Building Organizational Commitment and Leadership to Improve Quality of Higher Education

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Abstract—Realizing the quality of public tertiary institutions so that they can compete on a national, regional, and international scale is actually an easy job. There are many factors that determine the quality of higher education. Two factors that have received less attention so far are organizational commitment and leadership. By encouraging the formation of organizational commitment and leadership on an ongoing basis, it will foster new awareness to work together in implementing the internal quality assurance system in higher education. This study aims to answer the hypothesis about the influence of organizational commitment and leadership partially or simultaneously on the implementation of the internal quality assurance system in higher education. Through a quantitative approach and verification type with multiple linear regression models, each variable is tested for significance in order to answer the proposed hypothesis. The survey method was used to collect data through a questionnaire at three state universities in Ambon city with a population of 340, and a sample of 205 lecturers in the office using the Krejcie and Morgan tables. The results showed that organizational commitment and leadership partially or simultaneously had a positive and significant effect on the implementation of the internal quality assurance system in state universities. These findings ultimately conclude and suggest that organizational commitment needs to be fostered and collective leadership needs to be continuously encouraged to collectively increase the awareness of all parties to create a sustainable quality of education. Future research would consider adding other variables that may influence the quality of higher education.

Keyword- *organizational commitment, leadership, improving the quality of higher education*

I. INTRODUCTION

Today, competition between universities in Indonesia has become a reality that can be found everywhere. The competition is not only between state universities but also between private universities. All are competing to show their superiority in terms of the quality of education. Because to gain community support, every university must prove that they have a quality assurance framework that is systematic, planned, and sustainable. Through both internal and external quality assurance systems, universities are continuously encouraged to prove their respective excellence through the qualifications and competencies of each graduate. Why? Because when a university graduate is unable to compete, it will automatically reduce the level of trust and support from the community, and especially graduate users.

As government-funded institutions, state universities, institutes, tertiary institutions, and polytechnics should take the lead in promoting an internal quality assurance system framework that can be applied by all

tertiary institutions. This is important to emphasize because universities are agents that drive change, create innovation, and produce technology to build people's lives. Most of them still argue that budget capacity is one of the factors that influence the low quality of higher education, especially in areas outside Java and one of them is Ambon city, Maluku province. There are several state universities, but until 2020 none of them were included in the ranking of 100 national quality universities announced by the Ministry of Research, Technology and Higher Education (now Kemendikbud). Of course, this is a common concern, because the quality of the delivery of higher education in the regions is less developed and has not gone well as expected.

Many factors determine the quality of higher education. So it is not only the budget capacity, but the most important thing is organizational commitment and leadership. Every university, both public and private, generally has an internal quality assurance system (IQAS) document in the form of quality standards, quality policies, and quality manuals. But at the implementation stage, he encountered various obstacles so that he often did not reach the quality target set. Even though they are not balanced, many state universities have a budget composition sourced from the state revenue and expenditure budget (APBN), have adequate human resources, adequate facilities, and infrastructure. In contrast to private tertiary institutions, where the budget that is designed depends entirely on the participation of students, has inadequate human resources and infrastructure, and much remains to be seen. This argument is built according to the realities of higher education in the regions. When compared with private universities on the island of Java, this situation can be inversely proportional. This is because competition between the public and the private sector is so strong in terms of quality assurance of higher education. So, about how to improve the quality of higher education, state universities should have increased more than private universities due to the reasons stated above.

The two variables that have been mentioned, namely organizational commitment and leadership are important factors, but they do not get the attention or development of public universities. No matter how good the quality assurance framework is, but if it is not supported by a strong commitment from all elements of higher education, it will not achieve maximum results. Commitment to working in accordance with applicable rules and procedures, commitment to love a job and the place where someone is employed, commitment to continuous improvement, commitment to building solidarity and solidity as a work team, and commitment to building partnerships and cooperation with various parties. Likewise, leadership is the main factor for mobilizing, monitoring, controlling, controlling, evaluating, encouraging, and ensuring the attainment of the quality of education according to established standards. Higher education leadership requires all leaders who are given the task and authority to demonstrate their role, competence, performance, leadership style, and support for continuous quality improvement.

Based on several research results, improving the quality of education so far has not been in line with expectations because it is caused by several factors including the education development strategy which is more "input-oriented" and "macro-oriented" which tends to be regulated by the bureaucracy at the central level [1]. One of the strategies to ensure the achievement of higher education standards is through an internal quality assurance system [2]. The implementation of quality assurance internally by universities is carried out systemically through an internal quality assurance system [3]. This is important because the quality of higher education is the level of conformity between the administration of higher education and higher education standards [4]. In an interconnected world, the higher education system, the institutions that form it, education policymakers, quality assurance institutions are all expected to interact simultaneously in a global, national, and local context, or glonakal [5]. Higher education ultimately plays a role in increasing the nation's competitiveness in facing globalization in all fields. Therefore, higher education is needed that is able to develop science and technology and produce intellectuals, scientists, and/or professionals who are

cultured and creative, tolerant, democratic, strong character, and dare to defend the truth for the benefit of the nation [6].

Efforts to realize the quality of higher education to be able to compete require organizational commitment and leadership to mobilize all elements of higher education to work optimally to achieve the specified quality targets. Commitment refers to attachment 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 [7].

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. The essence of institutional leadership is the extent to which it is serious about convincing, directing, empowering, generating self-confidence, and providing support to all parties involved in the management of higher education so that they can work optimally to achieve the vision and mission of the higher education that has been set [8]. Leadership is basically, not only the qualities of individuals who are enhanced, but the way to be and act positively connects them with others, making it possible to build cooperation, assistance, and other growth within themselves [9].

Therefore, this study is designed to answer the three proposed hypotheses, namely; (1) there is an influence of organizational commitment on the implementation of the internal quality assurance system (IQAS); (2) there is a leadership influence on the implementation of the internal quality assurance system (IQAS); and (3) there is an effect of joint organizational commitment and leadership on the implementation of the internal quality assurance system (IQAS) in state universities. This study aims to analyze the influence of organizational commitment and leadership on the implementation of the internal quality assurance system (IQAS) in state universities in Ambon city, Maluku province. The research is expected to be useful for future research to develop an internal quality assurance system framework by considering other variables that contribute to it.

II. METHODOLOGY

This research is a type of verification research, namely research that aims to test the hypothesis. The approach used in this research is a quantitative approach to test hypotheses. This study uses an explanatory survey method, which is a method of collecting data obtained directly from the source by using a written questionnaire with an ordinal scale. The population in this study included all lecturers who held certain positions at three state universities in Ambon city. The population of this study was 340 with a sample of 205 people. This sample was taken using the stratified random sampling method. The number of samples was determined using the Krejcie and Morgan Tables. This study conducted a causal relationship analysis, which saw how much influence parental support, student self-confidence, and learning motivation had on learning outcomes. This study was designed using linear regression, to analyze the causal relationship between the independent variables, namely organizational commitment (X_1) and leadership (X_2), and the dependent variable, namely the implementation of IQAS (Y). The indicators of these variables are described in the following table.

Table 1 Research Variable Indicators

Organizational Commitment	Leadership	IQAS Implementation
Indicators of organizational commitment variables include [10]:	Leadership variable indicators include [11], [12], [13], [14]:	Higher Education Internal Quality Assurance Standards include [15]:

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a) affective commitment	a) role	a) education field
b) normative commitment	b) competence	b) research field
c) continuous commitment	c) performance	c) community service field
	d) leadership style; and	
	e) focus on quality	

III. RESULT AND DISCUSSION

The study used statistical analysis, namely multiple $_{linear}$ regression. The use of multiple linear regression analysis aims to estimate the causal relationship between variables that have been previously determined based on theory. A direct relationship occurs when one variable affects other variables without a third variable intervening in the relationship between the two variables. The indirect relationship is if there is a third variable that mediates the relationship between these two variables [16]. Thus in the influence model between these variables, there are independent variables and dependent variables. The results of the linear regression test are as follows.

A. The Influence of Organizational Commitment on the Implementation of IQAS

According to the test results, there is an effect of Organizational Commitment and the implementation of the Internal Quality Assurance System (IQAS) as shown in the following table.

Table 2 Organizational Commitment Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	113.308	8.396		13.496	.000
	COM-ORG	.150	.049	.211	3.075	.002

a. Dependent Variable: IQAS

Referring to table 2 above, the values $(b_0) = 0.150\ X_1$ and $(b_1) = 113.308$ are obtained so that the linear regression equation becomes $\widehat{Y} = 0.150\ X1 + 113{,}308$. This means that every addition of 1 unit of organizational commitment variable will be able to increase the internal quality assurance system (IQAS) variable by 0.150. Then the regression equation and the regression coefficient are tested for significance. The test results conclude that because H_0 is rejected and H_a is accepted, it can be concluded that there is a significant effect of the Organizational Commitment variable on the implementation of the Internal Quality Assurance System (IQAS). The correlation coefficient value is obtained by observing the *Model Summary* table below.

Table 3 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.211[a]	.044	.040	9.898

a. Predictors: (Constant), COM-ORG

From the *Anova* table, it is known that the Sig.= 0.002 <0.05. This means that organizational commitment has a positive and significant effect on the implementation of the internal quality assurance system (IQAS). In table 3 of the *Model Summary*, the correlation coefficient $R = 0.211$ and the determinant coefficient of 0.44 or 44% are obtained. So it can be concluded that 44% of the internal quality assurance system (IQAS) can be influenced by organizational commitment while the remaining 56% is influenced by other factors. The results of this study support the hypothesis that there is a positive and significant influence on the

variable organizational commitment on the implementation of the internal quality assurance system (IQAS), especially in public universities in Ambon city, Maluku province.

Educational quality improvement programs need a commitment from all parties. The commitment of leaders such as chancellors, deans, department heads, and/or study program heads, as well as all other related elements at each state university is the main asset. This commitment usually appears in a person to work optimally, to love his job, to give all the abilities he has to complete the job, to take full responsibility for the trust and the task at hand. Commitment becomes a psychological state that cannot be seen but manifested in work. Affective commitment makes both leaders and subordinates work seriously and can be measured in attitudes, words, and real actions at work. The normative commitment allows all elements of higher education to carry out their duties following applicable laws and regulations. They work according to established procedures and standards until they reach the target. A sustainable commitment encourages leaders and all elements of higher education to plan and design the future of the organization through strategies and policies that are oriented towards higher education growth dynamically, innovatively, and professionally according to the demands of development.

Thus, organizational commitment has become a very important variable to encourage all elements (leaders, lecturers, staff, and students) to improve the quality of higher education through the implementation of a comprehensive internal quality assurance system. This finding also confirms that organizational commitment requires attention as well as improvement from all interested parties in higher education. The development of a university is not only limited to the ability to plan programs and produce documents that are considered eligible. Commitment is a measure of whether the designated academic and non-academic programs receive support, response, and participation from all elements of higher education.

Everyone who works and interacts in higher education has an academic obligation to maintain, improve, and maintain the organizational commitment that has been initiated, built, and developed in every higher education institution. Every individual who is committed to working professionally, applying rules and policies in a fair and balanced manner, demonstrating a positive attitude, and being able to partner and collaborate with all parties will encourage the realization of a collective organizational commitment. Organizational commitment will automatically be realized because each individual understands himself, his position, and role as well as his responsibility to maintain the sustainability of higher education. Herein lies the true meaning of the organizational commitment that all parties want. 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 [17]. Organizational commitment is also proven to be able to contribute to developing a professional academic culture so that it can increase the achievement of predetermined quality standard targets [18].

B. The Influence of Leadership on the Implementation of IQAS

According to the test results, there is an influence of the leadership variable on the implementation of the internal quality assurance system (IQAS) as shown in the following table.

Table 4 Leadership Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	115.777	8.615		13.439	.000
	LED	.141	.052	.187	2.708	.007

a. Dependent Variable: IQAS

Referring to table 4 above, the values $(b_0) = 0.141$ and $(b_1) = 115,777$ are obtained so that the linear regression equation becomes $\widehat{Y} = 0.141\,X2 + 115.777$. This means that every addition of 1 unit of leadership variable will be able to increase the Internal Quality Assurance System (IQAS) variable by 0.141. Then the regression equation and the regression coefficient are tested for significance. The test results conclude that because H_0 is rejected and H_a is accepted, it can be concluded that there is a significant influence of the leadership variable on the implementation of the Internal Quality Assurance System (IQAS). Furthermore, the correlation coefficient is obtained by observing the *Model Summary* table below:

Table 5 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.187[a]	.035	.030	9.947

a. Predictors: (Constant), LED

From the Anova table, it is known that the Sig. = 0.007 <0.05. This means that leadership has a positive and significant effect on the implementation of the Internal Quality Assurance System (SPMI). In table 5 of the Model Summary, the correlation coefficient $R = 0.187$ and the determinant coefficient of 0.35 or 35% are obtained. So it can be concluded that 35% of the implementation of the Internal Quality Assurance System (IQAS) can be influenced by leadership while the remaining 65% is influenced by other factors.

The results of this study support the hypothesis that there is a positive effect of leadership on the implementation of the internal quality assurance system in state universities. Higher education leadership is *collective-collegial* in the framework of developing joint ideas to encourage continuous improvement of the quality of education. Every leader is the prime mover of an organization. They are indeed the main hope to demonstrate their role, competence, performance, leadership style, and ability to develop the quality of education at all levels of the organization. Higher education leadership includes the chancellor and his deputies, deans and deputies, the head of the department of funds, or the head of the study program as well as academic and non-academic elements. Leadership collectivity can be seen when they synergize with each other, communicate, divide tasks, and authorities completely. Structurally there are limitations and scope of duties and scope of responsibilities, but they are partners to work together and have the same enthusiasm and motivation for higher education advancement.

Ideal leadership is relative because it depends on the personality of each leader. But the assessment of the success of achieving quality is always focused on who is in the lead. In other words, success and failure are always related to the ability of a leader to mobilize his / her resources to pursue the achievement of any established quality standards. The elements of higher education have understood what their respective duties and functions are, but the presence of leaders provides encouragement, gives trust, appreciates their hard work, and listens to their complaints and aspirations. That is the right way if the leader intends to involve the participation and participation of all parties down to the faculty, department, and study program levels.

This finding also confirms that leadership in universities, especially those with state status, requires improvement and improvement from time to time. Leadership is not only functioned to take care of the administration and bureaucracy of the organization so that it neglects their functional aspects and responsibilities as lecturers with the main task of educating, teaching, researching, and devoting science and technology for the benefit of society, nation, and state. Those who hold positions as chancellor, dean, department head, and head of study programs are a group of lecturers who are given additional assignments to lead higher education institutions. Their influence in leading determines the progress and sustainability of higher education in the future. The leaders greatly influence the process of changing 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 a bigger and more radical step of transformation [19].

C. The Influence of Organizational Commitment and Leadership on the Implementation of IQAS

According to the test results, there is the influence of the leadership variable and the implementation of the internal quality assurance system (IQAS) as shown in the following table.

Table 6 Coefficients of Organizational Commitment and Leadership

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	91.226	11.657		7.826	.000
	COM-ORG	.147	.048	.206	3.054	.003
	LED	.137	.051	.182	2.688	.008

a. Dependent Variable: IQAS

Referring to table 6 above, the values (b0) = 0.141 and (b1) = 115,777 are obtained so that the linear regression equation becomes $Y = 0.147X1 + 0.137X2 + 91.226$. This means that every addition of 1 unit of organizational commitment and leadership variables will be able to increase the IQAS variable by 0.141 + 0.137 = 0.278. Then the regression equation and the regression coefficient are tested for significance. The test results conclude that because H0 is rejected and Ha is accepted, it can be concluded that there is a significant influence on the Organizational Commitment and Leadership variables together on the implementation of the Internal Quality Assurance System (IQAS). Furthermore, the regression equation and the regression coefficient are tested for significance, by referring to the Anova table below.

Table 7 ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1612.658	2	806.329	8.483	.000[b]
	Residual	19200.103	202	95.050		
	Total	20812.761	204			

a. Dependent Variable: IQAS
b. Predictors: (Constant), LED, COM-ORG

From table 7 it is known that the Sig. = 0.000 <0.05. This means that leadership and organizational commitment have a positive effect on the implementation of the Internal Quality Assurance System (IQAS). Based on the significance test above, the F_{count} of 8,483 is obtained. While the F_{table} value with a significant level $\alpha = 0.05$ dk = 205-2 = 203, then the F_{table} value = 2.65 is obtained. It turns out that $F_{count} > F_{table}$ or 8,483> 2.65, then H_0 is rejected and H_a is accepted which means significant or there is an influence of Organizational Commitment and Leadership on the implementation of the Internal Quality Assurance System (IQAS). Furthermore, the correlation coefficient is obtained by observing the *Model Summary* table below.

Table 8 Summary
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.278[a]	.077	.068	9.749

a. Predictors: (Constant), LED, COM-ORG

So based on table 8 above, the correlation coefficient is $R = 0.278$ and the determination coefficient is 0.077 or 7.7%. So it can be concluded that 7.7% of the implementation of the Internal Quality Assurance System (IQAS) is influenced by organizational commitment and leadership, while the remaining 92.3% is influenced by other factors. Seeing the value of the simultaneous influence of organizational commitment and leadership is quite significant. Because there are also other factors that require collaboration together to determine the quality of higher education. But at least these results provide additional information that the partial influence of organizational commitment and leadership variables is stronger than the simultaneous or joint effect of these two independent variables on the implementation of the Internal Quality Assurance System (IQAS) as the dependent variable.

The results of this study support the hypothesis that there is a positive influence on organizational commitment and leadership together on the implementation of the internal quality assurance system in state universities. Organizational commitment requires leadership to drive fundamental change in the organization. Likewise, leadership requires organizational commitment from all elements of higher education. Committees must start with the leaders as the prime mover and provide an example for others. Affective commitment, normative commitment, and continuous commitment are needed to support the achievement of the implementation of the Internal Quality Assurance System (IQAS) in universities not only with state status but also with private status. This is because all state universities studied have documents in the form of quality standards, quality policies, and quality manuals. But at the implementation stage, it doesn't seem to live up to the desired expectations. Of course, it requires organizational commitment and visionary leadership that is born in the souls of all parties and its collective nature binds all who have an interest in it. So, if so far state universities in Ambon city have not yet been ranked as 100 national quality universities, then this is not understood as a failure to manage the organization. This condition is seen more as a valuable lesson for all elements involved to re-evaluate the management approaches and patterns that have been developed so far.

Organizational Commitment and Leadership, are two aspects that need attention. Low and undeveloped organizational commitment hinders organizational growth. Meanwhile, higher education institutions that continue to grow and develop must continue to move forward and strengthen their existence through quality achievements and established targets. Public universities that ignore the commitment of all elements to synergize and build solidarity and partnerships to encourage mutual progress will be left behind from private universities. Likewise, leadership that only focuses on managing the bureaucracy and ignores the achievement of quality targets, will lose confidence and is considered failing to realize the vision and mission of higher education. Quality documents that contain quality standards, quality policies, and quality manuals are also the commitment of higher education institutions to provide services and governance of higher education that are professional and highly competitive. Through an internal quality assurance system, each university is obliged to provide guarantees to the government and the community as users of education services. The guarantee is certainty about the quality in every input, process, output, and outcome which is the main priority and becomes the spirit that drives and dynamizes every movement and development of higher education.

These findings ultimately confirm that organizational commitment and leadership in higher education institutions, especially those with state status, need improvement and improvement from time to time.

Leadership is not just a matter of position and popularity, but the ability to produce change and improvement for institutions. It is not just academic degrees and rivalries in determining who is and is not eligible for academic positions. Because leadership is how to show role, competence, performance, develop a democratic leadership style, assertive but always realistic with the situation of each university, and make quality the main focus of developing an organizational framework at present and in the future. Likewise, organizational commitment is the glue that unites passion and belief, determination, and hard work to boost the quality of higher education, which is still lagging behind other universities. Through commitment, each party proves its performance to higher education as a sign of their support and love for their place of dedication. The success of implementing the internal quality assurance system in state universities is strongly influenced by the leadership variable and the organizational commitment variable, either partially or simultaneously at each institution. Leadership that supports the improvement of the quality of higher education and with increased commitment from all elements of the organization can support the implementation of IQAS in every state university [20].

IV. CONCLUSION

The increase in the quality of education at state universities is influenced by many factors. Two factors that contribute to encouraging higher education quality improvement through the implementation of the Internal Quality Assurance System (IQAS are Organizational Commitment and Leadership. Organizational commitment and leadership both partially and simultaneously have a positive and significant effect on improving the quality of education. Through organizational commitment, all elements of higher education are encouraged to show loyalty, responsibility, and partisanship with each of their respective duties and jobs. Affective commitment fosters an attitude of carrying out tasks by understanding it as part of service and dedication. Normative commitment fosters obedience in each element to implement procedures and mechanisms in accordance with applicable guidelines and regulations and work according to their duties and functions. Sustainable commitment creates sensitivity to prepare plans and strategies for facing the future of higher education so that it can compete in society.

Leadership as the main aspect of the organization to mobilize the resources owned by higher education institutions is obliged to demonstrate the role, performance, competence, develop a democratic leadership style but remain adaptive to the situation and circumstances at hand. Leadership ultimately becomes a role model in building commitment for all parties. Leadership who is intelligent, professional, and has to character is a leader who is able to build solidarity through a work team, encouraging partnerships and collaboration with all parties to support the progress of higher education in the future. Organizational commitment and leadership are two variables that work together to foster a culture of higher education quality in order to gain support from the community, the business world, and the industrial world.

SUGGESTIONS

State universities will be unable to compete with private universities if from an early age they do not make improvements and arrangements in organizational commitment and leadership. Solidarity, personal commitment that spreads into organizational commitment, and leadership that is capable, professional, competent, and democratic in leadership style are needed to build synergies together to improve the quality and competitiveness of higher education in a sustainable manner.

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