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## Personal Value, Organizational Commitment and Performance of Lecturers

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### Abstract

As the vision and mission, a higher education should develop its human resources' abilities and skills to achieve its goals. So commitment to their profession plays a role in improving lecturers' performance and fostering their individual values to accomplish the responsibility as professional educators. This study aimed to analyze the performance of lecturers based on personal values and organizational commitment in Nuku University, Tidore. This research was designed to answer problems as the objectives and to test the hypothesis. The research location was in Nuku Tidore University. The population were 75 lecturers of Nuku University. The samples were taken using sampling technique to all population. Primary data were directly obtained from census or field surveys through research questionnaires to respondents in Nuku University, Tidore. Then the data were analyzed using PLS. As the results, this study indicated that well-developed personal value would establish organizational commitment and lecturers' performance. A robust personal value was marked with stable values that were carried out wholeheartedly to the pride for the university. Organizational commitment could also improve the performance of lecturers in Nuku University. Moreover, performance would develop if lecturers had a commitment to higher education continuously.

**Keywords:** Personal Value, Organizational Commitment, Performance

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## INTRODUCTION

As the Law of Republic of Indonesia No. 14 of 2005 and the Government Regulation No.37 of 2009, the teachers and lecturers are professional educators and scientists whose main duties are transforming, developing, and disseminating science, technology and arts through

education, research and community dedication. The higher education implicate its vision and mission to develop and improve the capabilities and skills of human resources in achieving institutional goals. Therefore, commitment to profession is essential to improve lecturers' performance and nurturing individual values and great responsibility as professional educators.

According to Zahraini (2014), a higher education is a provider of higher education that must involve reliable leaders to develop national progress and civilization. The tertiary institution also has a national mission to develop infrastructures and to yield qualified graduates. For this, an essential component is the emergence of lecturers as one of human resources in the university. The recognition of professionalism is in the form of education certificate of which proves the assessment of competence as educators. The awards assess their professional, pedagogical, personality and social competences; in turn implicate to education, research and community service. Indeed, the assessment for lecturers' performance establish professional lecturers since their profession dignity relates to their professional quality.

The value orientation reflceting attitudes is essential for each human's action (Marchand and Khallaayoune, 2010). Belief system theory (BST) conveys that beliefs and behavior are interconnected; and is condition can be maintained or changed. As BST, behavior functions as attitudes, values and self-concept. While BST is a framework that determines the existence of an organization between values, attitudes, and behaviors. In addition, the assessment of lecturer performance on their work is very important for the institution because job satisfaction entails positive values for lecturers and motivate lecturers to work better. Luthans (2016) delineates five factors that influence professional commitment, such as: income, co-workers, development opportunities, the job itself, and supervisors who can affect performance in the institution.

## **Theoretical Review**

### **Personal Value**

According to Schwartz (1994), values are beliefs in relation to final desires or behavioral forms that exceed specific conditions in guiding the selection or evaluation of behavior or conditions that are governed by other important values to develop a priority value system. Rokeach (1973: 32) argues that individual values can influence behavior in carrying out performance activities. Kamakura, et al, (1991: 208) states that the concepts of individual value and value systems are used to predict various forms of behavior. Solomon (2007: 315) defines that values are assumptions on better conditions than the previous ones.

Moreover, individual values involve self-awareness and consciousness influencing behavior choices. The values are the standard or benchmark for evaluation and assessment (Williams, 1968: 203) and the primary self-definition and the proportional foundation of a building. (Feather, 1998: 639).

The understanding of value cannot be separated from the model of Belief System Theory (BST) developed by Rokeach in 1968. The organizational theory explains that beliefs and behavior are interrelated, and under certain conditions the belief system can be maintained or changed. Then, behavior includes attitudes, values, and self-concepts. Seniati, (2006) assumes that personality factors (personal value) and psychological climate influence professional commitment of lecturers in the University of Indonesia. This shows that personal value has a positive and significant effect on the commitment of lecturer's profession. In contrast, Finegan (2000) shows that there is no positive correlation between personal value and profession commitment. While, Purnomo (2010) agrees that personal value on personality and personal beliefs have positive and significant effects on performance.

## **Organizational Commitment**

In a professional organization, its members are required to have a professional commitment. This is the level of individual loyalty to the profession as perceived by the individual. Aranya and Ferris (1984: 10) convey that commitment to the profession is a serious commitment that maintains membership towards the goals and professional values. The organizational commitment addresses employees' attitude to meet organizational interests in various arrangements. Luthans (2005: 249) defines organizational commitment as (1) the assertiveness to remain as the member of a particular organization; (2) the desire to accomplish an organizational expectation; and (3) the principles and acceptance of an organization's values and goals. These reflect to employees' loyalty and concerns to the organization's continuous success and progress.

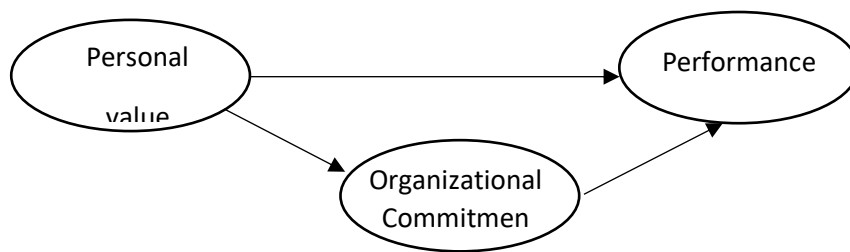
Drawing to Assegaf (2005: 91), the commitment process is conceptually divided into three stages. First, the employee selects an organization, and the organization selects the employees to be employed. Second, if the commitment is getting lower, there is a problem that can decrease the employee's commitment. Last, the employees with low commitment likely tend to leave the organization. However, the employees with high commitment tend to stay with the company. The latter will also show a higher level of participation. In particular, the indicators to measure the variable refer to affective, normative, and continuous commitment at work (Meyer and Allen, 1997: 121). Affective commitment refers to the employee's emotional identification and involvement in the organization. Employees with strong affective commitment continue to work with the organization as they want to. Normative commitment reflects to an obligatory feeling to continue to work with or to remain with the organization. Last, continuous commitment refers to the awareness of costs if leaving the organization.

## **Performance**

Performance is defined as the results of works achieved by a person or group of people in an organization both quantitatively and qualitatively. This relates to employees' respective authorities and responsibilities to achieve the organizational goals legally in accordance with morals and ethics (Moehariono, 2009: 92). Performance is also described as the level of achievement on the implementation of an activity or policy program to meet the goals, objectives, mission and vision as the organizational planning strategies (Mahsun, 2006:25). Moreover, it is as a matter of one's efforts achieved by the ability and actions in certain situations (Byars and Ruse, 1984) and by certain functions and positions within a certain period of time (Benardin and Russell, 1993). According to Wijaya and Rusyan, (2000:17), the performance of lecturers carry out the learning process both in the classroom and outside the classroom, instead of doing other activities, such as: working on school administration, learning administration, guidance and services to students, and assessments. While Dharma and Surya (2010: 126) suggest that the evaluation of lecturer performance relates to formal system that is used periodically to evaluate lecturer performance within the organization.

## **RESEARCH METHOD**

The conceptual framework of this study was developed as follows:



This research was designed to answer the formulated problems as the research objectives and to test the hypothesis. The research was located in Nuku University, Tidore. The population of this study were 75 lecturers of Nuku University. The sampling technique was a census of which the entire population was used as samples. The type of data were primary data that was directly obtained from field surveys with respondents at Nuku University through a research questionnaire. Last, the data analysis technique was PLS.

## RESULTS AND DISCUSSION

In this study, the respondents were all lecturers in the University of Nuku Tidore. Their age were mostly 41-50 years old (41.7%) and over 51 years old (30.8%). Their working periods were for 11-20 years (55%) and for 6-10 years (27.6%).

The Goodness of Fit test for this model was to determine the causal relationship between variables, including: the causal of transformational leadership on organizational commitment, the transformational leadership on lecturer performance, the personal value for professional commitment, and the personal value on lecturer performance and organizational commitment. The results of First Order CFA model on the performance variable model showed the evaluation of Goodness of Fit as the table 1 below:

**Table 1. Criteria Evaluation of Goodness a Fit of Full Model**

<b>Criterion</b>	<b>Results</b>	<b>Critical Value</b>	<b>Model Evaluation</b>
<b>Chi Square</b>	1,329	< 7,815	<b>Good</b>
<b>Probability</b>	1,320	≥ 0,05	<b>Good</b>
<b>Cmin/DF</b>	1,326	≤ 2,00	<b>Good</b>
<b>RMSEA</b>	0,041	≤ 0,08	<b>Good</b>
<b>GFI</b>	0,964	≥ 0,90	<b>Good</b>
<b>TLI</b>	0,965	≥ 0,95	<b>Good</b>
<b>CFI</b>	<b>0,959</b>	≥ <b>0,94</b>	<b>Good</b>

Source: Output Results

From the table 1, this research indicated that all the criteria for the goodness of fit model were all good in evaluating the model. So the model was in accordance with the data. The conceptual model based on theory was fully supported by facts. The value of chi square = 1.329 < critical value (7,815) was consulted with the feasibility table (table 1 Goodness of Fit Eligibility Criteria); likewise, the probability value was 1.320 ≥ 0.05. This meant that the conceptual model developed and based on theory was fully supported by facts. Thus, this model was considered as the best or feasiblest model to explain the relationship between variables.

Mediating from the determinant number of sample covariance matrix of 274.26, this research indicated that there was no multicollinierity or singularity, so the assumption was fulfilled.

**Table 2 Causal Test between Variables**

<i>Regression Weights</i>			<i>Ustd</i>	<i>Std</i>	<b>Prob.</b>
			<i>Estimate</i>	<i>Estimate</i>	
<b>KP</b>	<--	PV	0,755	0,521	<b>0,045</b>
<b>KG</b>	<--	PV	0,835	0,630	<b>0,032</b>
<b>KG</b>	<--	KP	0,862	0,762	<b>0,028</b>
<b>Significance Limit</b>					<b>≤ 0,05</b>

Source: Processed results of AMOS Test

Based on table 2, the significant value (prob) was 0.045 <0.05; meaning it was in the H1 area. So the personal value had a significant effect on professional commitment. The finding supports Seniat's research (2006: 88-97) that personal value has a positive and significant relationship with the commitment of the lecturer profession. This study supports the opinion of Kamakura and Mason (1991: 208-21) that individual values can influence behavior in carrying out performance activities and the concept of individual values; while the value systems are used to predict various forms of behavior. This shows that personal values are able to change one's behavior in relation to organizational commitment.

The results can be assumed that personal values involve a good standard of knowledge and abilities as the lecturer can increase organizational commitment. In other words, the lecturers who have good standard scores will be willing to help other colleagues who need assistance for their duties as lecturers and who avoid unnecessary conflicts with other colleagues in carrying out their duties as lecturers. With personal values for good standard values, they will commit to help each other in the higher education. So their duties and obligations can work well. Instead, the lecturers are able to browse information quickly and choose alternative decisions by understanding the consequences in taking the decisions. Such lecturers are considered having high analytical skills and broad insight in carrying out their duties and responsibilities. In addition, the lecturers have an attitude of being good citizens so they are able to carry out their duties and activities as a lecturer following the workplace procedures. This provides information that lecturers are able to accept and respect the rules and policies in the higher education properly.

Furthermore, socio-cultural indicators are well perceived by lecturers at Nuku University. They can meet the needs of safety and conformity at work. The value of social togetherness in conducting research and community service can be accomplished as the values of Nuku University. Based on table 2, this study proved that there were positive and significant relationships between personal value and lecturer performance as the direct correlation (standard estimate) that was positive at 0.630. This showed that the lecturers' better personal value addressed to their better performance. This research also supports the theory of Mangkunegara (2005: 12) on the work results in quality and quantity that are achieved by an employee in carrying out his duties and responsibilities. Danandjaja (1985: 181) suggests that the value of dominance gives direction to a person's attitudes, beliefs and behavior; and each person provides guidelines for selecting the desired behavior. Therefore, the dominance value affects behavior as the impact of attitudes and beliefs formation; and the personal value is a determining factor in various social behavior. Accordingly, the lecturer can improve their performance when their standard of personal values follow their duties and responsibilities. Their good knowledge and abilities can improve their education and teaching abilities. This study is also in line with Putranta's (2017) research that students' personal values and

perceptions of institutional values are possible predictors towards their affective commitment. A positive correlation between students' personal values and institutional values are also found.

Based on table 2, this study shows the significant value (prob) of  $0.038 < 0.05$ ; meaning it was in the H1 area. This meant that organizational commitment had a significant effect on lecturer performance. Statistically, there were positive and significant relationships between the variables of organizational commitment and lecturer performance as indicated by the direct correlation (standard estimate) with positive value at 0.762. So, better organizational commitment influenced lecturer's better performance. The results are consistent with the research of Nazir and Islam (2017) showing the positive influence of perceived organizational support on employee performance and affective commitment. Apart from that, this relationship is also mediated by employee engagement. As Sungu et al. (2019), the affective organizational commitment is more strongly associated with work performance for employees with high work commitment.

As the normative commitment, the lecturers convinced their willingness to stay in the higher education to complete their duties as educators, even though there are more profitable opportunities in other institutions. The lecturers also developed a continuous commitment that they felt honored to tell others being a part of Nuku University where is the best source of inspiration for lecturers to excel. Accordingly, Sulistiyani (2003: 78) states that performance is to measure contributions of individuals within the organization; and performance involves determining the level of individual contribution in the completion of tasks or responsibility. Moehariono (2009: 92-98) adds that performance is the result of work achieved by a person or group of people in an organization both quantitatively and qualitatively as their respective authorities and duties to achieve the professional goals legally and not to violate laws, morals and ethics. So, the sustainable organizational commitment in quality and quantity can improve performance. The lecturers who have organizational commitment will feel disadvantaged if they leave or move to work to other institutions, not in the field of education. They also feel that the higher education where they carry out their assignments is the best source of inspiration. to be proficient.

## CONCLUSION

In this study, a well-developed personal value will increase lecturers' organizational commitment and lecturer performance. The personal values can develop the lecturers' identity to foster a sense of pride as lecturers. Personality with an ability to introspect themselves can increase commitment. Moreover, a sustainable organizational commitment can improve the performance of lecturers at Nuku University, Tidore. Performance can also escalate when the lecturers have a commitment to higher education continuously, so the education and teaching processes can be established well and smoothly. The sustainable organizational commitment can improve lecturer performance in endeavouring Tri Dharma of Higher Education.

Philosophically, this research concluded that the instruction on standardized values as lecturers are required to serve as a binding to equate views or perceptions about the vision and mission of the institution. The standard values will generate the identity of the lecturers. The greater acceptance on these values means higher pride so that their performance can be developed.

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