

Improving The Quality Of Higher Education Through The Role Of Leadership And Organizational Commitment

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Abstract: This research is motivated by the thought that the low quality of state universities in Ambon city is caused by the lack of leadership support and organizational commitment that is less dynamic. Some preliminary studies have found the same problem but the location of the research is different. The purpose of this study was to determine how much influence the leadership and organizational commitment to the implementation of internal quality assurance systems, especially in state universities using linear regression analysis. This study uses a survey with an instrument design in the form of a questionnaire with a Likert scale to measure the attitudes, knowledge and experience of respondents. The results of data analysis indicate that there has been a significant increase in leadership support and organizational commitment to the implementation of an internal quality assurance system at state universities in Ambon city.

Index Terms: Leadership, Organizational Commitment, Implementation Internal Quality Assurance System.

1. INTRODUCTION

public demands on the quality of tertiary institutions as a result of globalization are concrete problems whose solutions cannot be delayed [1]. Quality today is the 'belle' which is often discussed by various institutions in order to guarantee its existence in global competition [2]. Higher education is responsible for providing quality assurance to the community [3], this is important because the quality of higher education is the level of compatibility between the organization of higher education with higher education standards [4]. One strategy to ensure the achievement of higher education standards is through an internal quality assurance system [5]. Implementation of internal quality assurance by universities is carried out systemically through an internal quality assurance system [6]. Quality assurance of education in tertiary institutions is a process of determining and fulfilling the quality standards of managing tertiary education consistently and continuously [7]. The aim of the higher education quality assurance system is to guarantee the fulfillment of higher education standards in a systemic and sustainable manner, so that the quality culture in every tertiary institution in Indonesia grows and develops [8]. Thus the harmony of quality culture, individual leaders and organizational actors will be formed [9]. But in reality there are still various problems because they have not touched other quality points [10], and the improvement of the quality of education has not been in line with expectations because it tends to be regulated by the bureaucracy at the central level [11].

1.1 Leadership

The problem of the quality of higher education in Indonesia is inseparable from the influence of leadership and organizational commitment. These two aspects also determine the implementation of the internal quality assurance system in each tertiary institution. As emphasized that the core of institutional leadership is the extent to which its sincerity is convincing, directing, empowering, arousing self-confidence, and providing support to all parties involved in the management of tertiary institutions so that they can work optimally to achieve the stated vision and mission of the tertiary institution [12]. Quality assurance performance in tertiary institutions has not been felt to be effective and tends to be caused by the politics of campus organizations involving

leadership policies [13]. One's leadership style influences subordinates in order to maximize the performance of their subordinates so that organizational performance and organizational goals can be maximized [14]. So, leadership and managerial roles become important for quality and innovation in organizations [15]. In order to achieve all this, the most important thing is leadership. The success of an organization to achieve quality control depends on the ability and attitude of top management [16].

1.2 Organizational Commitment

In addition to the leadership aspect, the organizational commitment aspect can also encourage the realization of higher education quality. Organizational commitment can be seen as a condition where an individual sits with the organization and its goals and desires to maintain its membership in the organization [17]. Commitment as the nature of the relationship with the organization. Someone has a high commitment to the organization if it shows: (1) a strong desire to remain a member of the organization concerned, (2) a willingness to do their best for the sake of the organization, (3) trust in a strong acceptance of values and goals organization [18]. Organizational commitment consists of three aspects namely; (1) strong desire to remain a member of the organization, (2) strong belief and acceptance of the organization's values and goals; and (3) readiness to mobilize sizable efforts on behalf of the organization [19]. Commitment means the willingness of employees to put forth high-level efforts on behalf of the organization, a strong desire to stay with the organization, and acceptance of its main goals and values [20]. Commitment is a psychological state; (a) states the employee's relationship with the organization, and (b) has implications for the decision to continue or terminate membership in the organization [21]. This study aims to test the hypothesis of the influence of leadership (H_1) on the implementation of the internal quality assurance system in tertiary institutions. How much influence the organizational commitment (H_2) on the implementation of the internal quality assurance system in higher education, and how much influence the leadership and organizational commitment (H_3) together on the implementation of the internal quality assurance system in higher education.

2 METHOD

2.1 Research Design

This research uses quantitative methods with survey design. Through the distribution of questionnaires with Likert scale, researchers will reveal how the attitudes, views and habits of respondents through the role of leadership and organizational commitment to the implementation of the internal quality assurance system at each university. Analysis of descriptive and inferential-parametric statistical data was performed with the help of SPSS 21 for windows in the form of a linear regression test. Some analysis results are presented in tabular form so that they are easy to understand.

2.2 Population and Samples

The population used in this study were lecturers at 3 state universities in Ambon. With the Isaac and Michael sample determination method for an error rate of 5%, then the population size was 600, then a sample of 221 lecturers was assigned as respondents. Sampling uses a random sampling technique that is sampling from members of the population using random methods without regard to strata or levels in the members of the population.

3 RESULTS AND DISCUSSION

3.1 Research Results

Before the data were analyzed, a normality test was conducted using the Kolmogorov-Smirnov Test One-Sample formula, with the results as presented in the following table: Leadership (X_1) = 0.287 > 0.05: normally distributed data. Organizational Commitment (X_2) = 0.119 > 0.05: data is normally distributed. Implementation of the Internal Quality Assurance System (Y) = 0.165 > 0.05: data is normally distributed.

TABLE 1

One-Sample Kolmogorov-Smirnov Test				
		L	OC	IQAS
N		221	221	221
Normal Parameters ^{a,b}	Mean	30,0136	40,1403	114,1900
	Std. Deviation	3,88292	4,66547	14,50016
Most Extreme Differences	Absolute	,066	,080	,075
	Positive	,066	,080	,075
	Negative	-,047	-,058	-,051
Kolmogorov-Smirnov Z		,985	1,187	1,115
Asymp. Sig. (2-tailed)		,287	,119	,166
a. Test distribution is Normal.				
b. Calculated from data.				

The following table presents the results of a descriptive analysis of each variable. Leadership variables obtained a mean of 30.0136 and a standard deviation of 3.88292. The

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variable organizational commitment obtained a mean value of 40.1403 and a standard deviation of 4.66547. The variable implementation of the internal quality assurance system obtained a mean of 114.1900 and a standard deviation of

14.50016.

TABLE 2

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Leadership	221	22,00	44,00	30,0136	3,88292
Organizational Commitment	221	30,00	54,00	40,1403	4,66547
Internal Quality Assurance System	221	87,00	158,00	114,1900	14,50016
Valid N (listwise)	221				

3.1.1 The Influence of Leadership on the Implementation of IQAS

Hypothesis testing results of the effect (L) on implementation (IQAS) obtained values (b_1) = 23,927 and b_0 = 3,007, thus forming a regression equation $\hat{Y} = 23,927 + 3,007X_1$. Because H_0 is rejected and H_a is accepted, it is concluded that there is a significant influence (L) against (IQAS). Simple linear coefficient test obtained $t_{count} > t_{table}$ or 20.104 > 1.65 means there is an influence (L) on (IQAS). Correlation coefficient analysis shows the existence of a correlation coefficient of $R = 0.805$ and a coefficient of determination of 0.649 or 64.9%. So it can be concluded that 64.9% implementation (IQAS) is influenced by (L) while the remaining 35.1% is influenced by other variables. The following is presented in the Model Summary table.

TABLE 3

Model Summary					
Model	R	R Square	Change Statistics		
			R Square Change	F Change	Sig. F Change
1	,805 ^a	,649	,649	404,163	,000

a. Predictors: (Constant), Leadership

3.1.2 The Influence of Organizational Commitment on the Implementation of IQAS

Testing the hypothesis of the influence (OC) on implementation (IQAS) obtained values (b_1) = 13.005 and b_0 = 2.521, with the form of a simple linear regression equation $\hat{Y} = 13,005 + 2,521X_2$. It was concluded that because H_0 was rejected and H_a was accepted, it was decided that there was a significant influence (OC) on implementation (IQAS). A simple linear coefficient test was obtained $t_{count} > t_{table}$ or 20,519 > 1.65 meaning there was an influence (OC) on implementation (IQAS). Correlation coefficient obtained a value of $R = 0.811$ and a coefficient of determination of 0.658 or 65.8%. It was concluded that 65.8% (IQAS) was influenced by (OC) while the remaining 34.2% was influenced by other variables. The following is presented in the Model Summary table.

TABLE 4

Model Summary					
Model	R	R Square	Change Statistics		
			R Square Change	F Change	Sig. F Change
1	,811 ^a	,658	,658	421,030	,000

a. Predictors: (Constant), Organizational Commitment

3.1.3 The Influence of Leadership and Organizational Commitment on the Implementation of IQAS

Hypothesis testing for the influence of (L) and (OC) on implementation (IQAS) uses simple regression analysis values of $b_0 = 13.117$, $b_1 = 1.480$ and $b_2 = 1.411$ so the regression

model is: $\hat{Y} = 13.117 + 1.480X_1 + 1.411X_2$. The model shows that: (a) every increase in one score (L) will be followed by an increase in implementation (IQAS) of 1,480 if other variables are considered permanent, and (b) every increase in one score (OC) will be followed by an increase in implementation (IQAS) equal to 1,411 if the other variables are considered fixed. Furthermore, the significance test of the regression equation and the regression coefficient obtained Fcount 239.789. While the value of F_{table} with a significant level $\alpha = 0.05$ dk = 221-2 = 219, then the value of F table = 2.65 was obtained. It turned out that $F_{count} > F_{table}$ or 239,789 > 2.65, then H_0 was rejected and H_a was accepted meaning it was significant or there was an influence (L) and (OC) on implementation (IQAS). Furthermore, the correlation coefficient test obtained the value of $R = 0.829$ and the coefficient of determination of 0.687 or 68.7%. It can be concluded that 68.7% implementation (IQAS) is influenced by (L) and (OC) while the remaining 31.3% is influenced by other variables.

TABLE 5

Model Summary					
Model	R	R Square	Change Statistics		
			R Square Change	F Change	Sig. F Change
1	.829 ^a	.687	.687	239,789	.000
a. Predictors: (Constant), Organizational Commitment, Leadership					

3.2 Discussions

3.2.1 Leadership and Implementation of the Internal Quality Assurance System

The results of the statistical analysis of the research showed that leadership (X_1) had a Strong influence on the implementation of the internal quality assurance system in higher education. The magnitude of this influence can be proven by the magnitude of the coefficient of determination of 64.9%. The magnitude of the influence of leadership on the implementation of the internal quality assurance system seen in column R is 0.805, which means that the influence of leadership on the implementation of the internal quality assurance system is classified as Strong. decision. The greater the leader's example and authority, it will encourage the desire of employees to do something for the quality of academic services [22], [23].

3.2.2 Organizational Commitment and Implementation of IQAS

Data analysis shows that organizational commitment (X_2) influences the implementation of internal quality assurance systems in tertiary institutions. The magnitude of the aforementioned influence is stated by the magnitude of the coefficient of determination of 65.8% seen in column R of 0.811 meaning that the influence of organizational commitment to the implementation of the internal quality assurance system is classified as Strong. This finding is in line with research previously, lecturers with strong organizational commitment would improve their performance. Conversely, lecturers with weak organizational commitment will reduce their performance [24]. Likewise there is a positive and significant relationship of cultural support and organizational commitment as well as job satisfaction and organizational commitment [25].

3.2.3 Leadership, Organizational Commitment and Implementation of IQAS

The test results on the significant influence between leadership and organizational commitment together on the implementation of the internal quality assurance system in higher education using multiple regression analysis by observing the Model Summary table obtained a correlation coefficient of $R = 0.829$ means that the classification of the influence of leadership and organizational commitment to implementation the internal quality assurance system is classified as Strong. Furthermore, the coefficient of determination obtained by 0.687 or 68.7%, so it was concluded that 68.7% of the internal quality assurance system is influenced by leadership and organizational commitment while the remaining 31.3% is influenced by other variables. This finding is in line with previous research that there is a positive contribution of leadership variables and lecturer competence to the role of lecturers in quality assurance in higher education [26]. It was also concluded that institutional leaders encourage intellectual growth both staff and students and that creates a culture of learning makes it easier for tertiary institutions to uphold high quality standards [27]. Likewise it must maintain human resource diversity and transformational leadership to increase employee organizational commitment [28].

4 CONCLUSION

The success in implementing the internal quality assurance system in state universities is strongly influenced by the leadership variables and organizational commitment variables either partially or simultaneously at each institution. Leadership that supports the improvement of the quality of higher education and with increasing strong commitment from all elements of the organization can support the implementation of IQAS in every state university. The low quality of education in public universities can be influenced by other variables not included in this study. But in general, the implementation of the internal quality assurance system at state universities has received positive support from the leadership variable and the organizational commitment variable. Other variables that might make the same contribution can be considered in future research.

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