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Influence Of Organizational Culture, Leadership And Job Satisfaction On Lecturers Organizational Commitment In State Islamic University of North Sumatra

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ABSTRACT

This study aims to answer the problems of the four proposed hypotheses, which include: 1) Does organizational culture affect lecturers' organizational commitment; 2) Does leadership affect the organizational commitment of lecturers; 3) Does job satisfaction affect lecturer's organizational commitment; 4) Do organizational culture, leadership and job satisfaction together affect the organizational commitment of lecturers. The population in this study were all lecturers at nine faculties in the Islamic University of North Sumatra, amounting to 332 people with a total sample of 186 people taken using the Krecji table. The research instrument is a questionnaire with a Likert scale. The research data were processed and analyzed by simple and multiple regression analysis. The results of the analysis show that: 1) Organizational culture affects the organizational commitment of lecturers, this indicates that the higher the organizational culture, the higher the organizational commitment of the lecturers; 2) Leadership affects the organizational commitment of lecturers, this indicates that the better the leadership, the higher the organizational commitment of the lecturers; and 3) Job satisfaction has an effect on lecturers' organizational commitment, this indicates the higher job satisfaction, the higher the lecturer's organizational commitment.

Organizational Culture, Leadership, Job Satisfaction, Organizational Commitment

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INTRODUCTION

Education is an important and fundamental field that must be managed properly and correctly by the government and the community, because the education process is essentially a process of developing human potential for the future. The Law of the Republic of Indonesia Number 20 of 2003 concerning the

National Education System states that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state. Therefore, building human resources is much more important than physical development. Human resource development involves the creation of work abilities and the creation of a good mental attitude at work. Mental development should be a priority over building physical facilities (Hariyanto et al., 2021; Mesiono, 2015, 2022).

Education as a forum for the formation of human resources, the quality of education needs to be improved even though in reality it is still in various problems. Improving the quality of education must be carried out in stages, planned and systematic, directed, and intensively, in order to be able to prepare Indonesian human resources to be able to compete in the era of globalization which is full of competition in various fields of life (Hasibuan, 2012; Kalangi, 2015).

(Said, 2018) Asserts that along with the increasing quality of education, educational achievement in Indonesia lags behind other Asian countries, such as Singapore, Japan, and Malaysia. Even if viewed from the human resource index (HDI), one of which is the education sector, Indonesia's position is decreasing from year to year. Currently, Indonesia is a part of the world community that cannot be avoided. Indonesia is now part of the world community competition. If you can't become a winner, you will be the loser and be left behind from other communities, especially in reaching the market and job opportunities that are not limited by state lines, but move more and more widely. and now starting from the Southeast Asia region which will continue to move into a world region. Therefore, according to Rosyada (2002:3) that the preparation of quality, competitive human resources and having various comparative advantages is a must that must be a concern in the education sector.

The mandate of Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning lecturers states that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research. and community service. In achieving the goals of national education in tertiary institutions, it is very dependent on components including: rector, dean, head of department, employees, lecturers, students, community and facilities and infrastructure. Universities as higher education institutions such as the State Islamic University

of North Sumatra (UISU), require adequate facilities and infrastructure, discipline, work motivation, and a climate of cooperation to achieve quality education.

Lecturers as implementers of education play an important and strategic role in determining the achievement of learning objectives. Lecturers are not only responsible for delivering lessons, but they must also be able to create a pleasant learning atmosphere. No matter how good and complete educational facilities and infrastructure, curriculum, media, sources or great educational technology are, all of this will mean nothing if it is not accompanied by work motivation. Thus, efforts to improve the quality of the learning process are needed through increased ability and high work motivation. Because the ability and work motivation in the learning process are the main indicators in assessing the quality of a higher education institution (Indonesia, 2012).

In working, lecturers must have a high sense of responsibility and dedication to the work itself and to the work environment. Lecturers will work with a high sense of responsibility and dedication if they have organizational commitment. (Handoko, 2008) says that organizational commitment is the most basic thing for everyone in their profession. A person's success in a task assigned to him is determined by how committed they are to the task and their level of education or knowledge. Without a commitment, the tasks assigned to him are difficult to carry out properly. High commitment to the task, a motivation to do something with sincerity. Steer in Luthans states that organizational commitment is as follows: (1) a strong desire to remain as a member of a particular organization; (2) the desire to strive according to the wishes of the organization; (3) Certain beliefs, and acceptance of organizational values and goals (Fadhli, 2019).

The above expectations are in fact inversely proportional to the reality on the ground. Based on the initial survey conducted, it shows several phenomena including lecturers working not based on the work plan that has been made, lecturers who work waiting for orders, no initiative and tend to pile up work, lecturers cannot do work based on tasks or responsibilities that have been charged, Initiative and work motivation tends to be weak and only does the existing work without providing satisfactory services to those who need it. The low organizational commitment among lecturers is also shown by the behavior of lecturers who are not in accordance with organizational values such as using campus facilities for personal interests, using working hours for personal purposes, taking breaks beyond the provisions of rest hours, ignoring or being less loyal to orders. or supervision of superiors, as well as less serious and intense in carrying out tasks or work.

The above situation is compounded by the unfavorable conditions of the organization, where the management chaos that occurs at this university is still ongoing so that it directly and indirectly affects the organizational culture, comfort and satisfaction level of all elements of the university including the lecturers. If explored in depth, it is feared that the above situation will undermine organizational commitment among lecturers and if it is not immediately reviewed and action is taken, it is feared that it will also affect the performance of lecturers and universities.

The theoretical description and empirical facts from the results of the research above show that organizational culture, leadership and job satisfaction are the determining factors or influence the level of organizational commitment. Based on this review, researchers are interested in conducting research on organizational commitment of lecturers at the State Islamic University of North Sumatra and the factors that influence it, namely organizational culture, leadership and job satisfaction.

RESEARCH METHODE

This research is a quantitative research with an ex post facto research design, namely the variables studied are not controlled and manipulated by the researcher, but the facts are disclosed based on the measurement of symptoms that have been owned or tested what will happen. (Darwamawan, 2013; Sugiyono, 2012) Says if the research aims to expose ongoing events, this is called ex post facto research. This research was conducted at the Islamic University of North Sumatra, while the time of the study was carried out from March to July 2022.

This research is a quantitative research using descriptive and inferential approaches as well as by classifying independent variables and dependent variables. The nature of descriptive research describes the facts as they are. These facts are examined to see the contribution of the independent variables to the dependent variable. This research is also inferential which is not just analyzing and concluding data, but can predict trends that will occur in the population. This research was conducted through a quantitative field study using a questionnaire given to the respondents. The questionnaire contains a number of questions with explanations, so that respondents can fill out the questionnaire with the correct understanding. Direct communication was also carried out with respondents with the aim of ensuring objectivity/honesty in filling out the questionnaire, other than as an effort to return the questionnaire, as well as an effort to optimally return the completed questionnaire.

Test Requirements Analysis

So that the research data obtained can be used using statistical analysis, in testing the research hypothesis that applies the product moment correlation formula, it must first meet the analysis requirements. The analysis requirements test was carried out to determine whether the research data already had a normal distribution and to determine whether the independent variable data (X) was linear to the dependent variable data (Y). For this reason, normality and linearity tests were carried out.

RESULT AND DISCUSSION

Data Normality Test

One of the analytical requirements that must be met in order to use correlation and regression analysis is that the distribution of data from each variable must be normal. Testing the normality of the research data was tested using the Liliefors test. In this case, the null hypothesis is tested which states that the sample comes from a normally distributed population. Accepting or rejecting H_0 is based on a comparison between the L_t price and the L_0 value. Normality test was carried out on the results of the three research variables.

The results of the calculations show that the calculated Liliefors price is 0.063, while the table Liliefors price is at = 5% with $dk = 186$ which is 0.065. Thus $L_0 < L_t$ is $0.063 < 0.065$. This result can be concluded that the Y estimation error score on X1 comes from a population that is normally distributed. Likewise with the results of the calculations carried out, the calculated Liliefors price is 0.057, while the table Liliefors price is at = 5% with $dk = 186$ which is 0.065. Thus $L_0 < L_t$ is $0.057 < 0.065$. This result can be concluded that the Y estimation error score on X2 comes from a normally distributed population.

While the data for the estimated error variable Y on X3 obtained the calculated Liliefors price of 0.061, while the table Liliefors price was at = 5% with $dk = 186$ which was 0.065. Thus $L_0 < L_t$ is $0.061 < 0.065$. This result can be concluded that the Y estimation error score on X3 comes from a normally distributed population. Thus, based on the results of the tests carried out, it shows that the distribution of data from each research variable is normally distributed because $L_0 < L_{table}$ level of significance = 0.05, which also means that the data in this study is normally distributed.

Data Homogeneity Test

Data homogeneity test is done by using the Barlett test. The data for each research variable is said to be homogeneous if $2 \text{ count} < 2 \text{ table}$ at a significance level of 5%. The following is the calculation of data homogeneity for each research variable in Table 1 below:

Table 1.
Summary of Homogeneity Test

No	Research variable	dk	2 count	2 tables (0.05)
1	Variable (Y) over Variable (X1)	130	155.55	157.61
2	Variable (Y) over Variable (X2)	141	103.39	169.71
3	Variable (Y) over Variable (X3)	142	103.02	170.81

Table 1 above shows that the data for the Y variable on X1 is obtained with a magnitude of 2 count = 155.55, by comparing the value of 2 (chi-squared) with dk = 130 and = 0.05, it will be obtained a critical value of 2 = 157.61. 2 count = 155.55 < 2 table = 157.61 so it can be concluded that the population variance is homogeneous at the level of = 0.05.

Variable Y data on X2 obtained the magnitude of 2 count = 103.39, by comparing the value of 2(chi-squared) with dk = 141 and = 0.05, it will be obtained the critical value $\chi^2 = 169.71$ It turns out that 2 count = 103.39 < 2table = 169.71 so it can be concluded that the population variance is homogeneous in level = 0.05. While the data for the variable Y on X3 is obtained with a magnitude of 2 count = 103.02, by comparing the value of 2 (chi-squared) with dk = 142 and = 0.05, the critical value will be obtained 2 = 170.81 It turns out that 2 count = 103, 02 < 2 table = 170.81 so it can be concluded that the population variance is homogeneous at the level of = 0.05. Thus, based on the results of the tests carried out, it shows that the distribution of data from each research variable is homogeneous because 2 count < 2 table of significance level = 0.05, which also means that the data in this study is homogeneous.

Test of Linearity and Significance of Regression

The simple regression equation sought is the simple regression equation X_4 on X1, X2 and Y with the equation model = a + bXi. Following are the results of linearity test calculations and simple regression equations Y over X1, X2 and Y.

Test for linearity and significance of Y variable regression on X1

Summary of analysis of variance that tests the linearity and significance of the upper (Y) regression equation (X1). The regression equation for Y over X1 is:
 = 110.18 + 0.20X1

Table. 2
Summary of Anava Linearity TestY over X1

variance	JK	Db	RJK	Fhit	Ftab
Total	3182800	186			
Regression (a)	3148081.74	1	3148081.74		
Regression (b)	2085,26	1	2085,26	11.76	3.89
Remainder (S)	32633.00	184	177.35		
Error/ex (G)	15557.04	54	288.09		
Tuna Match (TC)	17075.97	130	131.354	0.46	1.49

From table 2 above, it can be seen that the f_{table} with db 54: 130 at the 5% significance level is 1.49 while the f_{count} obtained is 0.46. It turns out that $f_{count} < f_{table}$ ($0.46 < 1.49$) so it can be concluded that the regression equation: $= 110.18 + 0.20X_1$ is linear. Furthermore, to test the significance of the regression equation, f_{table} with dk (1:184) at the 5% significance level is 3.89, while the obtained $f_{count} = 11.76$ turns $f_{count} > f_{table}$ ($11.76 > 3.89$). From these results it can be concluded that the regression equation is significant. Thus the coefficient of the direction of the regression equation Y over X_1 has a linear and significant relationship at a significance level of 5%.

Test for linearity and regression significance of Y variable over X2

Summary of analysis of variance that tests the linearity and significance of the upper (Y) regression equation (X_2). The regression equation for Y over X_2 is: $= 70.77 + 0.36X_2$

Table 3.
Summary of Anava Linearity TestY over X2

variance	JK	Db	RJK	Fhit	Ftab
Total	3182800	186			
Regression (a)	3148081.74	1	3148081.74		
Regression (b)	3683.52	1	3683.52	21.84	3.89
Remainder (S)	31034.74	184	168,67		
Error/ex (G)	18817.61	42	448.04		
Tuna Match (TC)	12217.13	142	86.036	0.19	1.55

From table 3 above, it can be seen that the f_{table} with db 42: 142 at the 5% significance level is 1.55 while the f_{count} obtained is 0.19. It turns out that $f_{count} < f_{table}$ ($0.19 < 1.55$) so it can be concluded that the regression equation:

= $70.77 + 0.36X_2$ is linear. Furthermore, to test the significance of the regression equation, f_{table} with $dk (1:184)$ at the 5% significance level is 3.89, while the obtained $f_{count} = 21.84$ turns out to be $f_{count} > f_{table} (21.84 > 3.89)$. From these results it can be concluded that the regression equation is significant.

Thus the coefficient of the direction of the regression equation Y over X_2 has a linear relationship and means at a significance level of 5%.

Test for linearity and regression significance of Y on X3

Summary of analysis of variance that tests the linearity and significance of the upper (Y) regression equation (X_3). The regression equation for Y over X_3 is:
 = $81.73 + 0.30X_3$

Table 4.
Summary of Anova Linearity Test Y over X3

variance	JK	Db	RJK	Fhit	Ftab
Total	3182800	186			
Regression (a)	3148081.74	1	3148081.74		
Regression (b)	2301.16	1	2301.16	13.06	3.89
Remainder (S)	32417,10	184	176.18		
Error/ex (G)	18478.57	37	499.42		
Tuna Match (TC)	13938.53	147	94,820	0.19	1.59

From table 4.12 above, it can be seen that the f_{table} with $db 37: 147$ at the 5% significance level is 1.59 while the f_{count} obtained is 0.19. It turns out that $f_{count} < f_{table} (0.19 < 1.59)$ so it can be concluded that the regression equation:
 = $81.73 + 0.30X_3$ is linear. Furthermore, to test the significance of the regression equation, f_{table} with $dk (1:184)$ at the 5% significance level is 3.89, while the obtained $f_{count} = 13.06$ turns out to be $f_{count} > f_{table} (13.06 > 3.89)$. From these results it can be concluded that the regression equation is significant.

Thus the direction coefficient of the regression equation X_4 over X_3 has a linear and significant relationship at a significance level of 5%.

Summary of Hypothesis Testing Results

In accordance with the theoretical model developed in this study, four hypotheses were tested. From the calculation of the correlation coefficient between X_1 to Y obtained 0.245 and the price $t_{count} = 2,938$. For $N = 186$ at the significance level 5% obtained $t_{table} = 1.653$. Calculation results produce $t_{count} > t_{table} (2,938 > 1,653)$. Thus H_0 is rejected and H_a is accepted, so it can be concluded that organizational culture affects organizational commitment and can be accepted.

Based on the results of simple regression testing, it is known that the direct influence of organizational culture on lecturers' organizational commitment is $(0.245)^2 = 0.060$ or 6.0%. Thus, organizational culture directly determines the organizational commitment of lecturers by 6%. From the calculation of the correlation coefficient also between X2 to Y obtained 0.245 and the price $t_{count} = 4,140$. For $N = 186$ at a significance level of 5% obtained $t_{table} = 1.653$. Calculation results produce $t_{count} > t_{table}$ ($4,140 > 1,653$). Thus H_0 is rejected and H_a is accepted, so it can be concluded that leadership influences organizational commitment can be accepted. The influence of leadership on lecturers' organizational commitment is $(0.245)^2 = 0.060$ or 6.0%. Thus, leadership directly determines the organizational commitment of lecturers by 6%.

While the calculation of the correlation coefficient between X3 to Y obtained 0.257 and the price $t_{count} = 2,660$. For $N = 186$ at a significance level of 5% obtained $t_{table} = 1.653$. Calculation results produce $t_{count} > t_{table}$ ($2.660 > 1.653$). Thus H_0 is rejected and H_a is accepted, so it can be concluded that job satisfaction affects organizational commitment can be accepted. The magnitude of the effect of job satisfaction on lecturers' organizational commitment based on the results of tests conducted on lecturers' organizational commitment through simple regression analysis is $(0.257)^2 = 0.066$ or 6.6%. Thus, job satisfaction directly determines the organizational commitment of lecturers by 6.6%.

Discussion

The results of testing the tendency of organizational culture (X1) are included in the medium category as many as 92 people (49.96%). The results of testing the tendency of the Leadership variable (X2) are included in the medium category, namely as many as 100 people (53.76%). For the results of testing the tendency of the variable Job satisfaction (X3) included in the medium category as many as 138 people (74.19%). While the level of organizational commitment tendency (Y) is included in the medium category, namely as many as 156 people (83.87%).

The influence of organizational culture on the organizational commitment of lecturers at the Islamic University of North Sumatra.

The first finding is that organizational culture shows a positive and significant effect on organizational commitment with a magnitude of 6%. The findings of this study indicate that the organization and its culture should be able to increase organizational commitment for the people in it, this finding is in line with the opinion (Suheri & Syahputra, 2017) suggests that culture can be

defined as various interactions of habitual characteristics that affect groups of people in their environment.

The stronger the organizational culture, the stronger the collective agreement within the organization. By going through the socialization process, organizational culture will gradually be attached to every member of the organization and become institutionalized within the organization, resulting in norms that can shape behavior and in the end the behavior of organizational members behaves in accordance with what is in the organization. Furthermore, (Sutrisno, 2010) Explains that: "First: cultural culture was originally formed based on the philosophy adopted by the founders of the organization. Second: The success or failure of the organization to maintain and continue its existence is highly dependent on whether or not the organization's strategy is appropriate. Third: In turn, organizational strategy, coupled with other considerations such as the size of the organization, the technology used, the nature of the environment, views on decision-making patterns, the nature of work----whether routine and mechanistic or demanding innovation, creativity and high imagination----all determine the organizational structure the right one to use. What is clear is that whatever structure is chosen to be used, the organization must be managed with a systems approach. Indeed, organization is a system and, as is well known, one of the characteristics of a system is its open nature. Fourth: It is still relevant to emphasize that due to the rapid development of technology which has a strong impact on various fields of life, Management's policy regarding the form and type of technology to be utilized has an important meaning in organizational culture. It is undeniable that there is no aspect of organizational life that is not touched by the impact of technology. Fifth: The managerial and organizational aspects of organizational culture are grown and maintained in such a way that it becomes operational. The mechanism for this growth is through the process of socialization so that they or members of the organization are willing to make adjustments demanded by the organization and create "ways of behaving in the organization". The managerial and organizational aspects of organizational culture are grown and maintained in such a way that it becomes operational. The mechanism for this growth is through the process of socialization so that they or members of the organization are willing to make adjustments demanded by the organization and create "ways of behaving in the organization". The managerial and organizational aspects of organizational culture are grown and maintained in such a way that it becomes operational. The mechanism for this growth is through the process of socialization so that they or members of the organization are willing to make adjustments

demanded by the organization and create "ways of behaving in the organization". From the explanation above, it can be explained that Organizational Culture plays an important role in an organization. Organizational Culture can not be ignored in an organization because Organizational Culture can raise the spirit and positive behavior of its members for mutual progress.

(Ritonga, 2020) Says organizational culture has an important influence on organizational commitment. Meijen cited Chen's opinion in 2005 that organizational culture affects commitment. Meijen also quoted Lytle's 2006 opinion as saying that commitment is an element of organizational culture and is similar to the glue that binds organizational members to one another. The findings of this study are also in line with the opinion (Liana, 2020) in their research also conclude that organizational culture has a positive effect on organizational commitment.

The influence of leadership on organizational commitment of lecturers at the Islamic University of North Sumatra.

The second finding is that Leadership shows a positive and significant effect on work motivation with a magnitude of 6%. So, leadership has a direct positive effect on lecturers' organizational commitment by 6%. This finding further confirms the model used in analyzing the problems of this research. The leader has responsibility for the activities carried out by his subordinates. That the role of leadership in the organization is as a regulator of vision, motivator, analyst, and mastery of work. Success of organizational development business activities is largely determined by the quality of the leadership or managers and the commitment of the top leadership of the organization to the required energy investment as well as the leadership's personal efforts. There are nine leadership roles in an organization, namely the leader as a planner, the leader as a policy maker, the leader as an expert, the leader as an executor, the leader as a controller, the leader as a giver of gifts or punishments, the leader as a role model and symbol or symbol, the leader as a place to put all the blame, and the leader as a substitute for the role of other members. Therefore, the ability to lead from a leader becomes an important requirement. If a leader is right, it can be assumed that the level of organizational commitment of lecturers will also increase.

The effect of job satisfaction on organizational commitment of lecturers at the Islamic University of North Sumatra.

The third finding is that job satisfaction has a positive and significant effect on job satisfaction of 6.6%, this finding empirically confirms that job

satisfaction felt by lecturers is an inseparable part of increasing their organizational commitment.

Lecturer job satisfaction is a determinant of organizational commitment formation. Lecturer job satisfaction needs serious attention, because job satisfaction allows high dedication to the work he does. If a lecturer is satisfied with what he receives, it will produce high quality and productivity. On the other hand, if the lecturer does not feel satisfied in carrying out his duties, then this may lead to things that will be detrimental to the university, such as low quality of work, lack of discipline in carrying out teaching, often being late, paying less attention to students with problems, looking for busyness at work. others, are not serious in carrying out their duties, are apathetic, and lack the initiative to innovate in the teaching and learning process.

CONCLUSION

Organizational culture affects the organizational commitment of lecturers, this indicates that the higher the organizational culture, the higher the organizational commitment of the lecturers. Leadership affects the organizational commitment of lecturers, this indicates that the better the leadership, the higher the organizational commitment of the lecturers. Job satisfaction affects the organizational commitment of lecturers, this indicates that the higher the job satisfaction, the higher the organizational commitment of the lecturers.

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