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THE STRATEGY OF IMPROVING HUMAN PERFORMANCE THROUGH
ISLAMIC LEADERSHIP AND PERSONALITY: ORGANIZATION
COMMITMENT AS A MEDIATING VARIABEL

*Wasi Widayadi¹, Veithzal Rivai Zainal², Willy Arafat³, Iwan Kurniawan Subagja⁴, Husna
Leila Yusran⁵*

¹Lecturer at Pancasila University, Indonesia, ²Deputy Chairperson of the Republic of Indonesia
Micro, Small and Medium Enterprises Forum, Indonesia, ³Chairperson of the Jabbal Arafah
Foundation, Indonesia, ⁴ Researcher at Universitas Krisnadwipayana, Indonesia, ⁵Deputy Dean
of the Faculty of Economics and Business, Trisakti University, Indonesia

[1wasiwidayadi@univpancasila.ac.id](mailto:wasiwidayadi@univpancasila.ac.id), [2veithzal47@gmail.com](mailto:veithzal47@gmail.com), [3willy.arafah@gmail.com](mailto:willy.arafah@gmail.com),
[4iwankurniawan@unkris.ac.id](mailto:iwankurniawan@unkris.ac.id), [5husnaleila@gmail.com](mailto:husnaleila@gmail.com)

**Wasi Widayadi¹, Veithzal Rivai Zainal², Willy Arafat³, Iwan Kurniawan Subagja⁴,
Husna Leila Yusran⁵: The Strategy Of Improving Human Performance Through
Islamic Leadership And Personality: Organization Commitment As A Mediating
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organizational commitment, Islamic human performance.**

Abstract

This research examined the influence of Islamic leadership, and personality on Islamic human performance, mediated by organizational commitment. Some research has been conducted on the role of Islamic leadership in human performance. However, this kind of research was limited to an Islamic institution. This is the first research is conducted in workplaces without Islamic situation. The data were obtained from 105 employees in management postgraduate programs, accredited minimum B, of private universities in Greater Jakarta. Structural equation modeling (in SmartPLS3) was used to analyze the quantitative survey data. The results show that Islamic leadership and human performance have a significant positive impact on organizational commitment, while Islamic leadership has a stronger influence than personality. Organizational commitment has no significant influence on Islamic human performance. Islamic leadership has no significant impact on human performance. On the other hand, personality has a significant positive influence on human performance. This study is limited to four variables as mentioned above. was conducted only in Post Graduate Management Study Program in Private Universities in Jakarta with staff and leaders from the academic and non-academic units as research subjects.

INTRODUCTION

Over the past 40 years, the number of students in the world increased from 32.6 million in 1970 to 182.2 million in 2011. Asia itself has experienced an increase in the number of students in the past 20 years. 46% of this amount is in the Southeast Asian region (UIS, 2013). As part of tertiary education, private tertiary education has also experienced growth throughout the world including Europe, America, Japan, Korea, New Zealand, Australia, Indonesia, Malaysia, India, China, Hong Kong, South Africa, Taiwan, Brazil, Uganda, Kenya, Tanzania and the Philippines (Gupta, 2008). Private higher education serves more than 70 percent of students in India, Malaysia, Japan, South Korea, Indonesia and the Philippines, more than 30 percent in Mainland China, more than 15 percent in Thailand and Vietnam (Gupta, 2008) and 9.3 percent in New Zealand (Xiaoying and Abbott, 2008). Private higher education is also growing in the Middle East. According to Al-Atiqi and Alharbi (2009), private tertiary education in Kuwait is estimated to rise by 45,000 students, exceeding enrollments at public universities. In Europe, acceptance of private tertiary education has a range of 66.6 percent in Cyprus, 34.1 percent in Poland and 31.9 percent in Latvia. In Africa, the growth of private higher education is clearly seen in Gabon (47 percent), Mozambique (32 percent) and Ethiopia (24 percent) (UNESCO, 2012).

Many countries allow or even encourage the development of private tertiary institutions so that the burden and subsidies of state tertiary institutions can be reduced. Some countries such as South Korea, Japan, Singapore, China-Macao, the Philippines, Nepal, Indonesia and Cambodia have a greater number of private tertiary education students than the number of public tertiary education students, with a percentage of 60% to 81%.

Higher education is a non-linear complex system. An education manager needs to make a strategic decision in the context built by many factors, to achieve a competitive and education edge (Stukalina, 2013). At present, higher education institutions are forced to increase the revenue, but at the same time decrease the cost so that they can compete with others. The expectation of the students also change. Now they expect what to choose, how, and when they study, based on their needs and interest (COM (2013) 499 final). As a consequence, higher education has become flexible to fulfill the needs of students. The modern university offers relevant subjects to attract the attention of the adult population, as a response to the changes in the labor market (The State of Higher Education 2014: Executive Summary, 2014).

Mazarol and Soutar (2001) made several predictions about future trends in the global education market: (1) push and pull in universities between a place to teach knowledge or a place to develop future professionals; (2) the need to develop a new educational program to meet the ever-changing need of market and monitor the life cycle of the existing program; (3) the increase of tuition fee and a trend towards privatization and commercialization; (4) the importance of building an alliance with industry to improve research and teaching program; (5) the rise of higher education business model, including online education, corporate universities, and open universities, and (6) the importance to build brand equity and use it to increase the position in the international market.

The issues of higher education written in HELTS (Higher Education Long Term Strategy) are the quality achievement supported by four pillars: accountability, autonomy, evaluation, and accreditation. Elaboration of these issues on the level of higher education is how to drive the universities to design activities geared towards particular performance. The leaders of universities have important roles to play in managing and controlling their institutions as well as determining the success.

According to Sulisworo (2012), several problems found in educational institution management are: (1) how to make sure the performance set by the top level of organization can be implemented by the lower levels; (2) how to determine key performance indicators which are supported by other influencing factors; and (3) how to measure the set of key indicators. The ability of the organization to determine and manage performance by paying attention to the indicators depends on the leadership and the administration of the educational institutions.

Research about leadership has been conducted a lot, especially transformational and transactional. The research about Islamic leadership, as shown by the prophet Muhammad, has had been studied in Islamic educational institutions. This is the first research conducted in a non-Islamic situation.

LITERATURE REVIEW AND RESEARCH HYPOTHESES

1. Islamic Leadership

Leadership is the process where the staff employees knowledge and skill to ensure or encourage other people to achieve expected goals, to make them realize about the ethical problems, inspire them to raise the enthusiasm and commitment to the company's goals, mobilize resources to reform or to make changes in a company (Brown and Keeping, 2005). According Northhouse (2013) leadership is a process where individual influences a group of individuals to reach common goals in a company. Kim and Maubourgne (1992) state that leadership is an ability to inspire a belief and to support people to reach a company's goals.

According to Mosadegrharad (2003), there are several styles of leadership, as follows: autocratic leadership, bureaucratic, laissez-faire, charismatic, participative, situational, transactional, and transformational. Based on the leadership multifactor questionnaire, Avolio et al (1999) found the leadership styles as follows: charismatic/inspirational, intellectual stimulation, individual consideration, reward contingent, active management with an exception, and passive-avoidant leadership.

Spirituality is a situation or experience than can give direction or meaning to an individual, give a feeling of understanding, spirit, and wholeness and connection (Fry, 2003). Spirituality is vital to an organization moving from value-based companies to a spirituality-based organization (Mitroff, and Alpaslan, 2008). According to Fry (2003), spiritual leadership is a collection of values, attitudes, and behavior needed to motivate ourselves or other people intrinsically, through the meaning of work and fellowship. If this intrinsic motivation works well, every employee involved in an organization eventually improves the organization's performance. The purpose of spiritual leadership is to fulfill the basic psychological needs of employees, such as the meaning of

work and fellowship, creating visions and consistency in the cross-organizational values so that it can improve profit, growth, and wellness of the organization.

Prophetic leadership is an ability to influence other people to reach others, similar to what the prophet did (Adz-Dzakiey, 2004). Islamic leadership is considered as a part of prophetic, moral, spiritual, and authentic leadership. Islam views leadership as a duty, a test, a responsibility from Allah. It must be answered not only to people (horizontally) but also to Allah (vertically). The best example of a leader's behavior is the prophet, Muhammad. Budiharto and Himam (2006) say that prophetic leadership is the ability to control oneself and influence others sincerely to reach common goals, as shown by the prophets. To influence other people sincerely mean the process is based on human awareness, not relying on force. It is in line with moral leadership: a leader must not hurt others and respect the right of the ones being influenced (Budiharto and Himam, 2006F).

Islamic leadership has four dimensions: Siddiq (truthful, conscience centered), Amanah (uphold the trust, highly committed), Tabligh (communication skills), and Fathonah (intelligent, problem solver). According to Rivai (2014), the main characters of Prophet Muhammad that can be emulated to be an effective leader are: smart, visionary, full of initiative, self-sacrifice, responsible, confident, responsive, have empathy, tolerant, humble, effective and efficient, open and be a role model.

2. Personality

Most researchers support that personality is the key to individual behavior in workplaces (Penney, David, & Witt, 2011, p. 297). Personality is complicated psychology construct to determine individual behavior in several situations (Ziaopur, 2015). The difference in personality can be the source of creativity, growth, or organizational problems, as well as, influence the actions, practices, and organizational behavior (Pop-Jordanova & Zorzec, 2010). The knowledge of personality can help managers to choose the right individual for the right positions in an organization to decrease staff turnover and increase organizational commitment (Zeigler-Hill et. al, 2015). Personality is the basis of the behavioral system and it has a strong influence on choosing or predicting the organizational behavior of staff in the future, such as leaving the job, procrastinating, ignoring, absence, organizational commitment, and all the process related to recruitment, rotation, and job assignment (Khiavi et. al., 2016).

Five-Factor Model (Digman, 1989; McRae & Costa, 1992) is accepted widely in the scientific community and contributes to the research of organizational behavior and psychology. The personality classification based on this model is: (a) extrovertness (socialize easily, love conversation, assertive, involve with the outer world, attentive to other people and enjoy interacting with other people); (b) agreeableness (nice, cooperative, trusting, respect others, and agree with their opinions); (c) conscientiousness (responsible, dependable, persevere, result-oriented, organizing ability, stability, control, and motivation, competency inclined, disciplined, always try to be better, and reflecting); (d) neuroticism (negative point of view: tense, insecure, worried, a sense of enmity, shy, irrational thought, depression, low confidence); (e) Openness to experience (imaginative, artistic, intellectual, actively searching for other people experience, curiosity, art appreciation, imagination, open thinking, and innovation) (Erdheim, 2006).

3. Organizational Commitment

There are several definitions of organizational commitments. According to Lok and Crawford (2004), organizational commitment is work attitude directly related to employee intention to stay in a company or to participate actively in their duties that are related to work performance. Robbins (2001) states that organizational commitment is a condition where an employee recognizes a company and its purpose, and willing to stay in that company. Luthans (1995) explains that work commitments are often defined as follows: (1) strong willingness to be a part of a company, (2) willingness to exert effort for the company, and (3) accepting the value and the goals of the company.

Literature reviews show several classifications of organizational commitment. Meyer and Allen (1984) propose an organizational commitment model of three dimensions: affective, normative, and continuance. O'Reilly and Chatman (1986) recommends multidimensional dimensions including obedience, identification, and internationalization. Angel and Perry (1981) explain organizational commitment through the value and continuation model. This research follows the organizational commitment model by Meyer and Allen (2001).

4. Human Performance

According to Waldman (2001), perforation is a combination of expected or chosen behavior and achievement, or parts of duties of each employee of a company. Mangkunegara (2001) defines an employee as qualitative and quantitative results of work that can be achieved by employees when they do their duties in line with their given responsibility. Performance is defined as all behavior and action of an employee to fulfill his/her duties or to contribute to the organization's goals (Campbell 1994; Kocak 2006).

Soedjono (2005) states that there are seven criteria to measure the performance of an employee: quality, quantity, punctuality, effectiveness, independence, work commitment, and responsibility. According to Rivai et al (2018), the dimensions of Islamic performance are (a) Amanah (upholding trust, highly committed) in work consisting of professionalism, honesty, observance, and good deeds; (b) study the religion and profession consisting of religious values and hard work. Every Muslim should emulate Prophet Muhammad in his four aspects of personality: Siddiq (honesty, follow the conscience), Amanah (responsible and trustable), Tabligh (empathetic and effective communication), and Fathonah (smart and problem solver)

5. Islamic Leadership on Organizational Commitment

Much research has found that transformational leadership results in highly committed employees (Bass, 1998; Avolio, 1999; Avolio & Yammarino, 2003). Koh, Terborg and Steers (1991) notes that teachers' and students' commitment is higher when the headmaster is transformational. Goss and Tolmay (2004) states transformational leadership has a moderate positive correlation with effective commitment, and lower correlation with normative and continuance commitment. Dun, Dastoor and Sims (2012) finds a positive correlation between transformational leadership and affective-normative commitment, but no significant correlation between transformational leadership and continuance commitment.

However, some exceptions happened. A study by Baloch, et al (2010) in Pakistan shows that in private higher education, transformational leadership has a 31% impact on organizational commitment, while transactional leadership has a 49% impact on organizational commitment. Transactional leadership is a stronger predictor of organizational commitment than transformational commitment. Budhiarto and Himam (2006) finds that prophetic leadership can predict transformational leadership. Transformational leadership has a significant influence on organizational commitment (Elsintania and Archianti, 2016)

H1: Islamic leadership has no significant positive effect on organizational leadership

6. Personality and Organizational Commitment

Many have studied the relationship between organizational commitment and personality (Tziner et al., 2008; Ziapour et al., 2017, and Chan et al., 2008). The results of those studies are the difference in individual characteristics is a tool to predict organizational commitment (Yang, 2015). However, Ziaopur (2015) notes that while there is a positive correlation between personality and affective-normative commitment, there is no significant correlation between personality and continuance commitment.

There's a significant and strong association between emotion stability/neuroticism and continuance commitment (Khiavi, 2016). Individuals with a high score in this dimension tend to don't tend to experience psychological pressure in the form of worries, anger, depression, shame, hatred, or other negative emotions. Extrovert personality has a significant moderate positive relation with continuance commitment. On the other hand, it has a significant small relation with normative commitment (Khiavi, 2016). Bahrami et al. (2010) argue the organizational commitment of extrovert people is higher than those of introvert. Thoresan (2003) and Chopra (2014) finds that extroverts have a positive correlation with normative commitment.

Khiavi (2006) proposes there is a significant moderate relation between openness to experience with affective commitment. People who have this personality have a sense of belonging, feel secure, prosperous, loyalty, and aware of organizational commitment, participate in an organization and enjoy being the part of an organization, In his research, Khiavi (2006) shows a significant positive strong relation between agreeableness and continuance commitment. People with this personality want altruism, are warm, attentive to others, considerate, and help others to have continuance commitment. Ziapour (2015), Chioqueta and Stiles (2005) and Gutierrez et al (2005) proposes agreeableness significantly explain organization commitment. Due to the motivation of befriending others, an agreeable person tends to build positive and satisfying relations with other employees, so it improves the strength of organization commitment (Maertz & Griffeth, 2004).

Conscientiousness has significant positive moderate relation with continuance commitment, but weak relation with normative commitment (Khiavi, 2006). These kinds of people are idealists, accurate, punctual, dependable, logical, productive, and responsible in doing their duties. Pooryousef and Azadfallah (2013) as well as Mousavi and Majidi (2013) argue that there is a significant association between conscientiousness. Ziapour (2015) states conscientiousness people diligent and disciplined and has higher organizational commitment than people with other personalities.

H2: Personality has no significant positive on organizational commitment

7. Organizational Commitment and Human Performance

Khan et al. (2010) propose a positive relationship between organizational commitment and human performance. He also found that normative commitment has a significant positive on human performance. Jamal (2011) reports that organizational commitment has a significant impact on performance in Malaysia and Pakistan. According to Chang and Chen (2011), organizational commitment has a strong relation to human performance. Committed employees tend to provide performance more than expected (Leong et al., 1994). A study by Meyer et al (2002) found that affective commitment has a positive correlation on results, such as human performance and behavior, as well as the reduction of employee turnover, absenteeism, stress, and family conflict. His meta-analysis (Meyer et al., 2002) also finds that affective and normative commitments have a positive correlation with work performance, but continuance commitment does not.

Malhotra and Mukherjee (2004) proposes that affective commitment has an important role in the service to the customers. In a study on utility labor unions, Luchak and Gellatly (2007) argue that affective commitment correlates with work performance (Eisinga et al, 2010.; Evangelista et al, 2009). Compared to normative and continuance commitment, previous studies found that affective commitment has a more significant relationship with work results, such as performance, absenteeism, OCB, and resignation (Meyer and Herscovitch, 2001). According to Chang and Chen (2011), organizational commitment has a strong relation to human performance. Committed employees tend to provide performance more than expected (Leong et al., 1994).

H3: Organizational commitment has no significant positive effect on human performance

8. Islamic Leadership on Human Performance

Several empirical studies have shown that leaders play an important role in influencing company members to reach expected goals, better company performance (Koene et al, 2002). Imran et al (2012) propose human performance is positively influenced by transformational leadership. Rejas et al (2006) argue the same thing, while transactional and fail to have a negative impact. In another study, Obiwuru, Okwu, Akpa & Nwankere (2011) surveyed small scale companies in Nigeria and found that transactional leaders have a significant positive impact on performance, while transformational leadership has positive but not significant on performance. A study by Pradeep & Prabhu (2011) shows that human performance is both influenced by transformational and reward-contingent transactional leadership. Paracha et al (2012) in a study in Pakistan states that both transformational and transactional leadership have a positive impact on human performance, but transactional leadership has a more significant impact than a transformational one. On the other hand, Muterera (2012) in his study in the US shows that transformational leadership provides more contribution than transactional leadership (Baek-Kyoo (2005); Joo, et.al (2012); and Destiany (2005).

Spiritual leadership may improve organizational performance by combining values and behavior that motivates employee heart to give meaning to their work as well as attention and recognition on the work results (Fry, 2005).

Employees who have a calling related to their job, have a meaning in life, and sense something good from their jobs will try for themselves and help their colleagues voluntarily in doing the jobs that may increase the organization's performance (Huang, 2002).

H4: Islamic leadership has no significant positive effect on human performance

9. Personality on Human Performance

Mount et al (1998) argues personality influence employee work performance. Specifically, conscientiousness predicts work performance, while agreeableness and emotional stability predict work performance during teamwork. Extroverts predict work performance when employees involved in sales or management. Neubert and Taggar (2004) proposes that the relation within work performance with the five-factor model (FFM) is more about the social aspect in the workplace, instead of abilities. Stupak and Stupak (2004), when discussing this Neubert model, argues that personality may influence work performance but factors conscientiousness, agreeableness, and extroversion help individual to be present in a workplace and collaborate with colleagues.

Migliore (2011) proposes that a high score in agreeableness means that a person adapts and collaborate easily. Mount et al (1998) argue that agreeableness effectively predicts work performance. If the job involves a lot of interaction with others, such as collaboration. Agreeableness can be the best sole predictor for work performance (Barrick et al., 1998; Mount et al., 1998). Yang and Hwan (2014) state the five personalities from FFM influence work performance, with agreeable is the most influencing character, followed by extraversion. Many researchers have shown that conscientiousness positively affects human performance (Matthews and Deary, 1998; Barrick and Mount, 1991, Hurtz and Donovan, 2000). A most individual with conscientiousness are dependable, sincere, responsible, thorough, hard workers, and good at planning, so that they worth better in many fields (Barrick and Mount, 1991; Tett et al., 1991).

People with extraversion actively involves and enthusiastic, and assertive in expressing opinions without conflicting with others. That is why they can produce good performance (Yang & Hwan, 2014). Extraversion is significantly related to work performance in management (Barrick and Mount, 1993; Schmit et al., 2000). McManus and Kelly (1999) states that extraversion is a predictive factor of work performance, while the other four personalities predict contextual performance. Salgado (1997) proposes that emotional stability (the opposite of neuroticism) is related positively to work performance. This personality is strongly related to jobs in teamwork because it helps to hold back emotion, withstand stress, so the individual can still be nice and achieve good work performance. Openness to experience helps people to finish the tasks and improve performance (Caligiuri, 2000). People with this personality tend to try a new experience and accept a new challenge, so they can deliver better work performance (Yang and Hwan, 2014)

H5: Personality has no significant positive effect on human performance

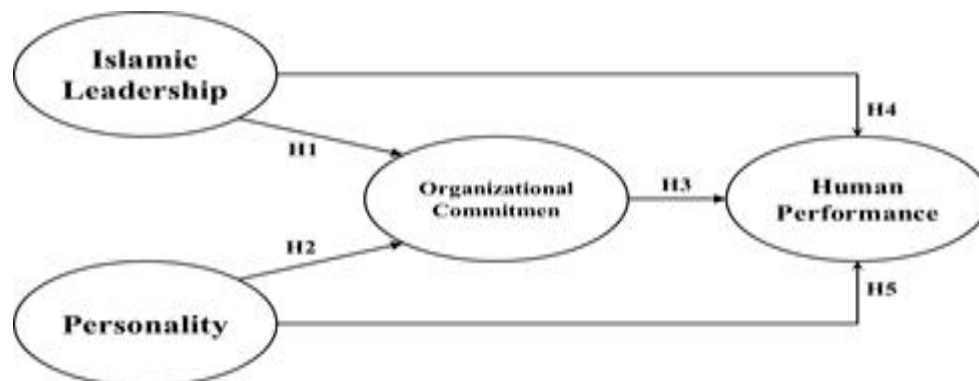


Figure 1. Conceptual Model

METHODOLOGY

This research adopted a survey research method using both research instrument and interview techniques to study the causal relationship between variables. Unit of analysis was at the organization level, i.e. Management Post Graduate Study Programs of Private Universities operating in Kopertis III, which are 105 samples. Unit of observation was the management people of the study program, This research studied the causal effect of four variables: (1) Islamic Leadership (X_1); (2) Personality (X_2); (3) Organization Commitment (Y); and (4) Human Performance (Z). The dependent variable was Individual Performance, while independent variables were Islamic Leadership and Individual Personality. Organization Commitment was considered an intervening variable. The survey findings were analyzed using Structural Equation Modelling (SEM) in Smart PLS 3.0.

Data Collection

This research used both primary and secondary data sources. Primary data was collected using a research instrument and interview technique. The instrument was used to measure the frequency of action, opinion, and perception of the respondents. The interview was conducted to gain deeper information to help to explain the survey result.

Secondary data was collected from digital and printed publications, university internal data, necessary data from other institutions related to higher education, and other common data from various sources, including websites.

The population in this research was homogenous, restricted to Management Post Graduate Study Programs of Private Universities operating in Kopertis III, accredited minimal in B. A total of 150 instruments were distributed in 32 Study Programs that met the criteria. A total of 116 responses (77,3% of 150) were returned and a total of 105 returned responses (90,5% of 116) were able to be analyzed.

Data Analysis: Quantitative and Qualitative Study Quantitative Study

This research used a quantitative approach more dominantly than qualitative. The quantitative data collection, as the main data, was conducted in the same period as the qualitative data collection, as supportive and supplementary data. The research model was a causal relationship. Structural Equation Modelling (SEM) was used to test the hypothesis. Smart PLS 3.0 application was used because of its ability to test a small sample size (105 samples) with non-normal data distribution.

Qualitative Study

The qualitative data was collected from a direct interview with the study program leaders. As for staff, qualitative data was collected from written answers of structured questions in the instrument. To ensure that the qualitative study was reliable and significant, a few things were done: (a) triangulation; (b) written informed consent; (c) access to the key informant; (d) the researcher is immersed in the target environment. Information provided previous to consent was: (a) studied organization context, why and how many organizations involved; (b) the requirements to be study respondent; (c) the number of respondents involved; (d) the chosen research method; (e) the length of time needed for an interview; and (f) the overall period to conduct this research.

RESULT AND DISCUSSION

The characteristics of respondents give information about the demographic of the respondents, in the forms of gender, religion, age, job duration, and the last education level. Here are the characteristics of the respondents:

Table 1. Respondents and Leaders' Profiles

Gender	Male	Female	Age	Total
Respondent	70	35		105
Leaders	78	27		105
Religions	Islam	Non-Islam		
Respondent	89	16		105
Leaders	81	24		105
Age	< 35	35-44	45- 54	> 55
Respondents	32	31	22	15
Leaders	< 45	45-54	> 55	
	20	23	47	
Job Duration	≤ 1 year	> 1 year	No response	
Respondent	16	83	6	105
Leaders	24	73	8	105
Education	High School	Graduates	Post Graduates	
Respondent	15	52	37	105

Based on gender, most of the leaders and respondent are males (74.3% and 66.7%, respectively). It is important to know the religions of the leaders and respondents since one of the variables of the research is Islamic leadership which may be affected by the relations of the respondents and the leaders. The proportion of respondents based on religions is similar to national and local proportions, which is around 15% for non-Moslem. However, the proportion of non-Moslem leaders is higher, almost 23%. Based on age, most respondents (60%) are under 45 years old, while most leaders are above 55 years old (45%). This is not uncommon because most leaders have pursued their careers for relatively a long time. One interesting fact is almost a fifth (19%) of the

leaders are quite young, under 45 years old. From job duration, most of the respondents (80%) have worked in their positions for more than a year. Similar to this, 70% of the leaders have also been in their position for more than a year. It means that the respondents and the leaders understand the working condition, the system, and the characteristics of each group. Based on the last education. Almost half of the respondent are graduates, as much as 36% is post-graduates, and the rest is high school graduates.

The Construct reliability and validity

Table 2. Construct Reliability and Validity

Variable	Cronbach	AVE	Composite Reliability	alpha
Islamic Leadership	0,929	0,935		0,938
Personality	0,786	0,796		0,837
Organizational Commitment	0,884	0,901		0,904
Islamic-Based Performance	0,919	0,930		0,929

To be valid and reliable, the lowest value of Cronbach Alpha, AVE and CR is 0.70. All of the values are above the minimum value. So, the construct is reliable and valid. The hypotheses are verified by the t-test to know if there is a significant partial effect between two variables. This research uses $t_{table} = 1.96$ for $\alpha = 0.05$ (confidence level 95%) and t_{table} for $\alpha = 0.10$ (confidence level 90%). If $t_{stat} < - t_{table}$ or $t_{stat} > t_{table}$ so H_0 is rejected, and H_a is accepted. Moreover, this research also employs P-value to verify the hypotheses. If the P-value is below 0.05 (confidence level 95%), H_0 is rejected and H_a is accepted.



Figure 2. t-statistics

Table 3. Hypotheses Testing

No.	Hypotheses	P-value	T_{stat}	Conclusion
CH ₁	Islamic leadership has no positive effect on organizational commitment.	0.002	3.109	Rejected
OH ₂	Personality has no positive effect on organizational commitment.	0.004	2.408	Rejected
LH ₃	Organizational commitment does not affect Islamic work performance	0.352	0.931	Accepted
SH ₄	Islamic leadership has no positive effect on Islamic work performance	0.154	1.429	Accepted
OH ₅	Personality has no positive effect on Islamic work performance.	0.000	7.902	Rejected

Based on the table, the results of this research are:

1. H₁ = Islamic leadership has positive effect on organizational commitment.
2. H₂ = Personality has a positive effect on organizational commitment.
3. H₃ = Organizational commitment has no positive effect on Islamic work performance.
4. H₄ = Islamic leadership has no positive effect on Islamic work performance
5. H₅ = Personality has a positive effect on Islamic work performance.

The third hypothesis is different from the theory explained in previous journals that organizational commitment affects work performance in a significant and positive way. The third hypothesis looks different from the results of the study with the others. There are several reasons as follows:

1. Organizational commitment in itself does not affect work performance. It may need OCB (organizational citizenship behavior / extra-role performance/ altruism) as a moderator variable or intervening. This variable is influenced by an employee's personality and support at work.
2. The culture of Indonesia people, collectivism, may affect the relationship between these two variables. Most journals showing the strong relationship between organizational commitment and work performance were conducted in countries with individualistic cultures. Moreover, Indonesian culture has relatively high power distance. Power distance has the opposite effect of affective commitment.
3. The organization culture in most study programs perhaps is still bureaucratic. The bureaucratic atmosphere does not support the positive effect organizational commitment has on work performance. To take advantage of this effect, the organization culture should be supportive, not bureaucratic

The fourth hypothesis is also different from the previous research results stating that Islamic leadership has positive effects on work performance. The different results of this research could be due to the culture and working environment that is not strongly influenced by Islamic values. This is the first research studying the relationship between those two variables in non-Islamic institutes or organizations. The past research was conducted in Islamic organizations like Islamic boarding schools, Islamic schools, and the ministry of religions. The relationship between Islamic leadership and work performance perhaps have Islamic organizational culture or Islamic working atmosphere based as an intervening or moderating variable.

Path Analysis

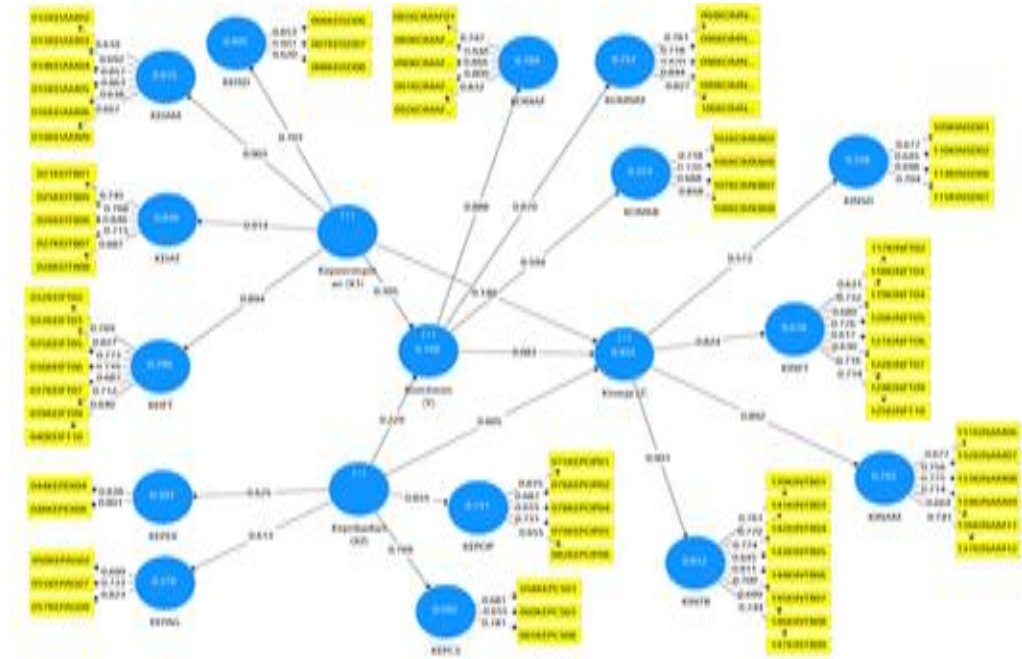


Figure. 3. Path Analysis

Based on the path analysis, the path coefficients are the following: (1) $Y = 0.305 \cdot X_1 + 0.229 \cdot X_2 + e$; and (2) $Z = 0.140 \cdot X_1 + 0.605 \cdot X_2 + 0.083 \cdot Y + e$, with $X_1 =$ Islamic leadership, $X_2 =$ Personality, $Y =$ organizational commitment, and $Z =$ Islamic work performance. The adjusted R square for equation 1 is 0.151. It means that the combination of Islamic leadership and personality can explain the changes in organizational commitment as much as 15,1%. The effect of Islamic leadership on organizational commitment is stronger (0.305) than the effect of personality (0.229). For equation 2, the adjusted R is 0.439. It means that the changes in Islamic work performance can be explained by the combination of Islamic leadership and personality as much as 43.9%. Personality affects more on Islamic work performance than Islamic leadership. Although personality has a bigger effect on Islamic work performance, in reality, many leaders of the program are not able to conduct the whole process of personnel recruitment. They often have to choose from a personnel pool provided by the rectorate. A lot of the program leaders can only submit the criteria of personnel to the rectorate, and the rectorate chooses the personnel for them. On the extreme, the staff of a study program is not the subordinates of the program leader.

CFA 2nd order

Based on the CFA, the strongest dimension is Tabligh (communication skill), followed by Amanah (upholding trust), Fathonah (smart), and Siddiq (truthful). It means the ability to communicate is considered the strongest influence in Islamic leadership. The main indicator in Siddiq is a leader sets an example in their actions. In Amanah, the chief indicator is a leader obeys agreed deals. The key indicator in Tabligh is a leader to encourage others. While the main indicator in Fathonah is a leader views a problem from here and hereafter.

In personality, the dimension with the biggest influence is an openness to experience, followed by conscientiousness, agreeableness, and extroverts. This is different from most previous journals the mention conscientiousness is the biggest influence on work performance. For extroverts, the key indicator is to

raise the spirit of others. The main indicator in agreeableness is like to collaborate with others. In conscientiousness, the chief indicator is to make plans and implement them. Finally, the main indicator of openness to experience is eager to create new things.

For organizational commitment, the strongest dimension is effective, followed by normative and continuance. This is similar to the results of previous research. The main indicator of affective commitment is the feeling of being a family part of a company. In the normative commitment, the chief indicator is staying mostly in one company is a good thing. While in the continuance commitment, the key indicator is leaving the company to need a personal sacrifice that others may not compensate.

For the Islamic work performance, the loading factors from the highest to the lowest are Tabligh, Amanah, Fathonah, and Siddiq. It's similar to the dimensions sequence for Islamic leadership which means communication skill has a strong influence on Islamic work performance. For Siddiq dimension, the main indicator is I work on time. While for the Fathonah, the chief indicator is I contribute ideas to the progress of the company. In Amanah, the key indicator is I treat others fairly. The main indicator is Tabligh is I easily convey information to understand.

CONCLUSION

Based on data analysis and hypothesis testing, it can be concluded that organizational commitment is positively affected by Islamic Leadership and Individual Personality. Individual Personality also directly affects Individual Performance. These findings correspond with other similar researches. Meanwhile, contrary to other researches, Individual Performance is not directly affected by Organization Commitment nor Islamic Leadership. Intriguingly, in this study, openness to experience is the most influencing dimension in the relation between individual personality and performance, while other researches commonly mention conscientiousness as the most influencing. Corresponded to other studies, the most influencing dimension in organizational commitment is affective commitment.

LIMITATION

This study is limited to four variables as mentioned above. Also, it was conducted only in Post Graduate Management Study Program in Private Universities in Jakarta with staff and leaders from academic and non-academic units as research subjects. Generalization of the research findings in a similar population in other areas needs careful consideration.

RECOMMENDATION

Because it seems that personality affects staff performance, it is recommended that the Head of Study Program is involved in staff recruitment. The best character for staff, according to this study, is an openness to experience, but other research findings that mention conscientiousness should also be considered. The Head of Study Program is also suggested to improve communication skills, without ignoring character building such as trustworthy, intelligent, and ethical. On the other hand, the staff is advised to improve individual performance mainly through teamwork and communication skills.

For further research, other variables that are considered to improve individual performance, such as organizational and national culture, organizational

citizenship behavior (OCB), job satisfaction, etc. can be included to enrich the theory. Also, the organization's commitment variable may include different or additional dimensions, such as internalization and compliance.

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