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.

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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.