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THE EFFECT OF THE QUALITY ASSURANCE, TRANSFORMATIONAL LEADERSHIP, ACADEMIC CULTURE, AND WORK COMMITMENT FOR LECTURE'S PERFORMANCE

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ABSTRACT

This research was aimed to determine the effect of the parameter variables (i.e., quality assurance, transformational leadership, academic culture, and work commitment) to the ecture's performance. This quantitative research approach using a survey method and techniques of path analysis. The population were selected by using proportional sampling from 196 lectures of privat higher Education in Jambi. The result of data analysis showed that the the parameter variables are directly positive effect againts lectures performance. The quality assurance, transformational leadership, and academic culture are directly positive effect againts work commitment. Also, the transformational leadership directly positive effect againts academic culture. Therefore to improve the performance lectures, the parameter variables should be improved in privat higher education.

INTRODUCTION

Education is one of a crucial instrument that used to build a human resources. The education quality will produce an educated, knowledgeable, skilled and adaptive human resources which is positively contribute to the development and progress of the society. Therefore, the education quality will determines the superiority of a nation. The history of the world civilization proves that the nations that placed the education sector as the first priority in the development of their countries (i.e., the United States, Germany, Japan, Taiwan, Singapore, and South Korea) is appeared as developed countries. The Indonesian nation is also aware of the essence of the

education for the development of the nation. One of the education level in Indonesia which has an important role in producing human resources is university. Therefore, the quality of education in the university will directly affect the development of the nation and society, thus the provement of the lecturer performance is required. In this study, the lecturer performance was evaluated through four parameter variables: Quality Assurance, Transformational Leadership, Academic Culture, and Work Commitment.

Basically, performance can be seen from two categories, namely employee performance (individual) and organizational performance. Performance describes the achievement level of the works implementation in an effort to realize the goals, objectives, vision and mission of an organization. Conceptually, the performance is defined as both of the behavior level and the results with its definition [1-6]. The performance is multi-dimensional, its measurement is vary depend on various factors. They also state that it is important to determine whether the purpose of the measurement is to assess the performance or the behavior. Similar to lecturer performance, the measurement is multi-dimensional in terms of the competence and behavior. Based on the above conceptual description, it can be synthesized that the performance of lecturers is the their achievement in carrying out work functions according to their duties and responsibilities in the efforts to achieve the goals of higher education, as measured by indicators: education and teaching, scientific research, community service.

Quality describes a set of characteristics of goods or services, both tangible or intangible. Good quality goods will foster consumer loyalty in consuming the same goods or services and increase customer satisfaction. Some definitions and meanings of quality have been described in previous studies [7-11]. The quality of tertiary institutions is the compatibility between the organization of universities and the National Education Standards, as well as the standards set by the universities themselves based on the vision and needs of stakeholders. By referring to the description in the previous research, it can be synthesized that quality assurance is a review process to ensure the quality of products or services carried out in a planned and systematic manner through continuous improvement efforts in order to meet stakeholder satisfaction as measured by indicators: physical evidence, competence, attitudes, curriculum content, delivery of material, and reliability.

Transformational leaders must be able to inspire their members so that they are not only trust the leaders personally, but believe in their own potential to build and create a better future for the organization. A transformational leader must be able to make significant changes to members and organizations [12-14]. Furthermore, leaders must have the ability to lead the change in the organization about mission, strategy, structure, and culture, and to promote innovation in products and technology [15-19].

Academic culture in a college is an external reflection of shared values, spirits, norms of the behavior on campus that pursue and develop studies and research.

This kind of culture can be realized in the term of rules and regulations, behavior patterns and material facilities. The academic culture can be seen from academic views, academic spirit, academic ethics and academic environment. Based on the description in the previous research [20-25], academic culture can be synthesized as values that are shared with organizational members in higher education that become a reference for acting and solving problems in order to achieve organizational goals as measured by indicators: academic spirit, development research, critical, academic freedom, professional service, cooperation, support, and academic ethics. While work commitment can be defined as self-involvement in doing work with full responsibility and loyalty to achieve organizational goals measured by indicators: work ethic, work involvement, career, and job certainty [26-29].

METHOD

This research was carried out at a Private University in Jambi of Indonesia for about 8 months. A total of 385 permanent lecturers who have a minimum work period of 2 years are used as an analysis unit. While the number of samples is calculated using the Slovin formula with a 5% error rate as follows [30]:

$$n = \frac{\mathrm{N}}{1+\mathrm{N}(e)^2},$$

where *n* issample number, N is subject populations, and e indicates of the margin of error (± 0,01 – 0,1). The number of samples used in this study was about 196 lecturers. This research uses a quantitative approach that is by survey method. The survey is a data operation collection that collects information from human respondents using a standardized questionnaire (more attention to aggregate or aggregation than certain individuals) [31]. Another opinion states that the survey method is also called correlational or non-experimental study. In the survey study, the relationship between independent and dependent variables was generally tested using multivariate analysis to provide statistical control over the absence of experimental controls [32]. The questionnaires for each parameter are lecturer performance, quality assurance, transformational leadership, academic culture, and work commitment and then scaled into 1 - 5 rating scale with five alternative answers as follows: Strongly agree (5), agree (4), doubt doubt (3), disagree (2), and strongly disagree (1). The questionnaire is designed based on the conceptual framework by which conceptually and operationally defined. Instrument indicators of research for variables: The lecturer performances are education and teaching, scientific research, and community service with 10 questions for each variables; Quality assurances are physical evidence, competence, attitude, and curriculum content, delivery of material, and reliability with 5 questions for each variables; Transformational leaderships are the influence of idealism, inspirational motivation, intellectual stimulation, and individual considerations with 8 questions for each variables; Academic cultures are an academic spirit, research development, critical, academic freedom, professional service, cooperation, support, and academic cultures with an average of 4 questions; Work commitments are work

ethic, work involvement, career, and job certainty with an average of 7 questions, respectively.

The obtained data from the results of the study were then analyzed using descriptive statistical analysis and inferential statistics. The descriptive statistical analysis was carried out by calculating the mean, median, mode, standard deviation, variance, maximum and minimum scores, and equipped with its frequency distribution and histogram. While for inferential statistics using path analysis and equipped with structural equation models. The path analysis is referred into the general terms for an approaximation that used the bivariate correlations for relationships estimation. The statistical hypothesis for each parameter is to test the direct effect: (i) quality assurance (X_1) on the performance (Y) {H_o : $\beta Y_1 \leq 0$; H_1 : $\beta Y_1 > 0$}, (ii) transformational leadership (X_2) on the performance (Y) {H_o : $\beta Y_2 \leq 0$; H_1 : $\beta Y_2 > 0$}, (iii) work commitments (X_4) on the performance (Y) {H_o : $\beta Y_4 \leq 0$; H_1 : $\beta Y_4 > 0$}, (iv) job certainty (X_1) on the work commitments (X_4) {H_o : $\beta_{41} \leq 0$; H_1 : $\beta_{41} > 0$}, (v) transformational leadership (X_2) on the work commitments (X_4) {H_o : $\beta_{42} \leq 0$; H_1 : $\beta_{42} > 0$}, (vi) academic cultures (X_3) on the work commitments (X_4) {H_o : $\beta_{43} \leq 0$; H_1 : $\beta_{43} > 0$}, (vii) quality assurances (X1) on academic cultures (X_3) {H_o : $\beta_{31} \leq 0$; H1 : $\beta_{31} > 0$}, (viii) transformational leadership (X_2) on academic cultures (X_3) { H_o : $\beta_{32} \leq 0$; H_1 : $\beta_{32} > 0$}. where βY_1, βY_2, βY_4, β_{41}, β_{42}, β_{43}, β_{31}, and β_{32} are path cofficienton the population with direct impact: quality assurances, transformational leadership, and work commitments on the lectirer performance; quality assurances and transformational leadership on work commitments; academic cultures on work commitments; quality assurances on academic cultures; transformational leadership on academic cultures.

RESULTS AND DISCUSSIONS

The first step of this study are the description of each variable's data, namely quality assurance variables, transformational leadership, academic culture, and work commitment to the performance of lecturers. A general illustration of the condition of each variable is explained by using descriptive statistics which include the concentration and distribution of data. The size of centering data consists of the average value, mode and median. The size of the data distribution consistsof the range and standard deviation of data and the data variance. For the detail explanation, the data description for each variable is presented in the frequency distribution and histogram graph. The measurements in the study were carried out on endogenous variables namely lecturer performance (Y) and exogenous variables including variable Quality Assurance (X_1), Transformational Leadership (X_2), Academic Culture (X_3) and Work Commitment (X_4). The summary of the data description of each variable (endogenous and exogenous) can be seen in Table 1 with the frequency distribution shown in Figure 1.

Table 1 Summary of the data lecturer performance, quality assurance, transformational leadership, academic culture, and academic commitment

	Variables				
	Y	X_1	X_2	X_3	X_4
Sample (N)	196	196	196	196	196
Mean	119,95	119,73	136,46	128,69	128,23
Median	122,00	123,00	140,00	132,00	131,00
Mode	124,00	124,00	142,00	137,00	134,00
St Deviation	8,71	8,72	11,67	10,44	10,18
Variance	75,84	75,98	136,14	108,99	103,61
Range	39,00	34,00	60,00	50,00	47,00
Minimum	100,00	100,00	93,00	96,00	100,00
Maximum	139,00	134,00	153,00	146,00	147,00
Sum	23511,00	23468,00	25223,00	26747,00	25133,00

Most of the lecturer performance variable scores are in the interval class between 124-128 (28.57%) and followed by interval classes 119 - 123 (21.43%) and 129 - 133 (12.76%). While the smallest score is in the range 134 - 138 (1.02%). Most of the quality assurance variable scores are in the interval class between 123 - 126 (29.60%) and followed by 127 - 130 (18.37%) and 119 - 122 (16.84%) interval classes. While the smallest score is in the range of 131- 123 (3.06%). Most of the system development variable scores are in the interval class between 141 - 147 (40.30%) and followed by interval classes 134 - 140 (23.47%) and 127 - 133 (11.73%). While the smallest score is in the range of 92 - 98 (0.51%). Most of the work culture variable scores are in the interval class between 131 - 136 (31.63%) and followed by interval classes 137 - 142 (22.44%) and 125 - 130 (19.38%). While the smallest score is in the range 143 - 148 (1.02%). Most of the work commitment variable scores are in the interval class between 129-134 (31.63%) and followed by interval classes 135-140 (25%) and 123-128 (17.35%). While the smallest score is in the range 147 - 152 (1.02%).

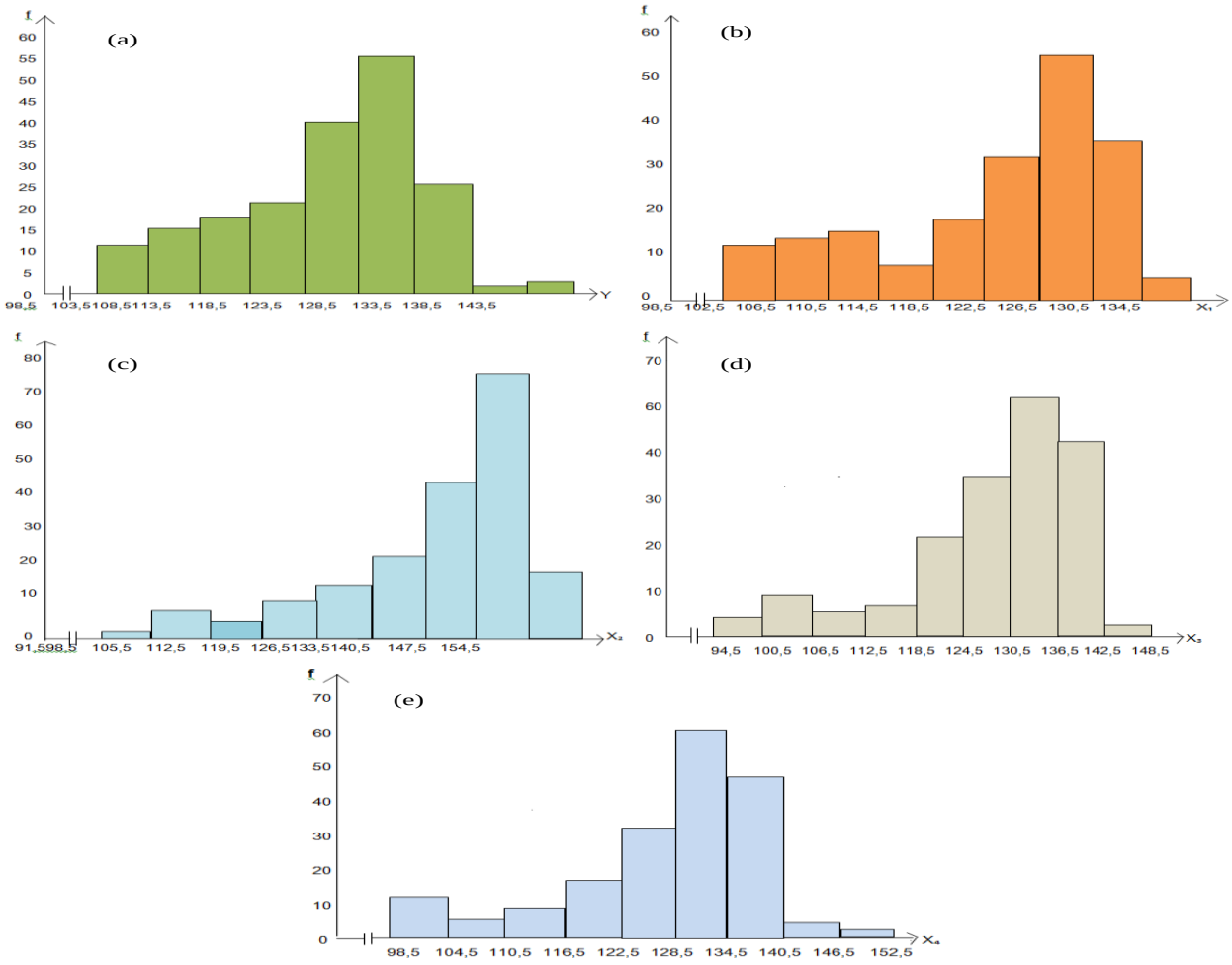

Figure 1. Frequency distribution variables: (a), Lecturer Performance (Y), (b) Quality Assurance (X_1), (c) Transformational Leadership (X_2), (d) Academic Culture (X_3), (e) work commitment (X_4)

Table 2 Summary of estimated normality test errors with the liliefors (L_o) test

Regression Estimation Error	L Count (L_o)	L_{table} $\alpha = 0,01$	Decision
Y on X_1	0,0703	0,0736	Normal
Y on X_2	0,0714	0,0736,	Normal
Y on X_4	0,0616	0,0736	Normal
X_4 on X_1	0,0726	0,0736	Normal
X_4 on X_2	0,0725	0,0736	Normal
X_4 on X_3	0,0727	0,0736	Normal
X_3 on X_1	0,0677	0,0736	Normal
X_3 on X_2	0,0731	0,0736	Normal

Note : Ltable = $\alpha = 0,05 = 0,886 / \sqrt{n}$; $\alpha = 0,01 = 1,031 / \sqrt{n}$

The significance and linearity test is used to see whether the regression equation could produce an unbiased model in predicting a dependent variable with more precisely. The test is carried out using variance analysis which produces the F value as a parameter. The regression equation is said to be significant if the value of Fcount > Ftable and vise versa if Fcount < Ftable. For the linearity test, the regression equation is said to be linear if the value of Fcount < Ftable and vice versa if the value of Fcount > Ftable. Table 3 is the calculation result of the significance and regression linearity for each influences. From Table 3, it can be concluded that the regression between the variables tested is significant and linear.

Tabel 3 Linearity test for regression equations between variables

Variables	Regression equation	Linearity test		
		F_{count}	F_{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
Y with X_1	$\hat{Y} = 36{,}469 + 0{,}697\ X_1$	184.217 1.24	2,41 1.45	3,41 1.96
Y with X_2	$\hat{Y} = 51{,}579 + 0{,}531\ X_2$	131.797 1.560	2,41 1.45	3.41 1.69
Y with X_4	$\hat{Y} = 48.181 + 0.560\ X_4$	145.179 1,033	2,41 1,45	3,41 1.69
X_4 with X_1	$X_4 = 23.593 + 0{,}874\ X_1$	246.941 1,572	2,41 1,45	3,41 1.69
X_4 with X_2	$X_4 = 33.611 + 0{,}735\ X_2$	255.770 0.844	2,41 1.45	3,41 1.69
X_4 with X_3	$X_4 = 33.840 + 0.655\ X_3$	250.706 1,343	2,41 1,42	3,41 1,62
X_3 atas X_1	$X_3 = 21.369 + 0.961\ X_1$	206.583 1.553	2,41 1,45	3,41 1,69
X_3 with X_2	$X_3 = 25.351 + 0.863\ X_2$	287.239 1.189	2,41 1.45	3,41 1.69

A very important requirement and must be fulfilled for the regression test is the existence of a significant correlation between related variables and it must be related to one another. Correlation coefficient is tested using the SPSS 17.0. Figure 2 is the result of a simple correlation coefficient calculation that shows the relationship between the hypothesized variables.

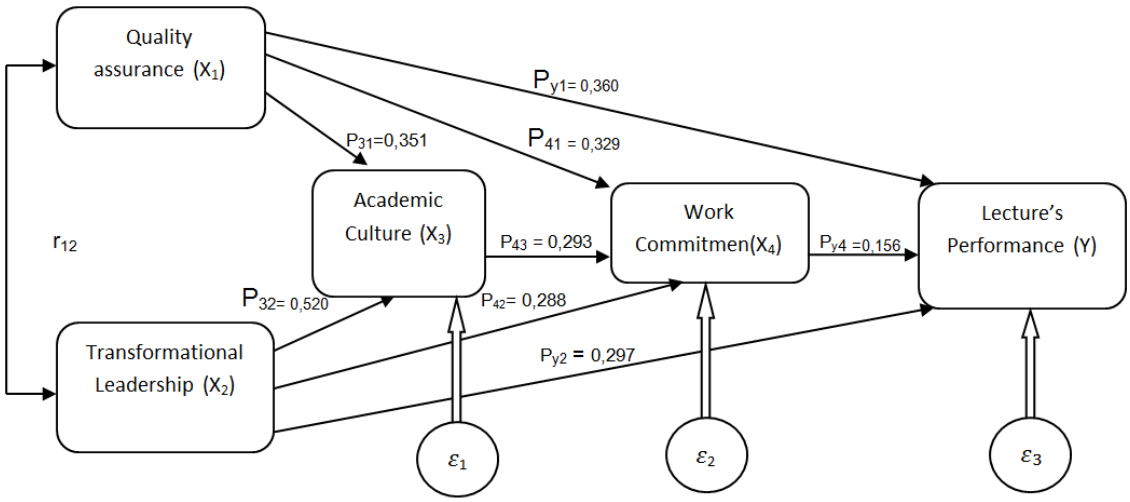

Figure 2. Path Coefficient and t_count of the Quality Assurance, Transformational Leadership,

Academic Culture, and the Work Commitment to the Lecturer Performances.
After model test, then the hypothesis test is conducted to determine the direct and indirect effects between variables. The proposed hypothesis is concluded through the calculation of the path coefficient and significance for each studied pathway. The test results for each relationship between variables shows that all t_count values are greater than t_table which means that Ho is rejected and H1 is accepted. Thus it can be concluded that the variables tested have a direct positive effect on each other.

Table 4 The summary of the hypothesis test resultsText of your next paragraph.

Variables	Path coefficient	T_{count}	T_{table}
X_1 with Y	0.360	4,764	2,576
X_2 with Y	0,297	3,833	2,576
X_4 with Y	0,156	3,914	2,576
X_1 with X_4	0,329	5,204	2,576
X_2 with X_4	0,288	4,205	2,576
X_3 with X_4	0,293	4,225	2,576
X_1 with X_3	0,351	5,799	2,576
X_2 with X_3	0,520	8,583	2,576

Work commitment is achieved by fostering employee enthusiasm on work and having a very significant influence on organizational success. The transformational leaders inspire the followers not only to believe in the leaders personally, but also believe in their own potential in building and creating a better conditions for the organization. The academic culture as a reflection of values will provide enthusiasm, inspiration and role models, thus affecting how to act. The behaviors and ways of action carried out by campus residents will contribute in determining the quality of their work. The principles and process of the total quality can be

applied on managerial and professional performance. The total quality approach can be done by improving communication, encouraging better performance, and improving customer relationships. This approach is effective for professionals involved in staff functions from human resources and accounting for management and marketing information systems. Transformational leadership provides significant changes to changes in academic culture and is successful with leadership in providing motivation, trust, commitment and loyalty to followers.

CONCLUSIONS

Quality assurance variables, transformational leadership, academic culture and work commitments must be enhanced and improved so that the performance of a lecturer can be better in quality and satisfying so as could provide an optimal contribution to the university. The test results for each relationship between variables shows that the tested variables have a direct positive effect on each other. Significance and linearity testing is done to see whether the regression equation produced has a good model in predicting a dependent variable more precisely. The test results show that the regression between the variables tested is significant and linear.

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