

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:

$$\text{formula: } n = \frac{N}{N d^2 + 1} = \frac{462}{462 \cdot 0.05^2 + 1} = \frac{462}{2.155} = 214.3852 \approx 215$$

Results and Discussion

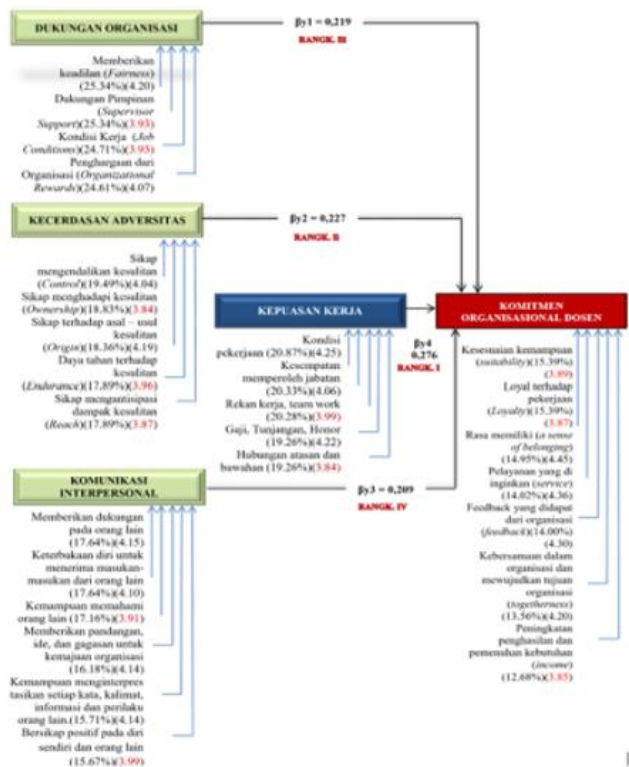
Based on the identification of the strength of influence between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, the priority order of indicators that need to be improved immediately and those that need to be maintained can 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:

S. No	Influence between Research Variables	Path Coefficient	Coefficient of Determination	Contribution (%)
1	The Influence between Organizational Support and Organizational Commitment of Lecturers	0,219	0,418	41,8%
2	Influence between Adversity Intelligence and Organizational Commitment of Lecturers	0,227	0,382	38,2%
3	Influence between Interpersonal Communication and Organizational Commitment of Lecturers	0,209	0,388	38,8%
4	Effect between Job Satisfaction and Organizational Commitment of Lecturers	0,276	0,455	45,5%

2. Sitorem Analysis



The results of path analysis show that there is a significant positive direct effect of Organizational Support (X₁), Adversity Intelligence (X₂), Interpersonal Communication (X₃), job satisfaction (X₄), on Organizational Commitment of Lecturers (Y), there is a significant positive direct effect of Organizational Support (X₁), Adversity Intelligence (X₂), Interpersonal Communication (X₃) on job satisfaction (X₄). There is a significant positive indirect effect of Adversity Intelligence (X₁), organization (X₂), Interpersonal Communication (X₃) on Lecturer Organizational Commitment (Y) through job satisfaction (X₄), there is a significant positive indirect effect of Organizational Support (X₁), organization (X₂), Interpersonal Communication (X₃) on Lecturer Organizational Commitment (Y) through job satisfaction (X₄).

The results of the SITOREM analysis show that the indicators that are still weak and need to be improved are 1st Colleagues, team work, 2nd Relations between superiors and subordinates, 3rd Attitude to face difficulties (Ownership), 4th Endurance, 5th Attitude to anticipate the impact of difficulties (Reach), 6th Supervisor Support, 7th Working Conditions (Job Conditions), 8th Ability to understand others, 9th Positive attitude towards yourself

and others, 10th Suitability, 11th Loyal to work (Loyalty), 12th Increased income and fulfillment of needs (income). While the indicators that are maintained and developed are: 1. Working conditions, 2. Opportunities to obtain positions, 3. Salary, allowances, honoraria, 4. Attitude to control difficulties (Control), 5. Attitude towards the origin of difficulties (Origin), 6. Providing justice (Fairness), 7. Awards from the Organization (Organizational Rewards), 8. Providing support to others, 9. Openness to receive input from others, 10. Providing views, ideas, and ideas for the progress of the organization, 11. The ability to interpret every word, sentence, information and behavior of others, 12. A sense of belonging (a sense of belonging), 13. The desired service (service), 14. Feedback obtained from the organization (feedback), 15. Togetherness in the organization and realizing organizational goals (togetherness).

References

- Colquitt JA, Lepine JA, Wesson MJ. Organisational behaviour: Improving performance and engagement. McGraw-Hill Education, 2019. Doi: <https://doi.org/10.1037/apl0000406>
- Darim A. Manajemen Perilaku Organisasi Dalam Mewujudkan Sumber Daya Manusia Yang Kompeten. Munaddhomah: Jurnal Manajemen Pendidikan Islam. 2020; 1(1):22-40. Doi: <https://doi.org/10.31538/munaddhomah.v1i1.29>
- Davies RS. Understanding technological literacy: A framework for assessing educational technology integration. TechTrends. 2011; 55:45-52.
- Desianti L, Hardhienata S, Setyaningsih S. Strengthening teacher creativity models through empirical studies in high schools. Journal of Industrial Engineering & Management Research. 2022; 3(4):148-169.
- Hardhienata S. Developing scientific identification theory to conduct operation research in education management. IOP conference series: Materials Science and Engineering. 2017; 166(1):012007.
- Hoffman AM, Spangehl SD. Innovation in higher education: Igniting the Spark for Success. The ACE Series on Higher Education. Rowman & Littlefield Publishers, Inc, 2011.
- Instefjord EJ, Munthe E. Developing digitally competent teachers: A study on the integration of professional digital literacy in teacher education. Teaching and Teacher Education. 2017; 67:37-45. Doi: <https://doi.org/10.1016/j.tate.2017.05.016>
- International Technology Education Association. Standards for Technological Literacy: Content for the Study of Technology, 2000. <https://www.wcp.umes.edu/tech/wp->
- Robbins SP. Organizational Behaviour: Concept,

- Controversies, Applications. Organisation Behaviour: Concept, Controversies, Applications, 2003.
10. Robbins SP, Coulter M. Manajemen. Erlangerga, 2016.
 11. Robbins SP, Judge TA. Organisational behaviour. In Fortune (17th ed.). Prentice Hall, 2015.
 12. Sallis E, Jones G. Knowledge management in education: Enhancing learning & education. Routledge, 2012.
 13. Sánchez-Ruiz MJ, Pérez-González JC, Petrides KV. Trait emotional intelligence profiles of students from different university faculties. Australian Journal of Psychology. 2010; 62(1):51-57.