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### Effect of Organizational Commitment toward Economical, Environment , Social Performance and Sustainability Performance of Indonesian Private Universities

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#### ABSTRACT

The purpose of this research is to analyze and determine the relationship between Organizational Commitment on economic performance, Organizational Commitment on environment performance, Organizational Commitment on social performance and Organizational Commitment on performance sustainability of private universities.. Research conducted on 200 respondents of private universities lectures in Indonesia. Structural equation modeling is used to test research hypotheses, and SPSS software is used to analyze data. Based on the results of data processing, it is found that the independent organizational commitment has a positive and significant effect on economic performance, Organizational Commitment has a positive and significant effect on environmental

performance, organizational commitment has a positive and significant effect on social performance, organizational commitment has a positive and significant effect on the sustainability performance.

## I. INTRODUCTION

According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) Higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technological performance development by paying attention to and applying humanities values as well as the culture and empowerment of the nation. Sustainable Indonesia. In addition, higher education is also needed to increase the nation's competitiveness in facing globalization, which is able to develop science and technology and produce intellectual, professional scientists who are cultured, creative, tolerant, democratic, and have strong character. Therefore, improving the quality of education in tertiary institutions is something that cannot be ignored and it is urgent to do it immediately by changing the subsystems: people, structures, technology and organizational processes in an effort towards a new paradigm shift in higher education, namely autonomy, quality, evaluation, accreditation, transparency and accountability. According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) good universities which are oriented towards improving quality, transparency and accountability. According to Asbari (2020); Bernarto (2020) and Sartika (2020) For private universities, apart from being related to operational costs during the pandemic, currently the problem arises is the reduced number of new student registrants. Just before the pandemic, the number of new students in private universities (PTS) in West Java for the 2019/2020 academic year had decreased by 30 percent. This was mainly due to economic factors, although there were also private universities that experienced an increase in the number of students. According to According to Asbari (2020); Bernarto (2020) and Sartika (2020) the number of parents who feel that they are unable to pay for their children's tuition is one of the causes of the decline in the number of new private university students. Quality is the key to producing competent scholars in private universities at this time which need to be improved. According to Vizano (2020); Pramono (2020) and Dezky (2020) The quality assurance system is a necessity for PTS how the entire education process is guaranteed with a good quality management system. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) The efforts of private universities to improve facilities and infrastructure, quality of lecturers, quality of graduates must also of course have support from the government. The quality and qualifications of lecturers are the real demands of higher education tridharma. Higher education institutions must have qualified lecturers who are able to build ideal role models of educators and researchers as well as foster academic leaders in higher education, and cooperate with the scientific community in formulating core scientific competences. According to Asbari (2020); Bernarto (2020) and Sartika (2020) Another problem encountered is the number of lecturers to students ratio, the educational level of the lecturers themselves who are still lacking for the doctoral level and permanent lecturers at Private Universities themselves are related to their welfare. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) The problem of unemployment generated by private higher education graduates is due to a mismatch between graduates and DUDI's needs, and more than 55% of organizations state that the digital talent gap is widening). Then Employers Complaint that workers do not have adequate skills, the survey data shows that the high unemployment rate tends to be caused by a mismatch between the

worker's profession and the field of work.

According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) Ministry of Research, Technology and Higher Education compiled the quality ranking of higher education into five clusters based on the quality of human resources, institutions, student activities, research and community service, and innovation. To date there are only 2 Private universities that are included in cluster 1 (top) for the ranking of the best non-vocational tertiary institutions in the 2020 version of the Ministry of Research, Technology and Higher Education. There are ten universities that are included in cluster 1, all state universities. This is understandable because they enter the higher education market first and are supported by quality academic resources, as well as the availability of the state budget. Until now, private universities have only entered 10 universities, the score of process indicators is 6th and 10th PT, the outcome indicator score is in the 8th rank of the Ministry of Research, Technology and Higher Education 2020. Private universities are certainly required to have a strategy that must be planned, formulated and implemented properly especially focused on the core process, which includes teaching research and service (Sunarsi, 2006). According to Asbari (2020); Bernarto (2020) and Sartika (2020) All of them are intended to respond to global changes, in the form of demands for new work methods or skills, developments in teaching and research technology, and science whose development is already at the level of quantum leaps, etc. To improve the position Private Universities, what is needed at this time is PTS must have support for; First. Quality Assurance, Private Higher Education must go beyond the accreditation system for higher education both nationally and internationally. Second. Funding Support, the government must seek and change the allocation of funds and assist in pursuing alternative funding models for private universities. Third, system regulation, there must be a system to support international cooperation for private tertiary institutions both in research collaboration, funding and increasing knowledge management capacity.

According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) Collaboration such as the Double Degree program, Student Exchange and overseas lecturer exchanges need to be continuously improved. Fourth. Operational Health, the need for policy support to develop private higher education operations. One of the policies is to make eligibility standards and if necessary reduce the number of private universities which are now too many through mergers or mergers. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) Research and Development, private universities are required to further improve the quality of publications by encouraging lecturers and researchers and students to publish in reputable journals. Sixth. Downstreaming innovative products, private universities are required to have the results of research and product development able to provide benefits and solutions for the community so that they can be mass produced to meet the needs of domestic products.

According to Asbari (2020); Bernarto (2020) and Sartika (2020) The challenge of the Industrial Revolution 4.0 is sure to give its own color to the development of the Tridharma of Higher Education. In the dharma of education, the designed curriculum must refer to the concept of "higher education 4.0" which is influenced by the industrial model 4.0. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020). Other demands for universities to strive for the realization of Good University Governance (GUG), GUG can be represented by achievements related to institutions, such as ranking, university accreditation, study programs and several the achievement of higher education rankings, both at the national and international levels. Then at this time the development

direction of Higher Education Institutions and Research Institutions must refer to a shift in public expectations of higher education, namely from education agents, research and development agents, cultural and technology transfer agents, in the end they are expected to become agents of economic development. Therefore, in terms of ability to do research, universities are expected to be able to become teaching universities, research universities, and also entrepreneurial universities. In terms of research institutions, academic research institutions are expected to become innovative research institutions, the Center for Excellence in Science and Technology (PUI) which will then be encouraged to become the Science and Techno Park (STP). According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) The real demand is that private universities are required to be active and innovative in developing knowledge and responding to socio-cultural issues. PTS must be a center for the development of a creative economy that is popular with a knowledge based economy and participates in advancing and developing civilized society, as well as guarding the morals of society and the nation. The key for PTS to survive in the era of disruption is if the educational institution is able to answer the demands of the industrial revolution 4.0 in the future, in other words, matching demand & supply.

According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) The challenge of the Industrial Revolution 4.0 is sure to give its own color to the development of the Tridharma of Higher Education. In the dharma of education, the designed curriculum must refer to the concept of "higher education 4.0" which is influenced by the industrial model 4.0. Another demand for higher education to strive for the realization of Good University Governance (GUG), GUG can be represented by achievements related to institutions, such as ratings, university accreditation, study programs and several higher education ranking achievements, both at the national and international levels. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) currently the direction of development of Higher Education and Research Institutions must refer to a shift in society's expectations of higher education, namely from educational agents, research and development agencies, cultural and technology transfer agents, in the end it is expected to become an agent of economic development. Therefore, in terms of ability to do research, universities are expected to be able to become teaching universities, research universities, and also entrepreneurial universities. In terms of research institutions, academic research institutions are expected to become innovative research institutions, the Center for Excellence in Science and Technology (PUI) which will then be encouraged to become the Science and Techno Park (STP). According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) The real demand is that private universities are required to be active and innovative in developing knowledge and responding to socio-cultural issues. PTS must be a center for the development of a creative economy that is popular with a knowledge based economy and participates in advancing and developing civilized society, as well as guarding the morals of society and the nation. According to Asbari (2020); Bernarto (2020) and Sartika (2020) The key for private universities to survive in the era of disruption is if the educational institution is able to answer the demands of the industrial revolution 4.0 in the future, in other words, matching demand & supply. It is necessary that private universities are required to be able to formulate strategic policies in various aspects ranging from institutions, fields of study, curriculum, resources, development of cyber universities, and research and development to innovation.

The purpose of this research is to analyze and determine the relationship between Organizational Commitment on economic performance,

Organizational Commitment on environment performance, Organizational Commitment on social performance and Organizational Commitment on performance sustainability of private universities Novelty research is a new variable Organizational Commitment which can be a reference for further research.

## **II. LITERATURE REVIEW**

According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) The basic idea of this research stems from the classic view that a company's ability comes from the resources it has and how these resources are processed to get maximum performance. Resources are divided into tangible and intangible resources. Human resources with their character, abilities, and knowledge are intangible assets for companies that are most difficult for competitors to copy. To manage human resources in an organization maximally, human resource management (HRM) is needed. The concept of commitment is an important aspect of the HRM philosophy. Commitment-based models are embedded in the strategic literature of human resource management (Roca-Puig et al, 2007).

### **2.1 Organizational Commitment**

According to Supriyadi (2020), Zena (2020) and Cahyono (2020) Organizational commitment refers to the organization's actions towards and treatment of its employees which is reflected in its concern for employee welfare and satisfaction. Based on the norm of reciprocity if an organization cares about the welfare and satisfaction of its employees, employees will understand that the organization is committed to them and responds in the same way, responding with their own attitudes and behavior The perceived obligation of employees to return favorable treatment thereby results in a growing affective commitment. According to Supriyadi (2020), Zena (2020) and Cahyono (2020) also suggested that employees can meet their social needs and self-esteem by building stronger relationships with organizations when a beneficial exchange relationship occurs. Meeting such emotional needs encourages employees to achieve a higher level of affective commitment. Employees show a strong affective commitment when they feel that management truly cares about their well-being.

According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) in their research on industry in Korea translates how organizations commit to their employees as a form of manifest human resources practice. Océ is expected to create a useful emotional bond between the organization and its employees. If employees believe that their organization cares about them and their happiness, treats them with consideration, and shares their rewards appropriately, the employee will be far more likely to develop positive affective ties with their employer (Orpen, 1995). This applies at all levels of the organizational hierarchy. Strong affective ties can encourage greater effort from employees, efforts to work harder, to work more willingly, work smarter, and do better jobs. This can lead to greater productivity, more creativity, higher quality work, and better team decisions. In fact, employees' affective ties to their organizations have been proven to reduce expensive absences, reduce turnover, and improve job performance and can also create a climate of trust that allows companies to get rid of expensive bureaucratic controls and reduce motivation. All of these results can contribute to better financial performance.

### **2.2 Sustainable performance**

According to Supriyadi (2020), Zena (2020) and Cahyono (2020) company performance is the result of organizations that use performance measures of productivity, quality and also the universities real finances. Measures for financial results are expenses, income and profitability. Performance on a small to medium scale usually uses financial indicators as a measure of business performance (Simpson et al, 2012). The performance aspects of Universities can be said to be more simple contained in the financial statements which also only consist of simple financial ratios such as turnover, profit, loss and cash flow they have. However, the definition of performance in large companies has broader and more complex aspects not just financial aspects, and must be contained in measurable achievement indicators.

Universities performance sustainability is a comprehensive concept of the performance of an organization that takes into account the external and internal factors of the organization and also accommodates all the interests of the company's stakeholders without exception. The most important external factor included in the concept of sustainability is the environmental and social dimensions. The environmental dimension as one of the aspects of performance is one form of active participation of companies that helps to take care of environmental issues which at the end of the macro goal of sustainability is to maintain the availability of sufficient resources. The addition of these two dimensions to the sustainability performance variable will have a balanced effect on aspects of company performance. The concept of measuring sustainability performance using the triple bottom line (TBL) theory was carried out by According to Supriyadi (2020), Zena (2020) and Cahyono (2020) which agreed that sustainable performance was measured using three dimensions, namely economic performance, environmental performance and social performance. According to Kartika (2020) ; Asbari (2020) ; According to Wibowo ( 2020); Nugroho (2020) and Purwanto (2020) in his research used these three dimensions in measuring performance for Universities.

### **2.3. Relationship of Organizational Commitment with Sustainable Organizational Performance**

Laying the foundation of the shift in the management philosophy of the workforce from the traditional approach of the control strategy to the new approach to commitment by According to Kartika (2020) ; Asbari (2020) ; According to Wibowo ( 2020); Nugroho (2020) and Purwanto (2020) aims to obtain employee commitment and improve organizational effectiveness and productivity. He (2012) argues that to help develop employee commitment and increase loyalty, the organization must also demonstrate its commitment to employees. Then According to Kartika (2020) ; Asbari (2020) ; According to Wibowo ( 2020); Nugroho (2020) and Purwanto (2020) revealed that the workforce can be developed through organizational commitment to employees in the form of good training, compensation, fair treatment, and personal approaches that ultimately encourage the implementation of organizational commitment to employees can improve company performance. Several other researchers have also conducted commitment studies from the employers' perspective focusing on organizational commitment to employees and their relationship with company performance including . The purpose of this research is to analyze and find out the relationship between Océ has a significant effect on economical performance, Océ on environmental performance, Océ on social performance. Océ on firm performance sustainability.

Research conducted by Sunarsi (2020) found that employees who have high organizational commitment will have full responsibility for their work and can perform their work functions without asking for help from others. These feelings influence employees to try to improve their performance with the aim of organizational progress. The results of this study have consistency to strengthen the justification of previous research which explains that organizational commitment variables have a positive effect on employee performance (. Research conducted by According to Kartika (2020) ; Asbari (2020) ; Nugroho (2020) and Purwanto (2020) found that organizational commitment variables had the highest contribution to the performance of its employees among other items. Research conducted by Asbari, Santoso & Purwanto (2019) proves that organizational commitment variables significantly influence employee performance. This means that if the organizational commitment variable changes (increases) more positively, employee performance will also increase more positively. This study is in line with the conclusions of Santoso, Purwanto & Asbari (2019), Puwanto et al (2019), Purwanto et al (2020), Asbari et al (2019), Asbari (2019), Asbari et al (2020) , Previous research conducted by Sawitri et al (2016). Found that organizational commitment has a significant effect on employee performance. If the organizational commitment variable increases more positively, employee performance will also increase. According to Kartika (2020) ; Asbari (2020) ; According to Wibowo ( 2020); Nugroho (2020) and Purwanto (2020) organizational commitment has a significant effect on employee performance

Based on the results of previous studies obtained the following hypothesis.

Hypothesis 1: Organizational Commitment (X) has a significant effect on Economical Performance (Y1)

Hypothesis 2: Organizational Commitment (X) has a significant effect on Environment Performance (Y2)

Hypothesis 3: Organizational Commitment (X) has a significant effect on Social Performance (Y3)

Hypothesis 4: Organizational Commitment (X) has a significant effect on Sustainability Performance (Y)

### III. METHOD

The unit of analysis of this research is Private Universities in Indonesia, Questionnaires are distributed via Google form and Respondents who fill out are expected to come from the direct owner of the company or those who are at the managerial level, in order to provide valid information for research. This analysis step also used by research conducted by Cahyono (2020); Nico (2019); Fahmi (2020); Vizano (2020) ; Pramono (2020) ; Dezky (2020); Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020) ;Kadiyono (2020);Zena (2020); Cahyono (2020); Kartika (2020) ;Asbari (2020) ;Wibowo ( 2020); Nugroho (2020) and Purwanto (2020)

Table 1. Respondents profile

Criteria		Total
Gender	Male	130
	Females	70
Age (year)	>55	20
	26-35	70
	36-45	60

	46-55	40
Education	Master	160
	Doctor	40
Work Experience (Years)	> 10	70
	1-5	80
	6-10	50

This study aims to provide an overview and at the same time explain phenomena or conduct descriptions and explanations. Sekaran (2000) calls this the hypothesis test method. The research model research is as follows:

Based on the above literature, we formulated the hypothesis as follows:

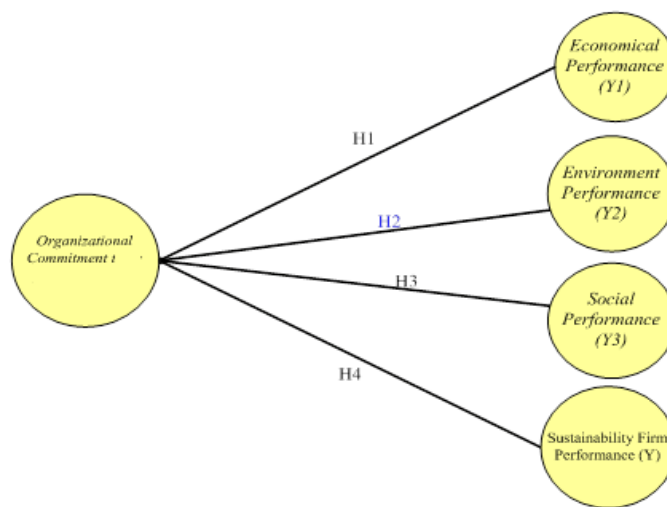


Figure 1. Research Framework

- Based on the results of previous studies obtained the following hypothesis.
- Hypothesis 1: Organizational Commitment (X) has a significant effect on Economical Performance (Y1)
  - Hypothesis 2: Organizational Commitment (X) has a significant effect on Environment Performance (Y2)
  - Hypothesis 3: Organizational Commitment (X) has a significant effect on Social Performance (Y3)
  - Hypothesis 4: Organizational Commitment (X) has a significant effect on Sustainability Performance (Y)

**IV. RESULT AND DISCUSSION**

This section discusses findings from secondary data analysis and their discussion. The results in the table show that there is a positive relationship between the chosen independent variable Organizational Commitment and Economical Performance, there is a positive relationship between the chosen independent variable Organizational Commitment and Environment Performance, there is a positive relationship between the Organizational Commitment) and Social Performance Performance independent variables were chosen, there was a positive relationship between the selected Organizational



Commitment to its Employee (OCE) independent variable and Sustainability Firm Performance with their respective values ( $r = 0.322, 0.431, 0.323, 0.456$ ;  $P < 0.001$ ).

Table 2. Pearson Correlation: OCE Relationship with Performance

Variabel	Mean	SD	1	2	3	4	5
Organizational Commitment to its Employee	19.656	1.678	1.000				
Economical Performance	2.115	1.567	0.267	1.000			
Environment Performance	2.446	0.345	0.198	0.187	1.000		
Social Performance	2.812	1.678	0.067	0.198	0.189	1.000	
Sustainability Firm Performance	3.875	5.345	0.255	1.178	0.178	0.098	1.000

The results of processing the questionnaire obtained data model summary as follows in the table 3 :

Table 3. Model Summary

Model	R	R square	Ajusted R Square	Standard Error	Durbin watson
1	0.476	0.365	0.165	1.141	1.002

The results of processing the questionnaire obtained data coefficient as follows in the table 4 :

Table 4. Coefficient

Model	Unstandardized coefficient	Std Error	Standardized coefficients Beta	t	sig
Constant	21.023	2.612	0.067	5.489	0.000
Economical Performance	0.312	0.267	0.078	0.171	0.018
Environment Performance	0.412	0.378	0.012	0.112	0.078
Social Performance	0.310	0.154	0.013	0.412	0.465
Sustainability Firm Performance	0.489	0.034	0.002	0.067	0.088

**Hypothesis 1: Organizational Commitment (X) has a significant effect on Economical Performance (Y1)**

Based on the results of data processing, it is found that the independent organizational commitment to its employees has a value of  $r = 0.322$ , ( $\beta 0.035$ ;  $t = 0.186$ ;  $P > 0.05$ ), so it can be concluded that the Organizational Commitment to its Employee (OCE) has a positive and significant effect on Economical Performance (Y1). These results are in line with Kristiana (2020) which states that organizational commitment has a positive and significant relationship with performance, Imelda (2020) which states that organizational commitment has a positive and significant relationship with employee performance and Sawitri et al (2016) which states that organizational commitment has a positive and significant relationship with company performance. According to Cahyono (2020); Nico (2019); Fahmi (2020); Vizano (2020); Pramono (2020); Dezky (2020); Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020); Kadiyono (2020); Zena (2020); Cahyono (2020); Kartika (2020); Asbari (2020); Wibowo (2020); Nugroho (2020) and Purwanto (2020) organizational commitment has a positive and significant relationship with company performance.

**Hypothesis 2: Organizational Commitment (X) has a significant effect on Environment Performance (Y2)**

Based on the results of data processing, it is found that the independent organizational commitment to its employees (OCE) has a value of  $r = 0.431$ , ( $\beta 0.013$ ;  $t = 0.187$ ;  $P > 0.05$ ), so it can be concluded that the Organizational Commitment to its Employee (OCE) has an effect positive and significant towards Environment Performance (Y2). These results are in line with Chidir (2020) which states that organizational commitment has a positive and significant relationship with performance, According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) which states that organizational commitment has a positive and significant relationship with employee performance and Andika (2016) which states that organizational commitment has a relationship positive and significant with the company's performance. According to Cahyono (2020); Kartika (2020); Asbari (2020); Wibowo (2020); Nugroho (2020) and Purwanto (2020) organizational commitment has a positive and significant relationship with company performance.

**Hypothesis 3: Organizational Commitment (X) has a significant effect on Social Performance (Y3)**

Based on the results of data processing, it is found that the independent organizational commitment to its employee (OCE) value has  $r = 0.323$ , ( $\beta 0.045$ ;  $t = 0.435$ ;  $P > 0.05$ ), so it can be concluded that the Organizational Commitment to its Employee (OCE) has an effect positive and significant towards Social Performance (Y3). These results are in line with Purwanto (2020) which states that organizational commitment has a positive and significant relationship with performance, Asbari (2020) which states that organizational commitment has a positive and significant relationship with employee performance and Bernarto (2016) which states that organizational commitment has a relationship positive and significant with the company's performance. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) that organizational commitment has a positive and significant relationship with company performance

**Hypothesis 4: Organizational Commitment (X) has a significant effect on Sustainability Firm Performance (Y4)**

Based on the results of data processing, it is found that the independent organizational commitment to its employee (OCE) has a value of  $r = 0.456$ , ( $\beta = 0.002$ ;  $t = 0.057$ ;  $P > 0.05$ ), so it can be concluded that the organizational commitment to its employee (OCE) has an effect positive and significant towards Sustainability Firm Performance (Y4). This result is in line with the Judge (2020) which states that organizational commitment has a positive and significant relationship with company performance, According to Nico; Vizano (2020) ; Pramono (2020) and Dezky (2020) who states that organizational commitment has a positive and significant relationship with employee performance and Sawitri (2016) states that organizational commitment has a relationship positive and significant with the company's performance. According to Sunarsih (2020), Cahyono (2020) and Fahmi (2020) stated that organizational commitment has a positive and significant relationship with company performance.

According to Cahyono (2020); Nico (2019); Fahmi (2020); Vizano (2020) ; Pramono (2020) ; Dezky (2020); Asbari (2020); Bernarto (2020); Sartika (2020); Suheny (2020); Supriadi (2020) ; Kadiyono (2020); Zena (2020); Cahyono (2020); Kartika (2020) ; Asbari (2020) ; Wibowo (2020); Nugroho (2020) and Purwanto (2020) organizational commitment has a significant effect on employee performance. According to Kristiana (2020), Okpara (2008), Pool (2007), Rahman (2018) & Sezgin (2009) which states that organizational commitment of employees has a positive and significant relationship with performance, according to Imelda (2020) which states that organizational commitment of workers has a positive and significant relationship with company performance and According to Nico; Vizano (2020) ; Pramono (2020) and Dezky (2020) which states that organizational commitment has a positive and significant relationship with company performance. These results are in line with Chidir (2020) which states that organizational commitment of employees has a positive and significant relationship with performance, Silitonga (2020) which states that organizational commitment has a positive and significant relationship with employee performance and Andika (2016) which states that organizational commitment has a positive and significant relationship with company performance. According to Purwanto (2020) which states that organizational commitment has a positive and significant relationship with performance, Asbari (2020) which states that organizational commitment has a positive and significant relationship with employee performance and According to Bernarto (2016) which states that organizational commitment has a positive and significant with the company's performance. According to Hakim (2020) which states that organizational commitment has a positive and significant relationship with performance, According to Asbari (2020); Bernarto (2020) and Sartika (2020) which states that organizational commitment has a positive and significant relationship with employee performance and According to Asbari (2020); Bernarto (2020) and Sartika (2020) which states that organizational commitment has a positive and significant with the company's performance.

According to Asbari (2020); Bernarto (2020) and Sartika (2020) Not many have seen the importance of the role of the commitment of lecturers' organizations in higher education to improving the quality and development of these universities. Even though there have been sanctions imposed by universities against lecturers who are not much involved in activities on campus including education and teaching activities, it seems that these sanctions do not deter some individuals. Seeing this, it is very unfortunate because it can

interfere with the process of achieving college goals. In general, organizational commitment is the employee's attachment to the organization where the employee works. There are three components of organizational commitment, namely affective commitment, rational commitment, and normative commitment. According to Supriyadi (2020), Zena (2020) and Cahyono (2020) affective commitment consists of personal characteristics, job characteristics, work experience (feeling of security in the organization and feeling competent in carrying out the role), and structural characteristics. Second, rational commitment consists of the large amount of an individual's investment or side bet in the organization, and the perception of the lack of other job alternatives. According to Kartika (2020); Asbari (2020); According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) normative commitment consists of individual experiences when entering the organization as well as experiences of socialization while in the organization. One of the factors that has a relationship with the commitment of the lecturer organization to the organization is the personality of the lecturer, namely the conformity between the personality of the lecturer and the job (person-job-fit) can affect the commitment of the lecturer to the organization.

According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) Education is part of human resource development directed at developing quality human resources. Efforts to educate the nation's life have become part of a very important national development strategy and are based and guaranteed by legislation. The results of preliminary observations by researchers at several private universities in South Sumatra Province obtained information that the performance of existing lecturers tended to be less than optimal in carrying out their duties as lecturers in implementing the Tri Dharma of Higher Education in accordance with accreditation standards. In fact, almost part of the permanent lecturers who serve in private universities in South Sumatra Province have not been able to carry out the tri darma of higher education properly. There are many factors that cause lecturers to still not perform well, one of which is allegedly due to the lack of commitment from the foundation as the owner and commitment from the leadership as the manager of higher education. Another factor that is considered influencing lecturers' performance is the lack of compensation for permanent lecturers, so that it is predicted that it will affect the work motivation and performance of permanent lecturers at the PTS. Lecturer performance plays a very important role in encouraging the successful implementation of a university. According to Asbari (2020); Bernarto (2020) and Sartika (2020) In the context of university administration, Rummeler and Brache in Sudarmanto (2009) suggest that there are three types of performance that must be considered, namely: 1. Organizational performance; is the achievement of results (outcomes) at the organizational level related to organizational goals, organizational design, and organizational management. 2. Process performance; is the performance in the process stages in producing a product or service. Performance at this process level is influenced by process objectives, process design, and process management. 3. Individual / job performance; is the achievement or effectiveness at the employee or job level. Performance at this level is influenced by job objectives, job design, and job management and individual characteristics. Bernardin (2003) states that performance is a record of results produced for certain job functions or activities over a certain period of time. Based on some of the definitions above, it can be said that the importance of performance factors in supporting the success of the organization, processes and HR. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) Performance is seen at the organizational, process, and individual levels. The performance of a tertiary institution will be achieved well if the elements of the organization, processes and individuals run

well or in other words, the performance will be achieved either if the elements of the organization are running well, for example the right organizational form, organizational rules and appropriate organizational culture. Overall, the phenomenon that occurs is that there is a lot of teaching, but less research and community service. This shows that the performance of lecturers still does not meet the predetermined standards, namely implementing the Tri Dharma of Higher Education in accordance with their academic qualifications.

According to Asbari (2020); Bernarto (2020) and Sartika (2020) the willingness of an employee to side with a certain organization and its goals and intend to maintain membership in that organization. Organizational commitment is an attitude that shows the extent to which a person knows and wants to be tied to the organization. If a member has a high commitment, he will see himself as a true member of the organization. According to Kuntjoro (2015) organizational commitment is a sense of identification, involvement, and loyalty expressed by a person to his organization. Commitment comes from the Latin word "commiter" which means to combine, unite, believe and do it. Gibson in organizational behavior "Commitment is a sense of identification, loyalty, and visibility expressed by employees to the organization or units of the organization". Meanwhile, according to Wexley and Yulk, organization is "a pattern of relationships between people who participate in activities where one another depends on a specific purpose". Luthans (2011) organizational commitment reflects the attitude of employee loyalty to the organization. Employees with high organizational commitment are indicated to have high needs and expectations for the organization where they work, and are more motivated when their expectations are met. According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) organizational commitment is the degree to which workers identify with the organization and their involvement with the organization. In other words, some of the definitions above state that organizational commitment reflects a person's attitude and how the level of identification and involvement of a person in their work and their unwillingness to leave the job. Based on the above definition, it can be said that lecturers who do not have organizational commitment can reduce the effectiveness of a university. Permanent lecturers who have organizational commitment tend not to stop and accept other jobs. In addition, permanent lecturers who have organizational commitment and are highly skilled require less supervision. One of the important factors in the development of organizational commitment is intrinsic reward. According to Suheny (2020); Supriadi (2020) and Kadiyono (2020) Higher education as an organization is expected to be able to meet the needs of permanent lecturers by providing opportunities for achievement, and acknowledging that the achievements that arise will have significant changes in the commitment of permanent lecturers. In addition, the high commitment of permanent lecturer organizations will support the performance of permanent lecturers at a university. It is hoped that through fulfilling the needs and expectations of permanent lecturers through the organization where they work, it will be able to improve the performance of permanent lecturers at the university.

According to Asbari (2020); Bernarto (2020) and Sartika (2020) Social Responsibility for Higher Education Institutions Profit-oriented and non-profit oriented organizations basically have a social responsibility towards the social and natural environment, arguing that higher education has social responsibility not only to society but also to the environment. This social responsibility is contained in the 3rd Tridharma of Higher Education, which is community service. To improve the quality of life of the community, organizations and business ventures need to consider ethical, legal, commercial aspects and

expectations of the general public. Responsibility socially, economically and environmentally needs to be the mindset and culture of the organization or business venture. According to Topal (2009), the social impact of university activities can be calculated using the CSR approach. According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) identify university social responsibility as responsibility for institutional activities and behavior that are influenced and have an impact on society. This responsibility requires management practices that eliminate negative impacts and support sustainable development, therefore, this social responsibility is carried out in line with legal obligations and involves stakeholders. With the involvement of stakeholders, conveying that social responsibility is reflected in the vision, mission and strategy of the organization. Therefore, the implementation of CSR in organizations is not solely the result of a compliance strategy but rather the implementation of CSR in conjunction with a strategy that aims to stimulate the organizational culture transformation process. The success of CSR depends on the behavior of the perpetrators which affect the relationship between the organization and the community. emphasizes the need for ethical behavior in all activities and interactions with all stakeholders. Therefore, according to Shawyun, university social responsibility must be reflected in their vision and mission. said that to respond to sustainability issues, higher education institutions around the world have involved campuses and their communities in sustainability programs through the concept of university social responsibility. These efforts have led to the development of integrity and ethical values in organizations and their relationships with stakeholders. From a different perspective, conduct research on student awareness and their behavior in terms of contribution to social responsibility practices in the context of Malaysian universities. The results showed that some respondents were aware of the need to conserve the environment but it was not practiced significantly. Therefore, CSR needs to become the culture of the organization and be reflected in the vision, mission and strategy of the organization. the implementation of higher education is aimed at educating the nation's life and the welfare of mankind. According to Supriyadi (2020), Zena (2020) and Cahyono (2020) The efforts of higher education institutions to educate the nation's life and human welfare cannot be separated from efforts to integrate environmental and social aspects in academic activities. To preserve the environment, the implementation of responsibility The social institution starts from the closest environment, namely the work environment in the institution, the environment around the institution then the natural environment. Social Responsibility Activities of Higher Education Institutions. in his research revealed the existence of Campus Social Responsibility activities at three universities.

According to Nico; Vizano (2020); Pramono (2020) and Dezky (2020) Both with regard to positioning or the phenomenon of "Minded country", the strong dichotomous perception of public views and opinions positions state university graduates (PTN) to be superior to private universities or in terms of coaching as well as the proportion of assistance PTN and private universities.

Second, quality problems. Quality is the key to producing competent scholars in private universities at this time which need to be improved. The quality assurance system is a necessity for PTS how the entire education process is guaranteed with a good quality management system. The efforts of private universities to improve facilities and infrastructure, the quality of lecturers, and the quality of graduates must also have support from the government. Third, Lecturers. The quality and qualifications of lecturers are the real demands of higher education tridharma. Higher education institutions must have qualified lecturers who are able to build ideal role models of educators and researchers as

well as foster academic leaders in higher education, and cooperate with the scientific community in formulating core scientific competences. Another problem encountered is the number of lecturers to students ratio, the level of education of the lecturers themselves who are still lacking for the doctoral level and permanent lecturers of private universities themselves related to their welfare.

According to Kartika (2020); Asbari (2020); According to Wibowo (2020); Nugroho (2020) and Purwanto (2020) The problem of unemployment generated by private higher education graduates is due to a mismatch between graduates and DUDI's needs, and more than 55% of organizations state that the digital talent gap is widening (Linkedin, 2017). Then Employers Complaint that workers do not have adequate skills, the survey data shows that the high unemployment rate tends to be caused by a mismatch between the worker's profession and the field of work. According to Asbari (2020); Bernarto (2020) and Sartika (2020) if the quality of private universities is also good, but the majority of them are below state universities. The Ministry of Research, Technology and Higher Education compiles the ranking of higher education quality into five clusters based on the quality of human resources, institutions, student activities, research and community service, and innovation.

## V. CONCLUSIONS

Based on the results of data processing, it is found that the independent organizational commitment has a positive and significant effect on economic performance, organizational commitment to its employee has a positive and significant effect on environmental performance, organizational commitment has a positive and significant effect on social performance, organizational commitment has a positive and significant effect on firm performance sustainability. Workforce can be developed through organizational commitment to employees in the form of good training, compensation, fair treatment, and personal approaches that ultimately encourage the implementation of organizational commitment to employees can improve company performance. Strong affective ties can encourage greater effort from employees, efforts to work harder, to work more willingly, work smarter, and do better jobs. This can lead to greater productivity, more creativity, higher quality work, and better team decisions. The affective ties of employees with their organizations have been proven to reduce expensive absences, reduce turnover, and improve job performance.

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