

Organizational commitment in private universities requires transformational leadership reform to increase lecturer performance

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Abstract

Employee performance is one of the main factors in knowing the progress of human resources, as well as lecturers. Scientific and empirical research strongly supports that performance is the main part of knowing the success of human resources. The study of basic theory and grand theory leads to the elements of transformational leadership and organizational commitment. They are very supportive of performance, and that includes lecturers. This study aims to determine the strength of transformational leadership and organizational commitment and greatly encourage the performance of lecturers to be better. This research was conducted using a quantitative research strategy. The sample obtained consisted of 422 lecturers from private universities in Jakarta. testing or testing the hypothesis using the structural equation modeling (SEM) method. The results of this study illustrate that there is a positive influence or impact on transformational leadership with job satisfaction. Transformational leadership has a positive impact on self-efficacy. Job satisfaction has a positive impact on organizational commitment and confidence. Self-efficacy has a positive effect on organizational commitment; job satisfaction has a positive effect on lecturer performance; and self-efficacy has a positive effect on lecturer performance. Organizational commitment has no effect or positive impact on lecturer performance. An indirect relationship mediated by job satisfaction and self-efficacy has positive and influential results. The results of this study provide a reference or direction, namely for private university lecturers in Jakarta that transformational leadership factors, job satisfaction, and self-efficacy can improve lecturer performance.

Keywords: Transformational leadership, organizational commitment, lecturer performance, job satisfaction, self-efficacy.

I. INTRODUCTION

All lecture activities or on campus have experienced disturbances or obstacles during this COVID-19 pandemic (Bhutia, 2022; Kovacs, 2022; Tilak, 2022). Changes in policy at the university as a whole including learning adaptations that are not common for lecturers and students, namely at home (Hegde, 2022), psychological health pressures during the learning period (Azmi, 2022), and insights, attitudes and behaviors studied at home from

students and lecturers (Bhutia, 2022; Kovacs, 2022; Tilak, 2022, Hegde, 2022, Azmi, 2022).

However, the most affected are lecturers who teach at campuses or universities (Abboh, 2022; Anam, 2021; Otache, 2021; Watrianthos, 2021). There are many types of lecturer performance problems that arise, starting from the level of satisfaction of the lecturer's performance in online learning (Aisyah, 2021; Otache, 2021), evaluation of lecturers' performance in the online education

process (Nababan, 2021; Retnowati, 2021; Watrianthos, 2021); education in online pedagogic approach (Handoyo, 2021); lecturer supervision system in online teaching while at home (Salamun, 2021); online lecturer regulatory policy system in lectures (Abdillah, 2021); lecturer competence in teaching lectures online (Cesar, 2021), leadership and professionalism of lecturers in improving lecturer performance (Fikri, 2021); providing knowledge contributions through online media by lecturers (Gonzalez-Sanchez, 2021); evaluation and motivation of lecturers in online teaching during the pandemic (Huyen, 2021); as well as the policy of lecturers "happiness" in the online learning period that is carried out at home is suspected to be mixed in family problems (Bangun, 2021).

But broadly speaking, the problem of lecturer performance is related to the leadership factor in ensuring decisions and policies in the education process at a campus or university (Angriani, 2020; Azizah, 2020; Paramarta, 2020;). Then the job satisfaction of lecturers in campus or universities in provide knowledge transfer to students or students has a relationship with lecturer performance (Angriani, 2020; Otache, 2021). Likewise, self-efficacy and lecturer performance, where lecturers must have innovation and creativity in the learning process, of course, relate to the learning process on campus or university. (Fikri, 2021; Guorong & Hanim Yusuf, 2020; Ishak & Jamian, 2021; Warlizasusi & Ifnaldi, 2021). Then organizational commitment or organizational commitment from a campus or university is related to the performance of lecturers during the current pandemic (Rosita, 2020). In addition to supporting lecturer performance, of course, there is a relationship between transformational leadership and job satisfaction in a college, university, or campus environment (Angriani, 2020). It is the same with transformational leadership with self-efficacy in supporting the performance of lecturers in the campus or university environment (Chan, 2020; Fitzgerald & Schutte, 2010; Musa et al., 2020; Ninković & Knežević Florić, 2018; Setyaningsih & Sunaryo, 2021).

However, several previous research results have many disagreements between several studies that have been carried out, which include: transformational leadership on job satisfaction, where there were 10 previous studies that stated positive and significant with a sample range of 30 to 300 respondents. (Angriani et al., 2020; Bernarto et al., 2020; Jankelová, 2021; Nurjanah et al., 2020; Purnomo et al., 2020; Siswanto et al., 2020; Subardjo & Tentama, 2020; Tanjung et al., 2020). Then there is only one negative and insignificant relationship between transformational leadership and job satisfaction in the campus environment, with a total of 62 respondents. Then, between transformational leadership and self-efficacy, which was stated to be positive and significant in as many as 4 previous studies with the number of respondents in the range of 100 to 500 respondents (Bayraktar & Jim, 2020). On the other hand, there were 2 previous studies that stated that the results were negative and insignificant with a number of respondents of between 88 and 120 respondents (Kusumaningrum et al., 2020). Then job satisfaction with organizational commitment, where there are differences or disagreements between previous studies, namely: as many as five studies which state there is a significant and positive relationship where for the number of respondents, with a total range between 141 to 730 respondents. On the other hand, there are only studies that state that they are only negative and significant where the total range is 172 to 501 respondents. Then job satisfaction with lecturer performance, where previous studies were 11 studies which stated positive and significant where the number of respondents was at most 200 respondents (Angriani et al., 2020; Arifin, 2021; Hasballah, 2021; Muwardi et al., 2020; Nurjanah et al., 2020; Sabuhari et al., 2020; Yohana et al., 2020). On the other hand, there are four studies with negative and insignificant results where the maximum number of respondents is in the range of 400 respondents (Fikri Zaidan & Juariyah, 2020; Jusmin et al., 2016; Otache, 2021). Then there is self-efficacy with organizational commitment, where the number of studies is four studies, which state positive

and significant, while the number of respondents is between 50 and 328 respondents. (Fikri Zaidan & Juariyah, 2020; Otache, 2021). On the other hand, there is only one study that is negative and significant where the number of respondents is 97 people. Then for self-efficacy with lecturer performance, specifically, research is positive and significant where the number of studies is limited to six studies while the maximum number of respondents is in the range of 300 respondents. (Kusumaningrum et al., 2020; Setyawan et al., 2020). On the other hand, there are 2 studies that are negative and significant for self-efficacy, and lecturer performance where the range of respondents is at most 290 respondents (Ikhrom, 2020). Lastly, for organizational commitment and lecturer performance, the previous research which stated that it was positive and significant was based on four studies where the sample range for respondents was at most 367 respondents. (Garaika & Jatiningrum, 2020; Rosita et al., 2020). And for negative and significant research, there are 2 studies where the number of samples is approximately 235 respondents.

Lecturer performance is the most important thing in upholding student and campus excellence when viewed from existing problems and previous research, which still has differences in the results of the research studied, for that researchers are interested in answering from this and confirming the variables to be studied.

2. LITERATURE REVIEW

Transformational leadership

Transformational leadership is felt by its efficacy and success, which is a mixture of two concepts or rules, namely the theory of character or personality and the superiority and resilience of the two theories. Another term is a mixture of the focus of production and the study of circumstances and the ability to be powerful or authoritative. Leaders who have a transformational attitude or temperament fit perfectly in a flexible organization. Its correlation with metamorphosis and renewal

includes competition against other organizations with an international focus. A prerequisite or term of success, namely the figure of an authoritative and powerful leader..

Transformational leadership is an individual's ability to lead, especially in working with or across other workers to transform the company's workforce to the maximum in order to support the success of a plan in accordance with the ambitions or targets that have been planned. Resources are the implementation of human resources, infrastructure, finance, and external aspects of the company.

Organizational commitment

Organizational commitment or attachment is a cognitive or psychological situation, namely the relationship of individuality of employees or staff with companies that carry out non-organizational decrees in continuing citizenship in a company as well as (Kreitner & Kinicki, 2014), explained that organizational commitment is the level of employees who have the capability to know the company's goals in the organization. Organizational commitment is based on the behavior of every person because that person has an extraordinary attachment or commitment that can give his imagination his loyalty to work the best in order to achieve the meaning of the company.

three facets or perspectives of commitment or loyalty or corporate engagement, namely: affective attachment, continuous attachment, and regulatory attachment. Affective attachment is a facet or perspective related to identity, mutual respect, and non-organizational participation in a company. Continuance commitment is a facet or perspective that correlates with labor capitalization and views about the loss of a worker's profits when leaving the company. According to the rules, namely, a perspective or facet that correlates with behavior in a company, loyal to the company, plus high employee benefits and responsibilities, the results are extraordinary. The results will not be extraordinary if the workforce has minimal

affective capacity. The workforce or workers have a high commitment according to the rules to show extraordinary results compared to workers who otherwise have very poor results.

Lecturer performance

Lecturer performance is productivity that must be done by lecturers where the results must be weighty and quality. The version of the law with legality no. 14 of 2005, namely teachers and lecturers, and the state policy of the Republic of Indonesia is written in legality no. 37 of 2009, namely lecturers. It is explained that lecturers are professional lecturers and academics or intellectuals with the main work of transfiguration, elaboration, or distribution of preachers or science, technology, and art supported by education, research, and service to the community.

Lecturer performance is personal individuality, which is the uniqueness or something different that the workforce has to offer themselves to the specific skills of fellow workers in order to maintain and improve their own performance. For this reason, it is ensured that all characteristics or uniqueness and self-values have been integrated into the workforce into aspects or elements to describe the success of a plan or implementation of a task successfully, finally or in conclusion, describing the performance of a group or group of people in carrying out tasks (Bayu Putra & Fitri, 2021).

Job satisfaction

Job satisfaction is a sentimental situation that is happy or otherwise unhappy on the job. A person at the stage of greatest satisfaction describes absolute behavior towards his or her task. However, someone who is unhappy with his task exhibits non-absolute behavior in his task. Herzberg's two-stage concept of justice. The stages that dominate the happiness of a person's task are divided into 3 variables, namely the characteristics or individuality, circumstances, and the characteristics or individuality of a task. There are several rules or criteria for evaluating satisfaction or happiness from the

statistical test stages and the data set. The explanation attached to task satisfaction is carried out by mediating individual questions and answers.

Job satisfaction can be expressed differently, namely grouped with several stages and the absolute impact or effect of workers faced with their task conditions. As usual, job satisfaction or happiness is the behavior or character of workers towards their duties. The cognitive part of job satisfaction is described by workers' beliefs about work conditions. For example, workers believe that their tasks are unique, continuous, fun, meaningful, and so on. Meanwhile, the stages of attitude and job satisfaction are described by focusing on the character or personality of the task at hand. The stages of job satisfaction or happiness can be seen from the fact that workers plan tasks systematically, work hard and intend to permanently become company staff for a long time.

Self-Efficacy

Individuals who have self-efficacy are more inclined to participate in coordination or self-harmonization to be the best (Qiu et al., 2020). Meanwhile, increasing or decreasing self-efficacy affects other stages that are correlated with the final result. One example is leadership experienced or experienced by the workforce. When individuals take their work seriously, workers believe they can complete their work. Workers also understand it patiently and are very focused. Individual assurance about the capabilities of workers can organize and carry out the actions or activities needed to produce the success that has been carried out (Bandura, 1997). self-efficacy, namely the variety of being outside and within the environment of action or action (Bandura, 1997), For that reason, especially in the campus environment, it is often used in other terms, namely lecturer self-efficacy, It is detailed, namely, the certainty or sincerity of students as to their abilities in successfully achieving educational goals. are generally measured at special stages. For this reason, what is studied by Honicke, there is a very positive disparity in

the dose used, as well as internal stability and the validity of the composition of education.

3. METHODOLOGY

The research method is through an approach, namely quantitative methods. The research subjects are permanent lecturers at private universities. The object of the research is the lecturer's performance. The research period is 4 months, starting from September to December 2021. This research has a research area or area that has been confirmed by the researchers, namely that lecturer performance is influenced by transformational leadership, job satisfaction, self-efficacy, and organizational commitment. The research was carried out in the surrounding Greater Jakarta area. determination of private universities in Jakarta, one of the cities inhabited by private campuses.

The total sample reached or withdrawn in the population is approximately 422 respondents, which shows the reasons for the estimation with the total sample in previous research. because it refers to decision theory regarding the sample, which represents a very valid decision. For this reason, researchers pick or collect research samples from approximately 422 respondents. In this research, the researcher calculates the EFA, or analysis for exploratory factors, in determining the stages of the validity of each research indicator. In view (Hair, 2019), the filling aspect is 424 samples, namely 0.40. This is intended to achieve the highest or superior validity score.

Meanwhile, the instrument reliability test is a continuous procedure after the instrument validity test is carried out. A valid instrument is an instrument that is supposed to be used frequently to measure similar objects that display the same data. Its potential is related to the stability and compatibility of the measuring device. View Hair et al., (2019) when an instrument is declared reliable if it produces a series of Cronbach Alpha numbers. The number of stages of reliability is described as zero to one. with a benchmark of reliability or proficiency that is greater than 0.7. In this

research, researchers used SEM, namely the Structural Equation Model in AMOS software.

There are five variables in this research attached to the conceptual framework in the picture below, namely: transformational leadership, job satisfaction, self-efficacy, organizational commitment, and lecturer performance. In transformational leadership, 8 questions are used to measure transformational leadership (Nilwala et al., 2017). For job satisfaction, 8 questions are used to measure job satisfaction, taking from (Colquitt, 2019). Self-efficacy uses 7 questions in measuring efficacy, taking from Bonsaksen et al., (2013), and lastly for lecturer performance, using 9 questions in measuring lecturer performance, taking from Permana (2020).

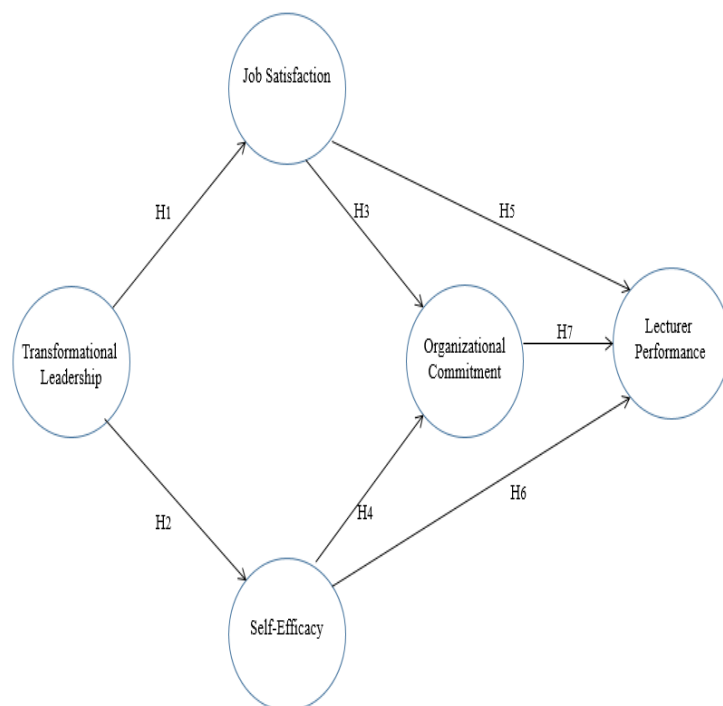


Figure 1: *conceptual framework*

4. RESULTS

Measurement_Model

The assessment model intends to understand that the indicators used have the capability to assess a variable. As a reference or consideration for Composite Reliability (CR) > 0.70, Average Variance Extracted (AVE) > 0.50, and Discriminant Validity (DV) does not

exceed the AVE number. When viewed from the TL for CR 0.914, it is greater than 0.70, AVE is 0.62, which is greater than 0.50, and DV is 0.391, less than 0.626. Then for JS, CR 0.839 is greater than 0.70, then AVE 0.555 is greater than 0.50, and DV 0.308 is smaller than 0.555. Then there is SE for CR 0.871 which is greater than 0.70, and AVE 0.568 is greater

than 0.50, and DV 0.322 is smaller than 0.568. Then there is OC for CR 0.862, which is greater than 0.70, then AVE is 0.64, which is greater than 0.50, and DV is 0.418, which is smaller than 0.64. And finally, LP for CR 0.808 is greater than 0.70, then AVE 0.524 is greater than 0.50, and DV 0.274 is smaller than 0.5244.

Table 1: *The Measurement Model*

Variabel	Indicator	Est.	CR	AVE	DV
Transformational Leadership (TL)	Rulers are role prototypes for their servants.(TL1)	0.582	0.914	0.626	0.391
	Rulers seek to improve self-development for lecturers.(TL7)	0.792			
	Leaders provide important advice for lecturer self-development.(TL8)	0.805			
Job Satisfaction (JS)	Remuneration is sufficient for lecturer work(JS1)	0.598	0.839	0.555	0.308
	There is an increase in salary for lecturers every year(JS2)	0.705			
	As a lecturer, I have fun co-workers(JS3)	0.62			
Self-Efficacy (SE)	As a lecturer, I believe that I can handle efficiency with work with deadlines.(SE3)	0.68	0.871	0.568	0.322
	As a lecturer faced with a problem, you can usually find a solution.(SE5)	0.659			
	As a lecturer in difficulty carrying out the Tridharma of Higher Education, you can usually think of solutions.(SE6)	0.671			
	As a lecturer, you can solve most problems if you have responsibility for the work given.(SE7)	0.731			
Organizational Commitment (OC)	If it supports careers for lecturers, they will not have the heart to leave this college.(OC3)	0.736	0.862	0.64	0.418
	There are too many problems and if disturbed, even if I finish, I will resign from this	0.828			

	university.(OC4)				
	If your career as a lecturer has not progressed at this university, it may reflect on your assignments at the university.(OC 6)	0.719			
Lecturer Performance (LP)	As a lecturer, he uses learning tools consistently every year.(LP5)	0.591	0.808	0.524	0.274
	Research results for lecturers are published at conferences and published in scientific papers with very good reputation and accreditation.(LP6)	0.644			
	Community service activities, lecturers useful for community creativity innovation.(LP8)	0.757			

The impact or effect rating model describes that number which represents the referenced or recommended figure. Construct Reliability (CR) > 0.70, Variance Extracted (AVE) > 0.50, and Discriminat Validity Value does not exceed the Variance Extracted (AVE) number, therefore the instrument in this model is declared or considered valid and reliable.

The Goodness_of Fit Test

Parameters or benchmarks to see or prove the GOF or Goodness of Fit model, namely p – Value number > 0.05, the Adjusted GFI (AGFI) number > 0.90, the Goodness of Fit (GFI) > 0.90, the CFI number > 0.90, the TLI number > 0.90, the RMSEA number < 0.08 and for the RMR < 0.05 (Hair et al.,2019).

Table 2: *The Goodness of Fit Test of the Model*

*The Goodness_of Fit_Index	Requirement	Conclusion	Finding
p - Value	> 0,05	0.073	Good Fit
Adjusted Goodness of Fit (AGFI)	> 0.09	0.942	Good Fit
The goodness_of_Fit Index (GFI)	> 0.09	0.958	Good Fit
Comparative_Fit_Index (CFI)	> 0.09	0.985	Good Fit
Tucker Lewis_Index (TLI)	> 0.09	0.982	Good Fit
Root Mean Square Error of Approximation (RMSEA)	> 0.08	0.025	Good Fit
Root Mean Square Residual (RMSR)	< 0.05	0.015	Good Fit

Table 4 illustrates for the model in this research the position in the classification of model fit. It is demonstrated by a p – Value number of 0.073 in the good fit classification and an Adjusted Goodness of Fit (AGFI) number of 0.942 in the good fit classification. The Goodness of Fit Index (GFI) is 0.958 > 0.900 and the Comparative Fit Index (CFI) is 0.985 > 0.900. Then the Tucker Lewis Index (TLI) has the number 0.982 > 0.900, and the Root Mean Square Error of Approximation (RMSEA) has the number 0.025 < 0.080, and the Root Mean

Square Residual (RMSR) has the number 0.015 < 0.05.

All the figures above show or prove that this model is stated in the fit position because it is very suitable to mediate from other classifications. (Hair et al., 2019).

Normality Testing

The normality conclusion test is attached in chart 3 as follows:

Table 3. *Testing of Normality*

Variable	skew	c.r.	kurtosis	c.r.
LP5	-0.842	-6.282	-0.509	-1.9
JS3	-0.65	-4.852	-0.719	-2.683
TL7	-1.129	-8.427	0.277	1.033
TL1	-1.069	-7.979	-0.161	-0.599
LP6	-1.037	-7.734	-0.344	-1.285
LP8	-1.245	-9.291	0.056	0.207
OC6	-0.79	-5.896	-0.359	-1.341
OC4	-0.721	-5.381	-0.45	-1.68
OC3	-0.703	-5.249	-0.485	-1.811
SE7	-0.69	-5.144	-1.025	-3.825
SE6	-0.6	-4.474	-1.052	-3.924
SE5	-0.608	-4.535	-1.144	-4.269
SE3	-0.371	-2.771	-1.293	-4.824
JS2	-1.047	-7.811	0.158	0.589
JS1	-0.63	-4.702	-0.415	-1.549
TL8	-0.729	-5.438	-0.536	-1.999
Multivariate			4.709	1.793

Source: Data Processing

Normality tests are several tests to find out the most basic assumptions or hypotheses in the activity of the structural equation model using the AMOS application. The data used, especially in this model or pattern, must be normally distributed. At the model stage, especially the agreement on the structure of skewness and kurtosis, namely the classification in the data normality test, Chart 2 provides a classification, especially in the data normality test. The skewness, kurtosis, and CR

of multivariate numbers between -2.58 and 2.58 (Stegmann, 2017) in Figure 2 includes an explanation or explanation, namely the internal data used when the research is normally distributed. For that, it is considered normal, i.e., there is no abnormality, and the results can continue to the next stages.

If you look at the table above, it can be seen that the overall or multivariate distribution is normal because the multivariate number is $1.793 < 2.58$. Chart 2 divides notifications about local data used in this research with a normal distribution. The existing data shows that it leads to the normality of the data so that it can be carried out or connected to the next stages.

Hypotheses Testing

The next stage, namely, the structural model proposed for estimation, monitors whether this provides the best basis or motive for checking the hypothesis. It is known that the model structure test includes, among others, testing the entire model of the model structure and testing the structural parameters, namely the relationship between the constructs or independent-dependent variables in the model structure. In Figure 2, the structural model with a total of 5 variables, both for endogenous and exogenous variables, where each has between 3 and 5 indicators, where the pattern is recommended to be tested. This pattern is fulfilled or complete with a probability value of 0.073, GFI number 0.958, CMIN/DF number 0.098, CFI number 0.985, RMR number 0.015, AGFI number 0.942, IFI number 0.985, RFI number 0.905, and RMSEA number 0.025.

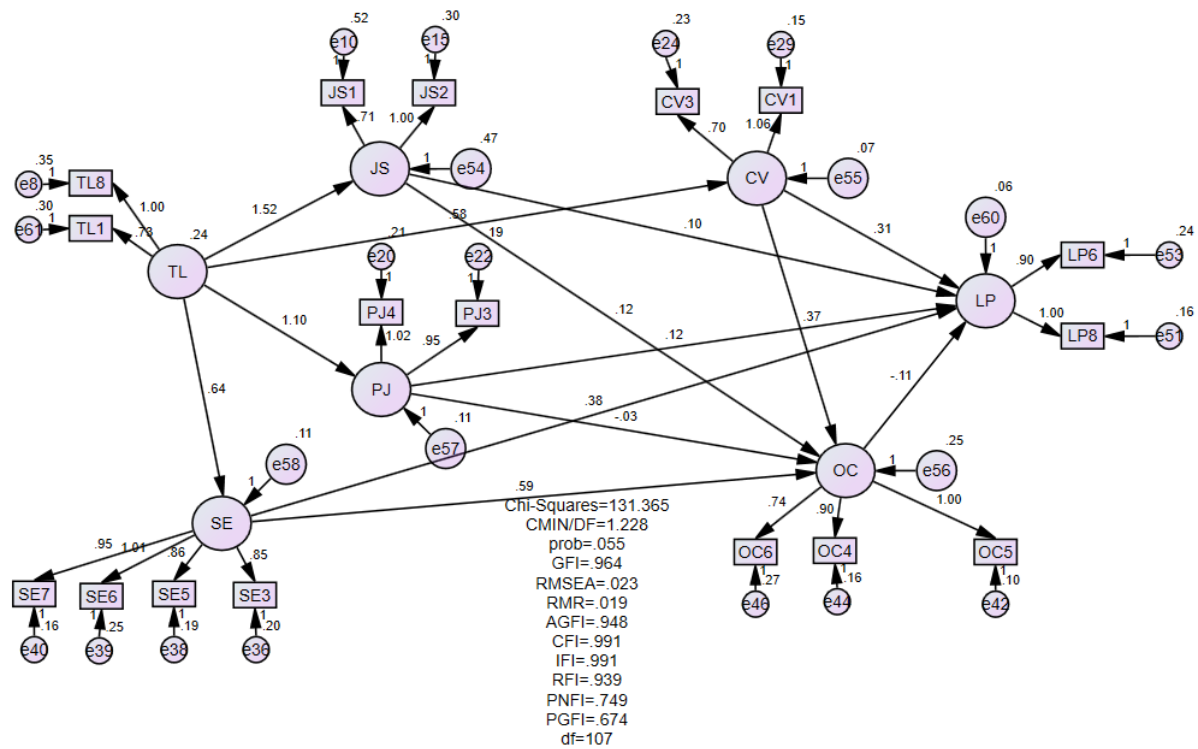


Figure 2: SEM of model research

The stages of Chart 5 archive the effects or impact of the tested hypotheses. All lines or lines have significant figures (C.R.) higher than 2.0, indicating accepted or supported but only one below 2.0, namely 0.744. The C.R numbers range from 2,944 to 8,634, and the smallest is

0.774. For the highest, namely transformational leadership with job satisfaction, then the lowest value is job satisfaction with lecturer performance, while what is rejected is organizational commitment with lecturer performance, where the number shows 0.774.

Table 4: Result of the hypotheses

H	The Line	Est	S.E.	C.R.	P	Label
H ₁	Transformational Leadership --> Job Satisfaction	1.364	0.158	8.634	***	Received
H ₂	Transformational Leadership --> Self-efficacy	0.763	0.1	7.655	***	Received
H ₃	Jos satisfaction --> Organizational Commitment	0.123	0.042	2.944	0.003	Received
H ₄	Self-efficacy --> Organizational Commitment	0.648	0.115	5.646	***	Received
H ₅	Jos satisfaction --> Lecturer performance	0.102	0.035	2.937	0.003	Received
H ₆	Self-efficacy --> Lecturer performance	0.532	0.128	4.153	***	Received

H ₇	Organizational Commitment --> Lecturer performance	0.1	0.129	0.774	0.439	Rejected
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The Sobel test is carried out in order to check or check the direct or indirect relationship that comes from the independent variables or estrogen on the dependent mediator variable b and ab (Preacher et al., 2007). The essential undirected effect of ab is tested based on a comparison between the ab coefficient estimated or calculated based on the Aroian shape or pattern of the Sobel test section referenced by Baron and Kenny (1986). If the Z number in the positive number is > 1.96 , or at the statistical stage z (p value) < 0.05 , then the non-direct relationship of the independent or exogenous variables on the dependent or endogenous variables passes through the mediating variable, which is significant at 0.05 (Preacher & Hayes, 2004).

The Sobel test was carried out to find out the overall impact of mediation, from transformational leadership, job satisfaction, to lecturer performance, as well as transformational leadership, self-efficacy and lecturer performance. Chart 5 shows that the relationship between transformational leadership (TL) and lecturer performance (LP) is mediated by the variable job satisfaction which is declared acceptable with $z = 2.761 > 1.965$ and $p < 0.05$. This is reinforced by the description that the value of transformational leadership (TL) on job satisfaction, the value of the estimate is greater than the standard error (SE) as well as job satisfaction (JS) on the performance of lecturers (LP) that the estimated value of work is greater than the standard error (S.E). Likewise, the relationship between transformational leadership (TL) and lecturer performance (LP) mediated by the self-efficacy variable was declared acceptable with $z = 3,649 > 1,965$ and $p < 0.05$. this is reinforced by the description that the value of transformational leadership (TL) on self-efficacy (SE). The Estimation value is greater than the standard error (SE) as well as self-efficacy (SE) on lecturer performance (LP). The work estimate value is greater than the standard error (S.E). So, from the above information for the two relationships

that are carried out indirectly or mediated, it is stated that all of them are accepted or significant.

Table 5: Sobel test mediation table

Variabe	Est.	S.E	Z	P	Result
1			sobe 1		(>1.96 (Significan t)
TL--> JS	1.36 4	.15 8			
JS--> LP	.102 5	.03			
TL--> JS-- >LP			2.76 1	0.00 0	Received
TL--> SE	.763 0	.10			
SE--> LP	.532 8	.12			
TL--> SE-- >LP			3.64 9	0.00 0	Received

5. DISCUSSION

Conducting explorations or visits through an integrative pattern of company characteristics with lecturer performance Why not go with performance for lecturers? ,In order to understand lecturer performance, namely substantial concern for lecturers, and to understand lecturer performance in a section or department, is substantial attention or concern for lecturers at each university. Task performance is generally defined as the combined number or group of characteristics of workers who contribute or participate, whether successful or unsuccessful, to or about the income or receipt of meaning from the enterprise. 4, The definition of task

performance includes the nature of the worker's characteristics, but provides a limit where the characteristics relate to the performance of the lecturer. For example, recommendations regarding online learning that must be supported by capable computer devices and adequate internet quotas or work assignments that are completed at home by lecturers can help lecturers' performance outside the campus or university. Therefore, the author tries to find out the performance of lecturers who happen to experience changes in the learning systems in general, which is currently the status of a COVID-19 pandemic in Indonesia. The difference in the performance of lecturers when working before and after the COVID-19 pandemic period will certainly be very different. The results of this research will help in answering the current performance problems of lecturers, starting with leadership, then with job satisfaction, then self-efficacy, and organizational commitment in achieving goals. The right one, whether it's the workload of the lecturers or the new learning process, is through the online learning system. This research illustrates that all hypotheses have a CR number greater than 2.0 or are said to be accepted. Of the 5 variables proposed by the researcher, there is only 1 below CR 2.0.

Previous research that has been carried out, especially regarding transformational leadership and job satisfaction, supports the same results, namely positive and significant (Angriani, 2020). One of several hypotheses that have been tested in this research is that transformational leadership leads to job satisfaction for lecturers. The impact or effect of the hypothesis test indicates that this path or lane gets a CR score of 8,634, which means that the hypothesis is declared significant. This frame is taken from some knowledge or professionalism of the performance of the lecturer. Transformational leadership generates its own number, as very high lecturer satisfaction is undoubtedly influenced by high transformational leadership.

Previous research that has been carried out, especially regarding transformational leadership with self-efficacy, supports the same results, namely positive and significant (Chan,

2020; Fitzgerald & Schutte, 2010; Musa et al., 2020; Setyaningsih & Sunaryo, 2021). One of several hypotheses that have been tested in this research is that transformational leadership leads to or leads to the self-efficacy of lecturers. The impact or effect of the hypothesis test indicates that this path or lane gets a CR score of 7,655, which means that the hypothesis is declared significant. This frame is taken from some knowledge or professionalism of the performance of the lecturer. Transformational leadership generates its own number, as very high self-efficacy is undoubtedly influenced by high transformational leadership.

The previous research that has been done, especially regarding job satisfaction with organizational commitment, supports the same results, namely positive and significant (Romi et al., 2020; Yusuf, 2020). One of several hypotheses that have been tested in this research is that job satisfaction leads to organizational commitment of the lecturers. The impact or effect of the hypothesis test indicates that this path or lane gets a CR score of 2,944, meaning that the hypothesis is declared significant. This frame is taken from some knowledge or professionalism of the performance of the lecturer. Job satisfaction automatically forms its own number, for that very high organizational commitment is certainly influenced by job satisfaction.

In previous research that has been carried out specifically regarding self-efficacy with organizational commitment, supports the same results, namely positive and significant (Attia et al., 2020; Bayiz Ahmad et al., 2020; He, 2020; Lee et al., 2021). One of several hypotheses that have been tested in this research is that self-efficacy leads to organizational commitment of lecturers. The impact or effect of the hypothesis test illustrates that this line or line gets a CR score of 5,646, meaning that the hypothesis is declared significant. This frame is taken from some knowledge or professionalism of the performance of the lecturer. Self-efficacy forms its own number automatically, for very high organizational commitment is certainly influenced by high job satisfaction.

Previous research that has been carried out, especially regarding job satisfaction with lecturer performance, supports the same results, which are positive and significant, (Angriani, 2020; Otache, 2021). One of several hypotheses that have been tested in this research is that job satisfaction leads to lecturer performance. The impact or effect of the hypothesis test indicates that this path or lane gets a CR score of 2,937, meaning that the hypothesis is declared significant. This frame is taken from some knowledge or professionalism of the performance of the lecturer. Job satisfaciton forms its own number automatically, for that lecturer's performance is very high. Of course, it is influenced by job satisfaction too.

In previous research that has been carried out, especially regarding self-efficacy with lecturer performance, it supports the same results, namely positive and significant (Bahri et al., 2020; Fikri, 2021; Guorong & Hanim Yusuf, 2020; Ishak & Jamian, 2021; Warlizasusi & Ifnaldi, 2021). One of several hypotheses that have been tested in this research is that self-efficacy leads to lecturer performance. The impact or effect of the hypothesis test indicates that this line or line gets a CR score of 4.153, which means that the hypothesis is declared significant. This frame is taken from some knowledge or professionalism of the performance of the lecturer. Self-efficacy forms its own number automatically, for the very high performance of lecturers is certainly influenced by high self-efficacy as well.

The previous research that has been done, especially regarding organizational commitment with lecturer performance, does not support the same results, which is not significant (Rosita, 2020). One of several hypotheses that have been tested in this research is that organizational commitment to or leads to lecturer performance. The impact or effect of the hypothesis test indicates that this line or line gets a CR score of 0.744, which means that the hypothesis is not significant. This frame is taken from some knowledge or professionalism of the performance of the lecturer. Organizational commitment forms its own number automatically, for very low

organizational commitment is certainly influenced by low lecturer performance too.

6. CONCLUSION

Based on or relying on research that has been done by researchers, describing the effects or impacts of hypotheses varies widely. The first hypothesis is that transformational leadership and job satisfaction have an absolute correlation and have a significant or significant impact on job satisfaction. Because it has the effect or impact of good leadership, a good relationship also has an effect on the job satisfaction of lecturers. Meanwhile, the second hypothesis is that transformational leadership on self-efficacy has an absolute correlation and has a significant or significant impact on self-efficacy. Because it has the effect or impact of good leadership, it also has a positive effect on the self-efficacy of lecturers. The third hypothesis is that job satisfaction and organizational commitment have an absolute correlation and have a significant or significant impact on job satisfaction. Because it has an effect or impact, good organizational commitment has a good relationship with lecturer job satisfaction. Meanwhile, the fourth hypothesis is that self-efficacy towards organizational commitment has an absolute correlation and has a significant or significant impact on self-efficacy. Because it has an effect or impact, good organizational commitment has a good relationship with lecturer self-efficacy. The fifth hypothesis is that job satisfaction on lecturer performance has an absolute correlation and has a significant or significant impact on job satisfaction. Because it has an effect or impact, good lecturer performance has a good relationship with lecturer job satisfaction. The sixth hypothesis is that self-efficacy towards lecturer performance has an absolute correlation and has a significant or significant impact on lecturer performance. Because it has an effect or impact, good lecturer performance has a good relationship with lecturer self-efficacy.

The sixth hypothesis is that organizational commitment to lecturer

performance has a non-absolute correlation and has an insignificant or significant impact on lecturer performance. It is not good to have a bad relationship with the lecturer's organizational commitment because it has an effect or impact on the lecturer's performance.

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