

Revitalization the Internal Quality Assurance Through Leadership, Commitment, and Organization Culture

by Andry Simatauw

Submission date: 23-May-2022 04:46PM (UTC+0530)

Submission ID: 1838765236

File name: 3._Dinamika_Pendidikan.pdf (221.86K)

Word count: 8585

Character count: 49439



Revitalization the Internal Quality Assurance Through Leadership, Commitment, and Organization Culture

Onisimus Amtu^{1✉}, Fakhruddin², Haryono³, Muhsin⁴

DOI: 10.15294/dp.v15i2.26771

¹Department of Christian Religious Education, Faculty of Christian Education, Institut Agama Kristen Negeri Ambon, Ambon, Indonesia

²Department of Out of School Education, Faculty of Science Education, Universitas Negeri Semarang, Semarang, Indonesia

³Department of Curriculum and Educational Technology, Faculty of Science Education, Universitas Negeri Semarang, Semarang, Indonesia

⁴Department of Economic Education, Faculty of Economics, Universitas Negeri Semarang, Semarang, Indonesia

History Article

Received February 26, 2020

Approved May 08, 2020

Published June 30, 2020

Keywords

Internal Quality Assurance System; Leadership; Organizational Commitment; Organizational Culture; Revitalizing

Abstract

This research aims to determine whether there is a direct and indirect influence on exogenous variables, namely leadership and organizational commitment to endogenous variables, namely the application of internal quality assurance systems in state universities with organizational culture as an intervening variable. This research used quantitative approach and the analysis tools is path analysis. Population of this study included 340 lecturers at three state universities in Ambon and the sample size was 221 respondents. The results of the study prove that organizational culture plays an important role in mediating and contributing to leadership and organizational commitment to the implementation of the internal quality assurance system in higher education. Leadership and organizational commitment require an organizational culture to build communication and motivation through expectations and academic values that develop in a healthy, creative, innovative and dynamic manner because it can encourage collaboration and synergy of all elements of higher education to achieve the set quality standards.

How to Cite

Amtu, Onisimus et. al.(2020).Revitalization the Internal Quality Assurance Through Leadership, Commitment, and Organization Culture.*Dinamika Pendidikan*, 15(2), 215-229.

© 2020 Universitas Negeri Semarang

[✉] Correspondence Author:
Jl. Haruhun, Waihoka, Kecamatan Sirimau, Ambon, Maluku 87128
Email: onisimus_amtu@iaknambon.ac.id

INTRODUCTION

Today, the demand for quality and globally competitive higher education has become a necessity. Policies and strategies to improve the quality of education have become the focus of the government. The urge to improve the quality of higher education in Indonesia is of course reasonable. Indonesia must give serious attention to the development of education at the tertiary level because it has been proven that the progress of a country cannot be separated from the success of a country in managing its higher education institutions (Roza, 2007). Referring to Law Number 20 of 2003 concerning the National Education System and Law Number 12 of 2012 concerning Higher Education, all tertiary institutions are obliged to hold higher education *tri dharma* according to the established quality standards. The three higher education quality standards are national education standards, national research standards, and national community service standards. Nationally, the government has set higher education standards and obliged all tertiary institutions to formulate their respective standards according to the national higher education standards, but in reality, there are still various problems and obstacles, both substantial and operational.

As a comparison, the quality ranking of Indonesian tertiary institutions at the world level published by the Ministry of Research, Technology and Higher Education in 2016 shows that Indonesia is very far behind compared to Malaysia. In the implementation aspect of the higher education quality assurance system in various regions, various problems and obstacles are still found, both operational and substantive in nature. This condition is also found in universities in Maluku province. Data on the rankings of 100 non-vocational universities released by the Ministry of Research, Technology and Higher Education in 2018 in the context of commemorating the 73rd Indonesian independence proclamation which was accessed through the official website: <https://ristekdikti.go.id>, not a single state

or private university was found in Maluku including in the list.

From the results of preliminary observations, it was found that many factors require reform and improvement of higher education systems in order to compete at the national, regional and even international levels. The factors that are thought to have received less attention are leadership, commitment and organizational culture, which influence the implementation of the quality assurance system in higher education.

Higher education plays a role in increasing the nation's competitiveness in the face of globalization in all fields (Sulaiman, 2016). Universities are institutions that have an important role in developing science and producing qualified humans (Sayidah & Ady, 2019). Continuous and holistic improvement in the university education system requires collaborative efforts from various stakeholders both internal and external. The collaboration will stimulate improvements in the university education system (Asiyai, 2015). The increasing community demands for the quality of higher education as a result of globalization is a concrete problem whose solution cannot be postponed (Sumardjoko, 2010b).

The relevant literature to tertiary institutions covers a wide range of disciplines or transdisciplinary disciplines, including management and development evaluation, behavior and organizational change, and higher education studies (Boyle & Bowden, 1997). Organizational aspects such as structure, culture, human resource management, and leadership are some success determinants in integrated quality management (Taylor & Hill, 1992). The development of quality assurance is largely influenced by the preferences of national political actors as an implication of neoliberal managerialism in higher education (Hauptman, 2018) & (Lo, 2014). A major problem for countries that have recently introduced quality systems, particularly less developed countries, is the transferability accross the world (Harvey, & Williams, 2010).

Higher education is responsible for

providing quality assurance to the community (Widodo, 2015). The effectiveness of the higher education quality assessment system is fundamentally a matter of policy evaluation. At the macro level, the assessment system refers to external quality assessment, which includes government evaluation, quality certification, and university ranking (Guangli, 2016). The purpose of the higher education quality assurance system is to ensure the fulfillment of high education standards in a systemic and sustainable manner so that a culture of quality grows and develops in every university in Indonesia (Budiarto, Yulianda & Zulbainarni, 2018). Thus, there will be a harmony in good quality culture, individual leaders, and organizational actors (Kardoyo, 2016). This ideal condition may not be optimal for some universities because the process of building commitment, paradigm shift, and mental attitudes of all parties involved in higher education management takes time (Muhammad, 2014). This is because, in fact, various problems are still found. It has not been implemented in the other quality items (Ekroman, 2007). The improvement of the quality of education so far has not been in line with expectations several factors, including educational development strategies that are more "input-oriented" and "macro-oriented" which tend to be regulated by the bureaucracy at the central level (Suti, 2011).

One of the strategies to ensure the achievement of higher education standards is through an internal quality assurance system (Sila, 2017). The implementation of internal quality assurance is carried out by universities systemically through an internal quality assurance system (Wicaksono & Al-Rizki, 2018). This is important because the quality of higher education is the level of conformity between the implementation of higher education and higher education standards (Gunawan, 2017). In an interconnected world, the higher education system, the higher education institutions, education policy makers, quality assurance institutions are all expected to interact simultaneously in a global, national, and

local, or glonakal context (Hou, Chen & Morse, 2014). Higher education ultimately plays a role in increasing the nation's competitiveness in facing globalization in all fields. Therefore, higher education needs to be able to develop science and technology and produce intellectuals, scientists, and/or professionals who are well-cultured and creative, tolerant, democratic, have a strong character, and dare to defend the truth for the benefit of the nation (Sulaiman et al., 2016).

The concept of quality assurance originally comes from Northwest Europe and the US. This concept has been the basis of developments around the world and there is little variation in the methods adopted by quality assurance agencies (Harvey, & Williams, 2010). Accountability and quality assurance have become central discourses in higher education policy around the world. However, accountability and quality assurance involve power and control (Ramirez, 2014). Overall, the perception of the process changed from quality assurance as external supervision of the institution, to quality improvement that emerged from academic faculties and from institutional needs (Ezer & Horin, 2013). An important distinction has to be made between quality as a system and quality as interpreted and understood by various perspectives of practitioners (Elliott, 1993). This should be the foundation of quality development in higher education and contribution in increasing knowledge about the effectiveness (or ineffectiveness) of quality (Leiber, Stensaker & Harvey, 2015).

Higher education quality is the level of conformity between the implementation of higher education and Higher Education Standards consisting of the National Higher Education Standards and Higher Education Standards set by Higher Education (Gunawan, 2017). Efforts to achieve quality standards set by universities require a quality assurance system. In the view of Sulaiman et al. (2016), education quality assurance in tertiary institutions is the process of determining and fulfilling the quality standards of higher education management consistently and continuously

so that stakeholders (students, lecturers, education staff, parents, government, work environment, and other interested parties) obtain satisfaction. The focus of current reforms should be in developing internal quality practices and encouraging the participation of all stakeholders (Bugday & Gounko, 2014). The objectives and functions of the Higher Education Quality Assurance System are; (1) ensuring the fulfillment of Higher Education Standards in a systemic and sustainable manner so that a quality culture grows and develops; (2) controlling the implementation of higher education by universities to realize quality higher education (Ristek-Dikti, 2016).

The quality of education in higher education will be more guaranteed if it has a good and strong Higher Education Quality Assurance System, which can integrate the vision, mission, and objectives of the Higher Education into the vision, mission, and personal objectives of the leaders and members of the organization. Thus, there will be a cultural harmony of the quality of individual leaders and actors of the organization (Kardoyo, 2016). Higher Education has an obligation to carry out quality assurance activities autonomously, as part of an effort to improve and control the implementation of quality higher education (Wicaksono & Al-Rizki, 2018). An important function of quality assurance is to provide legitimacy through procedures' (Enders & Westerheijden, 2014). According to Harvey & Newton (2007) cited by Jarvis (2014) that quality assurance ensures not only accountability but also can be used to encourage the level of compliance with policy requirements or to control the growing private sector.

The Internal Quality Assurance System is a form of the modern approach to ensure the continuous improvement of the quality of higher education services. Quality service is highly dependent on various aspects, namely how the implementation pattern (management), human resource support, and institutions and the existence of a clear concept that creates customer comfort (Sila, 2017).

Internal quality assurance system, hereinafter abbreviated as IQAS, is a systemic activity of higher education quality assurance by each higher education institution autonomously to control and improve the implementation of higher education in a planned and sustainable manner (Permenristekdikti Number 62 of 2016). In other words, support is needed by higher level management from higher education institutions. Collaboration with other educational institutions is a relevant prerequisite for a perceived level of effectiveness of quality assurance (Seyfried & Pohlenz, 2018). The appropriate analysis methodology of impact for quality assurance interventions in higher education institutions should be seen as an integral part of quality assurance of the institutions themselves as they will make their work more transparent and easier to systematically improve (Damian, Grifoll & Rigbers, 2015). Therefore, effective planning and stakeholder commitment can overcome challenges to ensure the implementation of an effective framework for improving quality (Ansah, 2015).

Leadership, basically, is not only an enhanced individual quality but also a way of being and acting in a positive way to connect with others, being open for cooperation, being helpful, and growing in other personal aspects (Romero & Martinez, 2011). Leadership is a concept that is always associated with the existence of a group of people being led, and structurally-functionally having ties, recognition, and acceptance of basic ideas that become common references to achieve goals (Amtu, 2015). Leadership is defined as the ability to influence others to get things done. This reflects the behavior of the influence relationship between leaders and followers in certain situations with a common goal of achieving organizational outcomes (Lian, 2012).

Leadership plays an important role in the dynamics of knowledge processing (Firestone, McElroy, Martin & Marion, 2005). The importance of leadership contributions in educational organizations is emphasized by Riggio (2016) who stated that in recent years, there has been an increasing interest in

leadership development in organizations and education. The external and internal changes affecting higher education require the institution, and the system as a whole, to redefine its mission, goals, and practices. However, to achieve such a significant change requires leadership at many levels (Middlehurst, 1997). This is because academic credibility and university life experience are very important for effective leadership in higher education (Spindlove, 2007).

Leadership and management are concepts that are used regularly in organizational change and reform literature (Normore & Brooks, 2014). Leaders in education face various challenges in an increasingly competitive and changing environment (Kairys, 2018). Leadership experience and the value of leadership education are significantly, positively related to the psychological empowerment of leadership development (Solansky, 2014). Distributed leadership is very influential through its rhetorical values where leadership can be used to form perceptions of identity, participation, and influence (Bolden, Petrov & Gosling, 2009). Research findings from Lee & Schaltegger (2014) show that leaders greatly influence the process of change in mindsets, practices, and curricula to incorporate sustainability into higher business education institutions. While bottom-up leadership initiatives are essential, leadership support from top management is seen as essential to enable bigger and more radical steps of transformation.

Studies on leadership are always interesting when connected with the context of higher education management. In addition to several factors that determine the progress of higher education, leadership is a very dominant factor because it makes a big contribution to improving the quality of education. As Muhammad (2014) emphasized that the essence of institutional leadership is the extent of its sincerity to convince, direct, empower, generate self-confidence, and provide support to all parties involved in higher education management so that they can work optimally to achieve the vision and mission of higher education

which have been set. In this connection, Serafimovska & Ristova (2011) emphasized that the success of an organization to achieve quality control depends on the ability and attitude of top management. The performance of quality assurance in higher education has not been felt to be effective and tends to be caused by the politics of campus organizations that involve leadership policies (Suci, 2017). According to Tampi (2014), a person's leadership style affects their subordinates in order to maximize the performance of their subordinates so that organizational performance and organizational goals can be maximized. In other words, leadership and managerial contributions become important for quality and innovation in organizations (Lasrado, 2015). In order to achieve all this, the most important thing is leadership.

Organizational commitment is defined in terms of the level of identification and involvement of individuals in the work organization. The analysis shows that intrinsic work values are more closely related to organizational commitment than do either global measures of work values or extrinsic work values (Putti, Aryee & Liang, 1989). The level of organizational commitment as well as the level of loyalty and attachment to the organization is positively influenced by factors that emphasize flexibility and adaptation, but also the level of emphasis on hierarchy and specialization of roles in both the public and private sectors (Zeffane, 1994). Meyer & Allen (1991) have developed a schema of attitude perspective and behavior perspective. Attitude commitment focuses on the process by which people think about their relationship with the organization their own values and goals are aligned with organizational values. Behavioral commitment, on the other hand, is concerned with the process by which individuals become locked into a particular organization and how they deal with these problems.

Similar to the concept of commitment stated above, the definition of Porter et., al (1974) as cited Armstrong (2006) emphasized that commitment refers to engagement and

loyalty. This is the relative strength of identifying individuals with their involvement in a particular organization. Organizational commitment consists of three factors, namely; (1) a strong desire to remain a member of the organization, (2) a strong belief and acceptance of the organization's values and goals; and (3) readiness to mobilize considerable effort on behalf of the organization. Structural Equation Modeling analysis reveals that the relationship between employees' evaluations of HRM practices and their affective and normative commitments is largely mediated by perceptions of organizational support and procedural fairness (Meyer & Smith, 2000).

Some research results show that a relationship between rewards and increased organizational commitment are stated by Mottaz (1988) that intrinsic rewards are significantly stronger in determining commitment than extrinsic rewards. In addition, work balance and stability as stated by Galais & Moser, (2009) is due to the beneficial and dysfunctional effects of organizational commitment on welfare, which indicates a reconsideration of the role of organizational commitment for individuals in unstable work settings. There is also a relationship between levels of stress due to intrinsic factors and work, and mental health (Leong, Furnham & Cooper, 1996). Furthermore, there is a positive relationship between work-life balance and organizational commitment, and that organizational commitment mediates the effect of work-life balance on organizational performance (Oyewobi, Oke, Adeneye & Jimoh, 2019). It should be noted that organizational commitment is more strongly associated than job satisfaction with turnover intentions for tellers, but not for professionals (Shore & Martin, 1989). Because, as the size of the organization increases, commitment decreases; as structures become more employee-focused, commitment increases; and the more positive the perception of organizational climate, the greater the commitment (Sommer, Bae & Luthans, 1996).

Apart from the aspects of leadership and organizational commitment, there are also do-

minant factors in the process of improving the quality of higher education, namely organizational culture. As stated by Gibson (2012) that organizational culture is what employees feel and how these perceptions create patterns of trust, values, and expectations. Caldwell & Millikan quoted by Foskett (2003) states that organizational culture is expressed in the form: conceptually, through the assessment of certain ideas, which can be expressed into whatever explicit goals the organization has; orally, through the adoption of specific discourses and use of terminology; behaviorally, through rituals, ceremonies and social interactions; and visually, through the designs and styles adopted by the organization, for example in dress or uniform. The organizational culture framework proposed by Tierney (1988: 9), namely; environment, mission, socialization, information, strategy, and leadership. Organizational virtue is a useful construct for the analysis of continuing education organizations and is also related to organizational culture (Vallett, 2010). Organizations that have a culture with the necessary attributes can obtain superior financial performance that is sustainable from their culture (Berney, 1986).

The visible characteristics of organizational culture according to Robbins (2003) are (1) communication, (2) motivation, and (3) leadership. This idea is supported by Bennet's (2004) opinion that culture emerges from a multidimensional set of influences that include the external environment, workforce, managers and leaders, structure, technology, organizational history, and perceptions of the future. Culture in turn always focuses on the values, beliefs, and norms of individuals in organizations and how these individual perceptions coalesce into shared meanings (Bush & Middlewood, 2005) and (Koesmono, 2006). A study conducted by Tavares, Sin & Amaral, (2016) shows that the quality culture of the institution analyzed is between responsive and reactive. Overall, all reports emphasize the priority of formal and structural procedures, both regarding strengths and weaknesses. External reports show more weaknesses with

regard to stakeholder participation.

Referring to the theoretical model, this study is designed to examine the direct and indirect influence of leadership and organizational commitment as exogenous variables to the implementation of the internal quality assurance system as endogenous variables through organizational culture as an intervening variable.

METHODS

This study uses four variables, namely Leadership, Organizational Commitment, Organizational Culture, and Internal Quality Assurance System (IQAS). The Leadership variable measures the extent to which leaders in state universities have contributed to the achievement of higher education quality through the implementation of an internal quality assurance system. Leadership variable assessment indicators are measured on the aspects of role, competence, performance, style, and focus on quality, as suggested by Ginting & Haryati (2012); Bolden & Gosling (2006); McNair, Duree, & Ebbers (2011); Mathis & Jackson (2010); Lleras (2005); Sadikoglu & Olcay (2014). The Organizational Commitment variable is directed to measure affective commitment, normative commitment, and ongoing commitment from all elements of higher education administrators, as suggested by Robbins & Judge (2007).

The indicator of the Organizational Culture variable is directed at measuring how the communication model, the form of motivation, and the influence of leadership at every level of higher education organization,

as suggested by Robbins (2003). The internal quality assurance system (IQAS) variable indicator is directed to measure the achievement of each quality standard that has been set and implemented in the field of education, research, and community service, as stated in Permenristekdikti Number 62 of 2016 concerning the Higher Education Quality Assurance System.

The types and characteristics of the study population are limited and homogeneous (Brahmasari & Suprayetno, 2009). The population of this study included 340 lecturers at three state universities in Ambon city, Maluku province. Purposive sampling technique used in the process of determining the research sample because it is a technique carried out with special considerations so that it is appropriate to be used as a sample by Sarwono (2006). Referring to the Slovin sample determination guidelines (Amirin, 2011), with a 5% error rate for a population of 340, a sample of 221 was obtained. In Table 1, the population and sample used in the study are presented.

Based on the literature review and the variables to be studied, this study developed a questionnaire and tested it on 33 respondents outside the specified sample. Leadership variables consist of 46 statements, Organizational Commitment variables 45 statements, Organizational Commitment variables 42 statements, and IQAS 45 statements variables. The questionnaire uses a Likert scale with a score range of 5-1 answer choices and each respondent is asked to indicate a response or attitude. Corrected-item-total correlation and Cron-bach's alpha analysis were used to test validity and reliability (de Vaus, 2002). Af-

Table 1. Population and Sample

No	University	Dept.	Pop.	Samp.	%
1	Universitas Pattimura Ambon	70	280	182	82,35
2	Institut Agama Kristen Negeri Ambon	15	45	29	13,12
3	Politeknik Negeri Ambon	5	15	10	4,52
Amount		90	340	221	100

Source: Processed Primary Data (2020)

ter testing the validation and reliability using SPSS version 20, the variable leadership; 45 statements are valid, 1 item is rejected with a Cronbach alpha coefficient of $0.751 > 0.60$.

Organizational commitment variable; 45 valid statements with a Cronbach alpha coefficient of $0.792 > 0.60$. Organizational culture variables; 42 valid with Cronbach's alpha coefficient $0.756 > 0.60$. Furthermore, the IQAS variable; 41 statements are valid, 4 items are rejected with a Cronbach alpha coefficient of $0.745 > 0.60$. Whereas for the process of testing the path model and testing the research hypothesis used the path diagram in the AMOS 21.0 program.

Multivariate normality analysis shows point $c.r-0.454$ and in multivariate kurtosis shows point 0.424 , meaning that the value is not smaller than the maximum threshold and does not exceed the maximum value limit of 2.58 (Ghozali, 2017). Thus, the research data can be said to be normally distributed. With a descriptive analysis design, correlation, and path analysis to test exogenous, endogenous and mediating or intervening variables (Yanto et al., 2017). Model testing is carried out using the goodness of fit referring to the value of six indexes, namely Chi Squared, Goodness of Fit Index (GFI), Goodness of Fit Index (AGFI), Root Mean Square of Approximation (RMSEA), Normed Fit Index (NFI), and Comparative Fit Index (CFI), and CMIN / df ((Lleras, 2005; Albright & Park, 2009; Ghozali, 2017; Yanto et al., 2017).

RESULT AND DISCUSSION

The results of the correlation analysis showed that the variables of the implementation of the internal quality assurance system were related to organizational culture (0.653 , $p < 0.01$), leadership (0.642 , $p < 0.01$). Organizational commitment was not correlated directly but through organizational culture with a correlation coefficient (0.475 , $p < 0.01$). As an intervening variable, organizational culture is correlated with leadership (0.724 , $p > 0.05$), organizational commitment (0.686 , $p > 0.05$),

leadership and organizational commitment with a coefficient (0.574 , $p > 0.05$). In other words, the implementation of the internal quality assurance system in tertiary institutions is positively correlated with the support of leadership, a dynamic and creative organizational culture, and high organizational commitment from all elements of the organizers of each higher education institution.

The results of the analysis using AMOS 21 show that leadership and organizational commitment affect organizational culture and the implementation of the internal quality assurance system. Organizational commitment affects the implementation of the internal quality assurance system through organizational culture. Furthermore, organizational culture affects the implementation of the internal quality assurance system with a significance level of 0.001 ($p = ***$). In other words, all the proposed hypotheses are proven and accepted.

The value of the coefficient of determination is shown by the squared multiple correlations 0.632 (R^2). This means that the organizational culture variable can be explained by the leadership and organizational commitment variables of 63.2% while the remaining 36.8% is another variable that is not researched. Furthermore, the value of squared multiple correlations of 0.487 (R^2) indicates that the variable implementation of the internal quality assurance system (IQAS) can be explained by the variable leadership, organizational commitment and organizational culture by 48.7% , while the remaining 51.3% is other variables not examined.

The test results show that leadership has played an important role in improving the quality of higher education through organizational culture by 0.357 or 35.7% . The existence of a direct influence of leadership on organizational culture obtained a value of 0.492 or 49.2% . There is a direct effect of organizational commitment on organizational culture, the value is 0.403 or 40.3% . Organizational culture also plays a role in improving the quality of higher education because it contributes

to a value of 0.394 or 39.4%. The test results for each variable are presented in the Table 2.

Table 2. Standardized Direct Effects

	Org_ Commitment	Leader- ship	Org_ Culture
Org_ Culture	,403	,492	,000
IQAS	,000	,357	,394

Source: Processed Primary Data (2020)

Table 3. Standardized Indirect Effects

	Org_ Commitment	Leader- ship	Org_ Culture
Org_ Culture	,000	,000	,000
IQAS	,159	,194	,000

Source: Processed Primary Data (2020)

Looking at the test results in Table 3, it is found that the indirect influence of leadership to organizational culture then to the implementation of the internal quality assurance system is $= (0.492) (0.394) = 0.194$. In other words, the total effect: direct + indirect $= 0.357 + 0.194 = 0.551$. It can be explained that the value of the influence of leadership on the implementation of the internal quality assurance system through organizational culture is 55.1%. Furthermore, there is an indirect effect of organizational commitment to organizational culture and then to the implementation of the internal quality assurance system, the value $= (0.403) (0.394) = 0.159$. So, the total effect is: direct + indirect $= 0.403 + 0.159 = 0.562$. In other words, the effect value of organizational commitment on the implementation of an internal quality assurance system mediated by organizational culture is 15.9%.

By using the AMOS 21 application, testing of research problems has been answered, proven and accepted. The existence of direct and indirect influence of exogenous variables (leadership and organizational commitment)

with endogenous variables (IQAS implementation) is proven to have positive and significant effect values respectively. The following figure presents the antecedents of an increase in the internal quality assurance system at state universities by using organizational culture as an intervening variable.

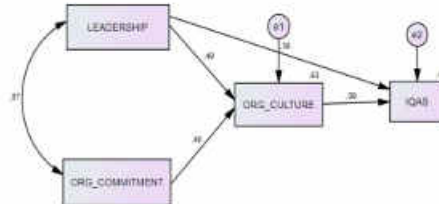


Figure 1. Path Analysis Diagram

Source: Processed Primary Data (2020)

The results of the goodness of fit test show that the development of the path diagram model gives a Chi Square value of 7,247 ($p > 0.05$), so it can be concluded that this model has been supported by empirical data. The RMSEA value of 0.169 is close to the 0.08 threshold. Furthermore, the scores in the CMIN / df, GFI, AGFI, NFI and CFI categories also have the same result and match the required threshold. This shows that the requirements in the Goodness of Fit Test have been met as shown in the Table 4.

The results of the path analysis show that the leader has contributed to show the role, performance, competence, leadership style and focus on improving the quality of higher education with an influence value of 35.7%. The influence value between variables by itself has proven that leadership is the main factor that determines the improvement of the quality assurance system in higher education. This finding is confirmed by Durie's (2016) research that only 39% of academic leaders have high interests and high performance. Leadership with a role (Trivellas & Dargenidou, 2009; Garwe, 2014), competencies that are prerequisites (Spendlove, 2007), and the style shown (Alharbi & Yusoff, 2012; Alemu, 2016; Barbosa, Gambi, & Gerolamo, 2017) are the

Table 4. Goodness of Fit Test

Index	Cut-off Value	Empirical Test	Remark
Chi Squared	$\alpha \geq 5\%$	7,247 ($p=0.007$)	Fit
RMSEA	$\leq 0,08$	0,169	Fit
CMIN / d.f.	$\leq 3,0$	1,0	Fit
GFI	$\geq 0,9$	0,984	Fit
AGFI	$\geq 0,9$	0,841	Fit
NFI	$\leq 0,9$	0,984	Fit
CFI	$\geq 0,9$	0,986	Fit

Source: Processed Primary Data (2020)

leadership factors that directly determine the higher education quality assurance system.

Leaders contribute to mobilize all organizational resources to ensure the achievement of all quality standards established through a series of academic activities. Involvement and coordination between leaders at every level of higher education organization to implement an internal quality assurance system will be seen through their roles, performance, competencies, styles and always focus on efforts to achieve quality standards at each level.

The quality policy is the basic framework for implementing the quality assurance system both on a national scale and at every higher education institution. National quality directions and policies have been determined, so that each university can harmonize it according to quality documents, internal quality improvement programs and leadership policies. These findings are commensurate with previous research such as; Tampubolon & Harati, (2019); Surnyaman, (2018); Lyytinen et al., (2017); Davies, Hides, & Casey, (2001).

This study has proven that leadership has a direct effect value of 49.2% on improving the organizational culture of higher education. No matter how good the role, performance, competence, and style a leader has, they need support from the organizational environment and various elements that interact, create, and collaborate together to form a truly dynamic

and innovative organizational culture. The higher education organizational culture forms an academic culture that is managed professionally. The results of the influence test show that leadership has maximally encouraged the growth of higher education culture. This means that organizational culture can mediate each leader to contribute to higher education quality assurance (Taylor & Hill, 1992; Hati, 2013). The success of implementing the internal quality assurance system in state universities is strongly influenced by leadership variables (Amtu, 2019). Higher education is the main pillar that supports improving the quality of a nation's human resources. Therefore, there is a demand to improve the quality and competitiveness of higher education should be seen as a necessity.

In addition to the leadership contribution factor, organizational commitment is a factor that can have a positive impact on efforts to drive the improvement of the quality of higher education. This study offers a strategy to improve the implementation of the internal quality assurance system in higher education through organizational culture. Through organizational culture, leadership can play a role in encouraging all interested parties to collaborate to create a dynamic, creative, and innovative academic climate and culture (Sumardjoko, 2010a). With the increase in organizational culture, the role of leadership

will be realized and organizational commitment will be built synergistically and simultaneously to increase the achievement of quality standards set by each university.

Analysis of the direct influence of organizational commitment to organizational culture shows a significant value of 40.3%. This result indicates that an increase in organizational culture is also determined by an increase in organizational commitment. In the aspect of building commitment, affective commitment is needed, as evidenced by emotional attachment and involvement in the organization; normative commitment is evidenced by the desire to survive and fight for the organization; and sustainable commitment is evidenced by the responsibility and belief of all elements (lecturers, staff, students, and other stakeholders) regarding the future of higher education (Robbins & Judge, 2007 cited Santa Mira & Margaretha, 2014; Porter et al., 1974 quoted by Armstrong, 2006). That is, increasing organizational culture requires organizational commitment as a supporting variable that moves all elements of higher education to create climate, atmosphere, norms, behavior, communication, and academic interactions that shape the organizational culture of a university to develop dynamically, creatively, and innovatively.

These results indicate that the quality of higher education is also determined by the maximum role of all elements in developing a good organizational culture. This is because organizational culture contributes 39.4% which means a lot to improving the quality of each higher education institution. Nationally, the achievement of quality standards internally refers to the Internal Quality Assurance System Guidelines by the Ministry of Research, Technology, and Higher Education (2018), so the implementation of IQAS begins with planning, implementation, evaluation, and control, and development. In terms of implementation, organizational culture is seen as a driving variable that can become a common framework by involving various parties to achieve the quality standards set (Davies,

Hides, & Casey, 2001; Al-Sada, Al-Esmael, & Faisal, 2017; Kartolo & Kwantes, 2018).

If you look at the results of the analysis between variables, the influence of leadership on the implementation of the internal quality assurance system (IQAS) in higher education through organizational culture has a high enough significance value because it contributes to a value of 55.1%. This shows that leadership plays an important role in improving the quality of higher education, but it needs to be mediated through a good organizational culture (Tampubolon & Harati, 2019). Competition between tertiary institutions to create quality and competitiveness, in turn, requires attention to efforts to build organizational culture. A healthy organization has a leadership pattern that is able to drive a professional academic culture so as to encourage the improvement of the quality of higher education. Through organizational culture, leadership can contribute to implementing an internal quality assurance system in a planned and sustainable manner (Lyytinen et al., 2017; Lomas, 2004).

The result of the significance test of the effective value of organizational commitment on the implementation of the internal quality assurance system (IQAS) through organizational culture is 15.9%. Indeed, this value is not comparable with the effect of the test results on the direct effect of organizational commitment on organizational culture. This does not mean that organizational culture does not require an organizational commitment of all elements of higher education. This is because the implementation of the quality assurance system is a strategy to achieve quality standards through a series of actions that involve every college organizer. Organizational commitment is also proven to be able to contribute to developing a professional academic culture so that it can improve the achievement of the quality standard targets that have been set (Surnyaman, 2018). The academic culture of each university is a framework for an organizational culture that has the potential to encourage the improvement of the quality of

education through the implementation of an internal quality assurance system in a professional and sustainable manner (Fathorrahman, 2015).

CONCLUSION

The results of this study found that the successful implementation of the internal quality assurance system in higher education is determined by leadership who understands roles, has competence, excellent performance, style, and always focuses on quality. Leadership also contributes to the creation and development of organizational culture in universities. In addition to the leadership factor, it was found that the aspect of developing a higher education organizational culture was determined by the presence of organizational commitment in each individual at each university. Because the organizational culture of each university is determined by the increase in normative, affective, and sustainable commitment as a basic framework for strengthening organizational commitment.

The organizational culture also contributes to the achievement of the implementation of the internal quality assurance system in higher education. This means that the higher the organizational culture of a university, the implementation of its internal quality assurance system will run well, even increase sustainably. Organizational culture as an intervening variable determines the indirect influence of leadership on the implementation of the internal quality assurance system in higher education. Likewise, the influence of organizational commitment on the implementation of the internal quality assurance system in higher education through organizational culture. In other words, a high organizational commitment to implement an internal quality assurance system requires an organizational culture that is formed in a professional, dynamic, and innovative manner.

This research ultimately confirms that the better a leader masters his role, demonstrates his competence and performance, develops

a leadership style that supports the achievement of quality, the better the achievement of each quality standard is set. The success of a leader in the implementation of an internal quality assurance system is determined by the organizational culture at each university. The higher education organizational culture determines the specified quality achievements. An organizational culture will mediate the organizational commitment of all elements of higher education to pursue quality targets that are expected together. Organizational culture becomes an important mediator in aligning roles, performance, competencies, leadership styles in formulating policies, and implementing quality assurance documents. Likewise, organizational commitment requires an organizational culture to form solidarity and solidarity for all elements of higher education in the framework of working together to create a professional and sustainable quality of education. It is time for tertiary institutions to pay attention to the main aspects of organizational culture as a framework for building a highly competitive quality culture. Organizational culture indicators such as motivation, communication, and leadership in every academic program at the department, faculty, and rectorate levels need to be encouraged at all times.

This research has several limitations so that future studies need to pay attention to the following matters. The number of population and sample is still limited because it only covers three state universities. It is hoped that in order to measure the success of implementing the higher education quality assurance system. It is necessary to involve universities, both public and private. It is necessary to further investigate the contribution of other variables such as; budget support, human resources, stakeholder involvement, business world participation, and monitoring and evaluation systems for the implementation of internal quality assurance.

REFERENCES

Albright, J. J., & Park, H. M. (2009). *Confirmatory*

- factor analysis using amos, LISREL, Mplus, SAS/STAT CALIS.
- Alemu, S. D. (2016). Dysfunctional Organization: The Leadership Factor. *Open Journal of Leadership*, 05(01), 1-7.
- Alharbi, M., & Yusoff, R. Z. (2012). Leadership styles, and their relationship with quality management practices in public hospitals in Saudi Arabia. *International Journal of Economics and Management Sciences (IJEMS)*, 1(10), 59-67.
- Al-Sada, M., Al-Esmael, B., & Faisal, M. N. (2017). Influence of Organizational Culture and Leadership Style on Employee Satisfaction, Commitment and Motivation in the Educational Sector in Qatar. *EuroMed Journal of Business*, 12(2), 163-188.
- Amirin, T. M. (2011). *Populasi dan sampel penelitian 4: Ukuran sampel rumus Slovin*. Erlangga, Jakarta.
- Amtu, O. (2019). Improving the Quality of Higher Education Through the Role of Leadership and Organizational Commitment. *International Journal of Scientific & Technology Research* 8(10), 1240-1243
- Amtu, O., Siahaya, A., & Taliak, J. (2019). Improve Teacher Creativity Through Leadership and Principals Management. *Academy of Educational Leadership Journal*, 23(1), 1-17.
- Amtu, Onisimus. 2015. *Evaluasi Kinerja Kepala Sekolah*. Bandung: Alfabeta. Cetakan 1.
- Ansah, F. (2015). A strategic quality assurance framework in an African higher education context. *Quality in Higher Education*, 21(2), 132-150.
- Asiyai, R. I. (2015). Improving Quality Higher Education in Nigeria: The Roles of Stakeholders. *International Journal of higher education*, 4(1), 61-70.
- Barbosa, F. M., Gambi, L. D. N., & Gerolamo, M. C. (2017). Leadership and quality management—a correlational study between leadership models and quality management principles. *Gestão & Produção*, 24(3), 438-449.
- Barney, J. B. (1986). Organizational culture: can it be a source of sustained competitive advantage? *Academy of management review*, 11(3), 656-665.
- Bolden, R., Petrov, G., & Gosling, J. (2009). Distributed leadership in higher education: Rhetoric and reality. *Educational Management Administration & Leadership*, 37(2), 257-277.
- Boyle, P., & Bowden, J. A. (1997). Educational quality assurance in universities: An enhanced model. *Assessment & Evaluation in Higher Education*, 22(2), 111-121.
- Bolden, R., & Gosling, J. (2006). Leadership Competencies: Time to Change the Tune? *Leadership*, 2(2), 147-163.
- Bugday Ince, S., & Gounko, T. (2014). Quality assurance in Turkish higher education. *European Journal of Higher Education*, 4(2), 184-196.
- Damian, R., Grifoll, J., & Rigbers, A. (2015). On the role of impact evaluation of quality assurance from the strategic perspective of quality assurance agencies in the European higher education area. *Quality in Higher Education*, 21(3), 251-269.
- Davies, J., Hides, M. T., & Casey, S. (2001). Leadership in higher education. *Total Quality Management*, 12(7-8), 1025-1030.
- De Vaus, D. A. (2002). *Surveys in Social Research Allen & Unwin*. Crows Nest, NSW.
- Elliott, G. (1993). Whose quality is it, anyway? *Quality assurance in education*.
- Enders, J., & Westerheijden, D. F. (2014). The Dutch way of new public management: A critical perspective on quality assurance in higher education. *Policy and Society*, 33(3), 189-198.
- Ezer, H., & Horin, A. (2013). Quality enhancement: a case of internal evaluation at a teacher education college. *Quality Assurance in Education*.
- Firestone, J., McElroy, M. W., Martin, J. S., & Marion, R. (2005). Higher education leadership roles in knowledge processing. *The Learning Organization*.
- Galais, N., & Moser, K. (2009). Organizational commitment and the well-being of temporary agency workers: A longitudinal study. *Human Relations*, 62(4), 589-620.
- Ghozali, I. (2017). *Model Persamaan Struktural: Konsep dan Aplikasi Dengan Program AMOS*

24. *Update Bayesian SEM*. Semarang: Badan Penerbit Universitas Diponegoro.
- Ginting, R., & Haryati, T. (2012). Kepemimpinan dan Konteks Peningkatan Mutu Pendidikan. *Jurnal Ilmiah CIVIS*, 2(2/ Juli).
- Guangli, Z. (2016). The effectiveness of the higher education quality assessment system: problems and countermeasures in China. *Chinese Education & Society*, 49(1-2), 39-48.
- Hauptman Komotar, M. (2018). The evolutionary dynamics of quality assurance systems in European higher education: the view from Slovenia. *Quality in Higher Education*, 24(3), 203-220.
- Harvey, L., & Williams, J. (2010). *Fifteen years of quality in higher education (Part Two)*.
- Hou, A. Y. C., Chen, K. H. J., & Morse, R. (2014). Transforming the quality assurance framework for Taiwanese higher education: A glonacal context. *Policy and Society*, 33(3), 275-285.
- Jarvis, D. S. (2014). Regulating higher education: Quality assurance and neo-liberal managerialism in higher education—A critical introduction. *Policy and Society*, 33(3), 155-166.
- Kairys, M. R. (2018). The influence of gender on leadership in education management. *International Journal of Educational Management*.
- Lleras, C. (2005). Path analysis. *Encyclopedia of social measurement*, 3(1), 25-30.
- Leong, C. S., Furnham, A., & Cooper, C. L. (1996). The Moderating Effect of Organizational Commitment on the Occupational Stress Outcome Relationship. *Human Relations*, 49(10), 1345-1363.
- Lee, K. H., & Schaltegger, S. (2014). Organizational transformation and higher sustainability management education. *International Journal of Sustainability in Higher Education*.
- Leiber, T., Stensaker, B., & Harvey, L. (2015). Impact evaluation of quality assurance in higher education: methodology and causal designs. *Quality in Higher Education*, 21(3), 288-311.
- Lo, W. Y. W. (2014). Think global, think local: The changing landscape of higher education and the role of quality assurance in Singapore. *Policy and Society*, 33(3), 263-273.
- Lyytinen, A., Kohtamäki, V., Kivistö, J., Pekkola, E., & Hölttä, S. (2017). Scenarios of quality assurance of stakeholder relationships in Finnish higher education institutions. *Quality in Higher Education*, 23(1), 35-49.
- Meyer, J. P., & Smith, C. A. (2000). HRM practices and organizational commitment: Test of a mediation model. *Canadian Journal of Administrative Sciences/Revue canadienne des sciences de l'administration*, 17(4), 319-331.
- Mottaz, C. J. (1988). Determinants of Organizational Commitment. *Human Relations*, 41(6), 467-482.
- Middlehurst, R. (1997). Reinventing higher education: The leadership challenge. *Quality in Higher Education*, 3(2), 183-198.
- McNair, D. E., Duree, C. A., & Ebbers, L. (2011). If I Knew Then What I Know Now: Using The Leadership Competencies Developed By the American Association of Community Colleges to Prepare Community College Presidents. *Community College Review*, 39(1), 3-25.
- Mathis, Robert L. & Jackson H. John. 2010. Human Resource Management. South-Western Cengage Learning. Thirteenth Edition.
- Normore, A. H., & Brooks, J. S. (2014). The department chair: A conundrum of educational leadership versus educational management. In *Pathways to excellence: Developing and cultivating leaders for the classroom and beyond*. Emerald Group Publishing Limited.
- Oyewobi, L. O., Oke, A. E., Adeneye, T. D., & Jimoh, R. A. (2019). Influence of organizational commitment on work-life balance and organizational performance of female construction professionals. *Engineering, Construction and Architectural Management*.
- Putti, J. M., Aryee, S., & Liang, T. K. (1989). Work Values and Organizational Commitment: A Study in the Asian Context. *Human Relations*, 42(3), 275-288.
- Peraturan Menteri Riset Teknologi dan Pendidikan Tinggi Nomor 62 Tahun 2016 Tentang Sistem Penjaminan Mutu Pendidikan Tinggi.
- Ramirez, G. B. (2014). Trading quality across bor-

- ders: Colonial discourse and international quality assurance policies in higher education. *Tertiary Education and Management*, 20(2), 121-134.
- Riggio, R. E. (2016). Leadership. In H. S. Friedman (Ed.), *Encyclopedia of Mental Health (Second Edition)* (pp. 1-4). Oxford: Academic Press.
- Robbins, S. P., & Judge, T. A. 2007. *Perilaku Organisasi*. Edisi 12. Jakarta: Salemba Empat, Jakarta.
- Robbins, P. Stephen. 2003. *Organization Behaviour: Concept, Controversies, Applications*. Seventh Edition. Prentice Hall Inc
- Roza, P. (2007). Pendidikan dan mutu manusia. *Jurnal Sosioteknologi*, 6(12), 303-308.
- Romero-Iribas, A. M., & Martinez-Priego, C. (2011). Developing leadership through education for friendship. *Procedia-Social and Behavioral Sciences*, 15, 2248-2252.
- Sadikoglu, E., & Olcay, H. (2014). The Effects of Total Quality Management Practices on Performance and the Reasons of and the Barriers to TQM Practices in Turkey. *Advances in Decision Sciences*, 2014, 1-17.
- Sayidah, N., & Ady, S. U. (2019). Quality and University Governance in Indonesia. *International Journal of Higher Education*, 8(4), 10-17.
- Seyfried, M., & Pohlenz, P. (2018). Assessing quality assurance in higher education: quality managers' perceptions of effectiveness. *European Journal of Higher Education*, 8(3), 258-271.
- Shore, L. M., & Martin, H. J. (1989). Job Satisfaction and Organizational Commitment in Relation to Work Performance and Turnover Intentions. *Human Relations*, 42(7), 625-638.
- Sommer, S. M., Bae, S. H., & Luthans, F. (1996). Organizational commitment across cultures: The impact of antecedents on Korean employees. *Human relations*, 49(7), 977-993.
- Solansky, S. (2014). Education and experience impact leadership development psychological empowerment. *Leadership & Organization Development Journal*.
- Spendlove, M. (2007). Competencies for effective leadership in higher education. *International Journal of Educational Management*.
- Surnyaman. (2018). Indonesian Private University Lecturer Performance Improvement Model to Improve a Sustainable Organization Performance. *International Journal of Higher Education*, 7(1), 59-68-17.
- Tampubolon, M., & Harati, R. (2019). Role of organizational culture, communication and leadership style on job satisfaction. *International Journal of Research in Business and Social Science* (2147-4478), 8(5), 308-315.
- Tavares, O., Sin, C., & Amaral, A. (2016). Internal quality assurance systems in Portugal: what their strengths and weaknesses reveal. *Assessment & Evaluation in Higher Education*, 41(7), 1049-1064.
- Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education*, 59(1), 2-21.
- Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
- Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
- Vallett, C. M. (2010). Exploring the relationship between organizational virtuousness and culture in continuing higher education. *The Journal of Continuing Higher Education*, 58(3), 130-142.
- Yanto, H., Yulianto, A., Sebayang, L. K. B., & Mulyaga, F. (2017). Improving the compliance with accounting standards without public accountability (SAK ETAP) by developing organizational culture: A case of Indonesian SMEs. *Journal of Applied Business Research*, 33(5), 929.
- Zeffane, R. (1994). Patterns of Organizational Commitment and Perceived Management Style: A Comparison of Public and Private Sector Employees. *Human Relations*, 47(8), 977-1010.

Revitalization the Internal Quality Assurance Through Leadership, Commitment, and Organization Culture

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes On
Exclude bibliography On

Exclude matches < 100%