The Influence of Leadership, Quality Culture, and Job Satisfaction on Commitment in Implementing Quality Assurance Policies

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Article Info

Abstract

This study aims to determine the influence of leadership on commitment in implementing quality assurance policies, the influence of quality culture on commitment in implementing quality assurance policies, the effect of job satisfaction on commitment in implementing quality assurance policies, the influence of leadership and quality culture on job satisfaction and commitment in implementing quality assurance policies at Universitas Negeri Medan, Indonesia. The research sample is 202 lecturers. The research instrument used was a questionnaire, and the data was analyzed using Path Analysis. From the result of the study, it was found that there was a significant influence of leadership variables on job satisfaction. Quality culture has a positive effect on job satisfaction. Leadership has a positive effect on commitment to implementing quality assurance policies. Quality culture has a positive effect on commitment to implementing quality assurance policies, and job satisfaction also has a positive effect on commitment to implementing quality assurance policies. Taken together, leadership, quality culture, and job satisfaction positively affect commitment to implementing quality assurance policies.

Introduction

A study program is a unit of educational activity with a particular learning method or curriculum in academic, professional, and vocational education. The study program is held with the permission of the Minister of Education and Culture after fulfilling the minimum accreditation requirements. It is managed by a management unit determined by the University that carries it out. The existence of a study program aims to enable students to master a piece of knowledge, skill, and attitude following the educational curriculum targets used. According to Article 1 Section (1) Permenristekdikti No. 62 of 2016, the quality of higher education is the level of conformity between the administration of higher education and higher education standards, which consist of National Higher Education Standards and Higher Education Standards. Therefore, Rusman (2009) stated that education needs to be organized and directed at achieving the five pillars of knowledge, namely: (1) learning to have faith and piety to God Almighty; (2) learning to know ; (3) learning to do; (4) learning in life together; and (5) learning to be. In line with that, the study program as an educational organization needs the effective leadership of the head of the

study program because leadership behavior can run all organizational components of the study program better. As a leader and manager, the head of the study program has a crucial role in planning, organizing, directing, and controlling educational resources to create effective study programs.

Organization is a human system and activity in cooperation. Along with that, the organization is considered to coordinate the rational activities of a group of people to achieve some common goals through work and functions under one hierarchy and responsibility (Mangkunegara, 2001). This statement reflects that the organization has specific structured characteristics, and its objectives are related to one another and rely on human communication to coordinate organizational activities. Therefore, an organization needs employees who have high organizational commitment. Organizational commitment reflects the psychological state that binds individuals to the organization. The psychological state can be described as the employee's relationship with the organization and is related to the decision to continue or terminate membership (Meyer et al., 1993).

Lamber, Hogan, and Jiang (2008) suggest commitment is essential to organizational success. Organizational commitment is related to the involvement of employees in the organization in achieving goals by showing their involvement in the organization. Investigation of organizational commitment and its determinants has become a concern to organizational behavior researchers. Organizational commitment has become an essential issue for every organization. Most of the research was carried out in the context of business organizations and the healthcare industry. In other words, only a few researches have been conducted in educational institutions, such as university lecturers. Fink (1992) notes that developing leadership literature shows that the lecturers' commitment is gradually recognized as the most effective path to the university's success. Current research concerns commitment to implementing quality assurance policies for several reasons. First, organizational commitment is an internal strength of the lecturers, which is very important for the nature of work in educational institutions. The nature of the job with greater responsibility, variety, and challenge demands lecturers with a high level of organizational commitment. Second, it is an external force from the government to meet accreditation standards that depend on each tertiary institution's lecturers' commitment to implementing quality assurance policies. Understanding the orientation of individual commitment is very important to support the profession as a lecturer. Tsui and Cheng (1999) state that lecturer commitment is a significant predictor of work performance and quality of education. Fostering organizational commitment among lecturers is essential. Teachers with a high level of commitment will stay longer in the organization, perform better, skip less work, and maintain membership. Therefore, an organization must create conducive situations and conditions so that employees will not feel bored and lazy, weakening the work spirit. Luthans (2006) states that organizational commitment is determined by individual variables, which include age and position in the organization; organizational variables consisting of job design, values, support, and leadership style; and non-organizational variables. Meanwhile, Colquit (2009) states that organizational commitment is directly influenced by motivation and job satisfaction while indirectly influenced by organizational culture, leadership, personality, and abilities through job satisfaction.

It is not easy to create job satisfaction since satisfaction can only be realized if the influencing variables, such as leadership and quality culture, are adequately accommodated and accepted by all employees in a company. Gibson et al. (1997) defined job satisfaction as workers' attitudes towards their jobs. Employees who do not get job

satisfaction will never achieve psychological satisfaction, which leads to a negative attitude or behavior, which can lead to frustration. On the other hand, satisfied employees will be able to work well, enthusiastically, and actively and achieve better than those who are not.

Quality culture is vital for an organization or company because it is related to the company's life. Quality culture pays attention to organizational value systems that produce an environment conducive to establishing and continuous quality improvement consisting of philosophies, beliefs, attitudes, norms, traditions, procedures, and expectations that improve quality. Quality culture is an organizational value system that produces an environment conducive to developing and continuously improving quality (Goetsch, 2002; Tjiptono & Diana, 2003). Building such a culture requires continuous hard work and commitment from all parties (EUA, 2011). Why is quality culture influential? It is because it relates to habits carried out in the organizational hierarchy, representing the norms of behavior that members believe in the organization. Quality culture is also a guarantee of quality. It is integrated into an integrated quality management process oriented towards continuous improvement in an institution to produce quality products or services. A high-quality culture is a culture that can turn the organization into a strength and impact accommodating company goals.

One of the crucial elements in the company's management system, besides quality culture, is leadership. The success of an organization in achieving its goals is inseparable from the leader's ability to manage the resources within the organization. Therefore, the role of leadership greatly determines organizational performance. Participatory leadership is a leader who delegates authority to others, encourages participation, relies on subordinates' knowledge to complete tasks, and depends on subordinates' respect for influence (Daft, 2005). This leader will encourage employee commitment by providing organizational and managerial values to employees (Dolatbadi & Safa, 2011).

Formulation of the Problem

Dissatisfaction of lecturers in several aspects of human resource management and indiscipline causes performance degradation, which can reduce lecturers' organizational commitment. Job satisfaction fulfills feelings of pleasure or displeasure towards the implementation of the work that describes the work itself, peer relations, opportunities for advancement and development, freedom at work, and appreciation for work, as well as personal expression as a culture of quality and leadership, essential factors others to promote university competitiveness sustainably. Participatory leadership can encourage employees to be more committed to work. Magdalena and Eleonora (2011) stated that every company leader is critical to work achievement. Suggests that good leadership is part of the job. Based on the above concerns, this study proposes the following statement. Does participatory leadership, quality culture, and job satisfaction influence the commitment to implementing quality assurance policies at Universitas Negeri Medan?

This study aims to analyze and examine the influence of leadership, quality culture, and job satisfaction on commitment to implementing quality assurance policies at Universitas Negeri Medan, Indonesia.
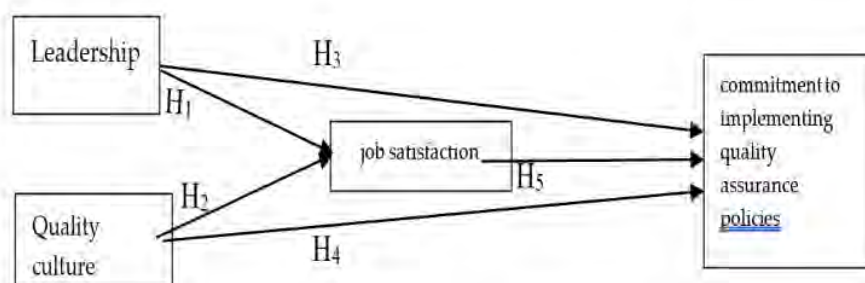
Figure 1. Research Variable Theoretical Model Design

H1: Leadership has a significant effect on job satisfaction

H2: Quality culture has a significant effect on job satisfaction

H3: Leadership has a significant effect on commitment to implementing quality assurance policies

H4: Quality culture has a significant effect on commitment to implementing quality assurance policies

H5: Job satisfaction has a significant effect on commitment to implementing quality assurance policies

Method

This research includes ex post facto using survey method or exploratory research, which aims to determine the effect of exogenous variables on endogenous variables using path analysis (Step, 1994). The study population was lecturers at Universitas Negeri Medan, with 790 lecturers with educator certificates and not currently on duty to study. The research sample is a total of 202 lecturers who are determined based on the provisions of Isaac and Michael (Benyamin & Paningkat, 2017). Data analysis techniques were carried out using the SPSS program computer aids in two stages: descriptive and inferential.

The purpose of descriptive analysis is to describe the characteristics of the data in the form of mean, median, mode, and variance. Inferential analysis is used to test the analysis requirements and research hypotheses. The analysis requirements test includes (1) the normality test for each variable, using the technique One-Sample Kolmogorov-Smirnov Test and (2) the Analysis of Variance for the regression linearity test, with a significance level of $\alpha = 0.05$ was used for the linearity test for the relationship of each exogenous and endogenous variable. Hypothesis testing is done using Path Analysis (Path Analysis). Using Path Analysis, Al-Rasjid (1994) suggests that when carrying out path analysis, you must first describe diagrammatically the structure of the causal relationship between causal and effect variables.

Results

Based on the calculation results, a summary of the influence of Leadership (X_1), Quality Culture (X_2), and Job Satisfaction (X_3) has a direct and positive effect on Commitment to Implementing Quality Assurance Policies (X_4), as in Table 1.

Table 1. Direct, Indirect, Total, and Non-line Influence Path Coefficient Values

Model	Exogenous Variables to Endogenous Variables	Causal Influence			Non Line		Correlation
		Directly	Indirectly Through X_3	Total Impact	U	S	
	X_1 towards X_3	0.239	-	-	-	-	0.523
	X_2 towards X_3	0.407	-	-	-	-	0.574
2^b	X_1 towards X_4	0.149	0.217	0.655	0.195	-	0.605
	X_2 towards X_4	0.208	0.238	0.650	0.204	-	0.651
	X_3 towards X_4	0.416		0.710	0.119	0.174	0.711

Note: U = *Unanalyzed Component*, and S = *Spurious Component*

The influence of leadership (X_1) on job satisfaction (X_3) is shown in Figure 2:
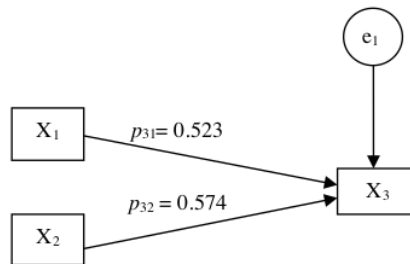

Figure 2. The Structure of the Causal Relationship between X_1 and X_2 towards X_3

Following the relationship structure above, $r_{13} = p_{31} + p_{32} r_{12}$ and $r_{23} = p_{32} + p_{31} r_{12}$. So, the direct effect is relative X_1 to X_3, i.e., $r_{13} = p_{31} = 0.523$. Furthermore, using the proportional effect formula developed by Al-Rasjid, the proportional direct effect is calculated as p_{31} x $p_{31} = 0.523$ x $0.523 = 0.273$ (rounded). Thus, the power of leadership (X_1), which directly determines changes in job satisfaction (X_3), is $0.273 = 27.3\%$. The relative direct effect of X_2 on X_3, namely $r_{23} = p_{32} = 0.574$, furthermore, using the proportional effect formula developed by Al-Rasjid, the proportional direct effect is calculated as p_{32} x $p_{32} = 0.574$ x $0.574 = 0.329$ (rounded). Thus, the strength of quality culture (X_2), which directly determines changes in job satisfaction (X3), is $0.329 = 32.9\%$.

The results of the study show that there is an influence of leadership on job satisfaction at Universitas Negeri Medan. The results of this study indicate that leadership has a direct positive effect on lecturer job satisfaction of 27.3%. This result implies that an increase in participatory leadership will increase job satisfaction. The results of the study show that there is an influence of quality culture on job satisfaction at Universitas Negeri Medan. The results of this study indicate that quality culture has a direct positive effect on lecturer job satisfaction by 32.9%.

The influence of leadership (X_1) on commitment to implementing quality assurance policies (X_4) is shown in Figure 3:
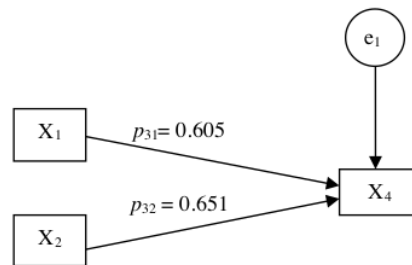
Figure 3. The Structure of the Causal Relationship between X_1 and X_2 towards X_4

By the relationship structure above, $r_{13} = p_{41} + p_{42} r_{12}$ and $r_{24} = p_{32} + p_{41} r_{12}$. So, the direct effect is relative X_1 to X_4, i.e., $r_{14} = p_{31} = 0.605$. Furthermore, using the proportional effect formula developed by Al-Rasjid, the proportional direct effect is calculated as p_{41} x $p_{41} = 0.605$ x $0.605 = 0.366$ (rounded). Thus, the power of leadership (X_1), which directly determines changes in commitment to implementing quality assurance policies (X_4), is $0.366 = 36.6\%$. The relative direct effect of X_2 on X_4, namely $r_{24} = p_{42} = 0.651$, furthermore, using the proportional effect formula developed by Al-Rasjid, the proportional direct effect is calculated as p_{42} x $p_{42} = 0.651$ x $0.651 = 0.423$ (rounded). Thus, the strength of quality culture (X_2), which directly determines changes in commitment to implementing quality assurance policies (X_4), is $0.423 = 42.3\%$. The results of the study show that there is an influence of leadership on commitment to implementing quality assurance policies at Universitas Negeri Medan. The results of this study indicate that leadership has a direct positive effect on implementing quality assurance policies at 36.6%. This finding implies that increased leadership will increase commitment to implementing quality assurance policies. The results of the study show that there is an influence of quality culture on commitment to implementing quality assurance policies at Universitas Negeri Medan. The results of this study indicate that quality culture has a direct positive effect on lecturer commitment to implementing quality assurance policies by 42.3%.

The influence of job satisfaction (X_3) on the commitment to implementing quality assurance policies (X_4) is shown in Figure 4:
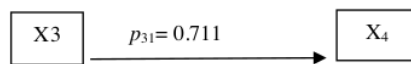

Figure 4. The Structure of the Causal Relationship between X_3 and X_4

Per the relationship structure above, $r_{34} = p_{34} + p_{34} r_{34}$. So, the direct effect is relative X_3 to X_4, i.e., $r_{34} = p_{34} = 0.711$. Furthermore, using the proportional effect formula developed by Al-Rasjid, the proportional direct effect is calculated as p_{43} x $p_{43} = 0.711$ x $0.711 = 0.505$ (rounded). Thus, the power of job satisfaction (X_3), which directly determines changes in commitment to implementing quality assurance policies (X_4), is $0.505 = 50.5\%$. The relative direct effect of X_3 on X_4, namely $r_{34} = p_{34} = 0.711$, furthermore, using the proportional effect formula developed by Al-Rasjid, the proportional direct effect is calculated as p_{43} x $p_{43} = 0.711$ x $0.711 = 0.505$ (rounded). Thus, the strength of job satisfaction (X_3), which directly determines changes in commitment to implementing quality assurance policies (X_4), is $0.505 = 50.5\%$. The results of the study show that there is an influence of job satisfaction

on commitment to implementing quality assurance policies at Universitas Negeri Medan. The results of this study indicate that participative job satisfaction has a direct positive effect on implementing quality assurance policies of 50.5%. This result implies increased job satisfaction will increase commitment to implementing quality assurance policies.

Discussion

The findings of this study follow the results of Stevens and Ash (2001), who found that participatory leadership gives employees more responsibility for organizational performance and for making planning and organizing decisions. Wagner (2006) shows that leadership has the potential to balance the involvement of managers and subordinates in information processing, which can give lecturers influence on organizational decisions., and participatory leadership creates an environment that provides more opportunities to acquire resources (e.g., autonomy, self-efficacy), leading to higher levels of satisfaction and lower levels of burnout. Increased job satisfaction is expected to result from role expansion and a sense of empowerment caused by being part of the decision-making process, an expected result in an individualistic culture (Bogler & Somech, 2005). Good leadership will increase the job satisfaction of Universitas Negeri Medan lecturers.

The results indicate that an increase in quality culture will have an impact on increasing job satisfaction because quality culture is an effort that is oriented towards continuous improvement in an institution to achieve quality products or services produced, mainly if the quality culture reflects a work culture which includes: shared values, beliefs, expectations and commitment to quality. Values, beliefs, expectations, and commitment to quality are reflected in an individual who carries out their duties. Thus, with or without realizing it, they have shown job satisfaction, at least in the form of satisfaction, when the product or service produced reaches the quality that meets the standards set. Muya and Wesonga (2012) argue that quality culture in Universities is a complex and continuous process that implies full involvement, and there is no doubt that the prevailing culture in an institution dramatically influences its performance.

Moreover, Greenwood and Gaunt (1994) argue that quality culture includes quality-oriented academic standards, the culture within the organizational environment, and the resulting competencies that are quality-oriented. The study by Isnanto (2014; 121) found that quality culture positively directly affects customer satisfaction in Universities. Interactions between students, lecturers, and staff must create a strong quality culture during the education process. Therefore, Universitas Negeri Medan must focus on lecturer job satisfaction by strengthening values-oriented aspects, norms, attitudes, beliefs, morals, innovative awareness, competitive awareness, and professional traditions.

The findings support the opinion of Gibson, Ivanevich, and Donnelly (1997), who state that participation in decisions often tends to increase commitment from subordinates. The results of this study also strengthen the research of Huang, Shi, Zhang, and Cheung (2006), who show that leadership behavior is positively related to organizational commitment for employees. Atkinson (2013) and Sophie et al. (2019) found that participatory leadership is associated with a sense of pride in organizational membership. Pride in organizational membership

is one indicator of organizational commitment. The ability of leaders in study programs to carry out leadership well has an impact on increasing lecturer organizational commitment. If the lecturer feels that they have the trust of the leadership and the University, they will have a strong will to implement quality assurance policies in the study program. Management at the study program and university levels are partly responsible for planning, organizing, directing, and controlling the business processes of a work unit. The business process, in this case, is a collection of activities structured within an organization that produces a product or service for the internal needs of the organization or customer or a series of cross-functional activities to carry out part of the business/organizational activities to achieve particular objective (Kemristekdikti. 2017). Good performance from the study programs will affect university performance, which can improve institutional accreditation status (AIPT) and higher education institutions' ranking set by the Ministry of Research, Technology, and Higher Education since 2015 as one of the parameters of higher education institution quality.

The study has demonstrated that the organizational commitment of lecturers is increased through an increase in quality culture. The lecturer quality culture at Universitas Negeri Medan tends to be "strong," with a strong category of 56.48%. The findings of this study support research conducted by O'Reilly, Chatman, and Caldwell (Sutrisno, 2010) which concluded that matching organizational members with applied culture can increase productivity, job satisfaction, performance, organizational commitment, and desire to remain with the company. The research results of Situmorang (2014) and EUA (2006) conclude that quality culture refers to an organizational culture that intends to improve quality permanently, which is characterized by two different elements: cultural elements from shared values, beliefs, expectations, and commitment to quality, and managerial elements through specific processes that can improve quality and aim to coordinate individual activities.

Changing organizational culture to empower quality culture will affect all processes in the system. Many influences will be observed in educational activities developed at universities, both formal education, non-formal education, and informal education. Małgorzata et al. (2018), titled *"Trust-Based Quality Culture Conceptual Model for Higher Education Institutions,"* concluded that the proposed trust-based quality culture conceptual model can guide the change process. This model presents the interaction of trust and quality culture elements in higher education institutions. It can be said that a strong quality culture at the University will be reflected in the commitment to implementing quality assurance policies so that the quality culture owned by lecturers can directly influence the commitment to implementing quality assurance policies at Universitas Negeri Medan.

The pleasant feeling will encourage lecturers to be enveloped in feelings of pleasure at work so that, with or without realizing it, the lecturer has shown his organizational commitment to work. To increase the job satisfaction of lecturers, leaders must respond to the needs of lecturers by increasing the quality of work life or remuneration. The opportunity to advance and develop an appreciation for work can be realized. In that case, it can increase commitment to implementing quality assurance policies at Universitas Negeri Medan. *"Integrative Model of Organizational Behavior,"* which explains that job satisfaction directly affects organizational commitment, as well as Boles et al.'s research (2007) and Khan (2017), found that job satisfaction acts as a fully mediating role in the relationship between leadership and organizational commitment. Ningkiswari (2017) and Jones (2018) found that job satisfaction significantly affects employee organizational commitment.

Conclusion

The model for increasing commitment to implementing quality assurance policies can be done in two ways: strengthening leadership, quality culture, and job satisfaction, which will directly lead to a better commitment to implementing quality assurance policies. In addition, this can also be done through strengthening Leadership and Quality Culture, which will directly increase job satisfaction, which in turn increases commitment to implementing quality assurance policies in study programs for the better. Based on the conclusions of this research, it is possible to increase commitment to implementing quality assurance policies in study programs at Universitas Negeri Medan by increasing 1) leadership, 2) quality culture, and 3) job satisfaction. Increasing commitment to implementing quality assurance policies is carried out by 1) having trust and accepting organizational goals and values; 2) having responsibility towards the organization; 3) pride and willingness to work hard to achieve organizational goals; and 4) a strong desire to survive as a member of the organization. Improving the quality culture can be done by empowering the quality culture for lecturers through strengthening 1) values, norms, beliefs, and morals, 2) innovative awareness, 3) competitive awareness, and 4) professional tradition. Increasing job satisfaction can be done by: 1) increasing responsibility in carrying out tasks; 2) feeling happy at work; 3) giving awards for achievements and fair promotion opportunities; 4) adapting people to jobs that match their interests and expertise; and 5) the pleasure of getting feedback from what has been done.

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