Strategy to Optimize Quality Culture to Increase Lecturer's Commitment to Implementing Three Pillars in Higher Education

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Abstract:
Quality lecturers have a very strategic role in determining the quality of higher education (HE). Lecturers have the duties and responsibilities of carrying out three pillars in HE, namely education, research and service and community service in accordance with the demands of lecturer workload and developing a culture of quality. This research uses a quantitative approach with a survey method. The research was conducted at the Indonesian Christian University. The population was all lecturers and a sample of 104 people using sampling techniques. Data collection techniques using questionnaires using the Likert model and two expert opinions. Data analysis used descriptive and inferential with useed of SPSS 26 and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management). The research results findings: (a) lecturers' perceptions of lecturers' commitment to implementing good three pillars of HE; (b) lecturers' perceptions of quality culture are very good, (c) the relationship between lecturers' commitment to quality culture is moderate but positive and significant; (d) strategies to improve the culture of quality in HE include leaders becoming role models, lecturers adhering to their main duties and responsibilities, lecturers having a growth mindset and being agile in changing, lecturers being active in activities outside campus such as taking part in conferences, being resource persons.

Keywords: Quality culture, commitment, three pillars HE

1. Introduction

Quality can be interpreted as a measure to measure the level or level of good or bad of an object or services. Quality is the conformity of services/products with criteria or requirements (Ahmad, M. N.,2023; Bugdol, M., 2022). Quality culture is an organizational value system that creates a work environment that is conducive to continuous quality improvement. Quality culture consists of values, standards, manuals, procedures and targets to be achieved (Sihotang, H.,2020). Quality culture is a mindset, attitude and behavior. In the national education system higher education has a very strategic role in advancing the life of the nation by paying attention to the nation's cultural values in a planned and sustainable manner. The higher education a nation has, the more advanced the nation (Permatasari, 2015; Irianto, 2017). Higher education produces innovation and provides solutions for developing a nation's human resources (sustainable development) and in line with sustainable development goals (SDGs). Lecturers have a very strategic role through the three pillars work, namely education, research and service and community service. Lecturers have the task of integrating research and community service in learning so as to produce graduates who are competent in their fields and have competitiveness. Professional lecturers are lecturers who have been certified and have a functional position and are improving in a planned and sustainable.

Indonesian Christian University (UKI) as one of the universities implements the three pillars for nation development to produce superior human resources for golden Indonesia 2045. On October 15 2023, UKI will be 70 years old, and has 283 lecturers. Based on data UKI (8 August 2023) bahwa professor (11/3.9%), associate professor (29/10,2%), lector (136/48%), expert assistant (79/27,9%), dan instructor (23/8,1%). From the human resources aspect of the excellence criteria, the Head Professors and Professors contributed.

At UKI only 15.11% of lecturers with associate professor and professor qualifications are still low in the superior college accreditation. This can be interpreted as the lecturer's performance is not yet optimal in the accreditation ranking of superior ranking universities. It is hoped that UKI with a superior accreditation rating will also increase lecturer performance significantly. From the aspect of research clustering and community services, UKI is in the main cluster (2023). With college accreditation "superior". UKI's clusters should be in independent clusters. In reality, UKI is still in the main cluster. This data shows that UKI clustering still needs to be optimized. To maintain the superior rating and increase the HE of accriditation score requires commitment from all stakeholders, including the commitment of lecturers. Lecturers who carry out teaching, research and community service duties as well as three pilars outputs which have a superior college acreditation assessment weight. Based on the lecturer workload report guidelines, lecturer duties consist of four (4) components, namely teaching, research, community services and supporting the three pilars of HE. Lecturers must have commitment and build a culture of quality. The commitment of organizational members to a common goal means that every member of the organization tries with all their strength and mind to produce optimal work, has a strong desire to defend the organization (García-Rodríguez et. Al, 2020). Commitment creates confidence that can support activities and participation (Fitrio et.al, 2019; Henricks, T. S., 2020). Commitment is also situational, characterized by values, justice, organizational support, and job characteristics (Claudia, M., 2018; Ridwan, M., Mulyani, S. R., & Ali, H., 2020). Commitment is an important behavioral dimension and can be used in assessing lecturer attachment to the organization (Huang, Y., Ma, Z., & Meng, Y., 2018; Afsar, B., & Umrani, W. A., 2020). Based on the description above, the obligations of lecturers to carry out the tridharma and the impact on mutual institutions, it is urgent to carry out a strategy study to improve the mutual culture and commitment of lecturers

2. Literature Review
2.1. Quality Culture
Quality means the level of quality of a product in the form of tangible or intangible services (Widodo, H., 2018; Tamam, M. B., 2023). Deming defined quality as relating to customer satisfaction which needs to continuous quality improvement. Likewise, lecturers in carrying out three pillars duties based on quality standards set by universities must be able to support universities to continually increase the quantity and quality of higher education. Deming, the quality of higher education is determined 80% by management aspects, and the remaining 20% is determined by human resources aspects (Alauddin, N., & Yamada, S., 2019; Nashihin, H., Mafaza, N., & Haryana, M. O., 2021). Meanwhile, in Regulation of the minister of education and culture, research and technology number 53 of 2023, the quality of higher education is the conformity between the implementation of higher education and national higher education standards. Hereafter it is called the internal quality assurance system (IQA), as described below.
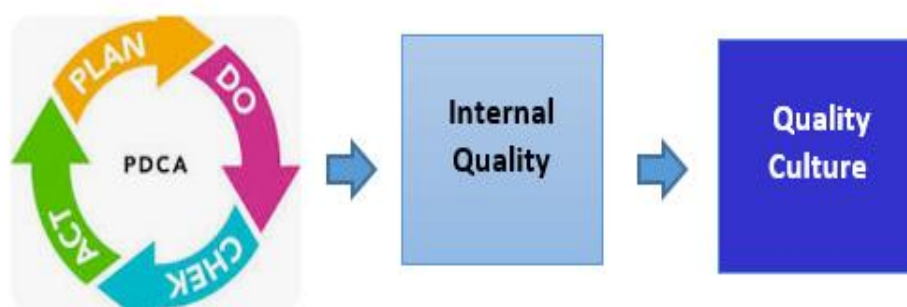

Figure. 1. Implementation of IQA

Based on the 2018 Internal Quality Assurance Guidelines, quality culture is a mindset, attitude pattern and behavior pattern. Mindset will determine thinking, thought pattern determines response, and thought pattern determines behavior. Dweck, C. (2017) and Nottingham, J., & Larsson, B. (2018) there are two mindsets, namely a fixed mindset and a growth mindset. Furthermore, Nottingham, J., & Larsson, B. (2018) provide the definition of a fixed mindset, namely a mindset referring to the belief that intelligence and abilities are relatively innate, not changing much over time. A fixed mindset will produce fixed abilities. Someone who has a fixed mindset will tend to think they are smart. Meanwhile, a growth mindset is a mindset that refers to the belief that intelligence and abilities grow through experience, effort, strategies, methods, and instructions and support from other people. Nottingham, J., & Larsson, B. (2018) provide a difference between a fixed mindset and a growth mindset, where the characteristics of a Fixed mindset tend to be pessimistic, not confident that they can change, still focused on their weaknesses so it is difficult to change to gain competence and new skills. Meanwhile, the characteristics of a growth mindset are that they believe that they want to change and are not afraid of change, have a high willingness to learn and become a true learner, are disciplined, work hard, have a strong passion, and have dreams. In line with Park, S. B. (2021) research findings that growth mindset interventions improve work outcomes. Attitude is an evaluative statement towards an object, person or event. Attitude is a tendency to assess objects that are valued as good or bad (Kurniawan, D. A., Astalini, A., Darmaji, D., & Melsayanti, R., 2019; Basha, M. B., & Lal, D., 2019).

Attitude formation always takes place with human interaction and is related to objects, people or events. This social interaction can change attitudes so that new attitudes emerge. Attitudes are formed during individual development, therefore attitudes can change. Rahman (2013) states that attitudes are believed to be formed due to the learning process. Behavior patterns are a form of a person's organized attitudes that are repeated repeatedly in their daily activities. Lecturer behavior patterns are forms of attitudes carried out related to the task of carrying out three pillars tasks.

2.2. Lecturer Commitment

Lecturer commitment is the level of lecturer's ability to identify institutional goals to maintain and oversee organizational goals are achieved (Robbins, 2003; Halker Singh, et.al, 2021). Lecturers have the ability and strong desire to achieve organizational goals by carrying out three pillars of HE tasks according to applicable regulations. By carrying out duties and responsibilities, you have supported the goals of the organization. Organizational commitment is an individual's strength towards an organization which is demonstrated by a strong desire to become a member of a professional organization, a strong desire to carry out duties and responsibilities, and belief in the values of the organization (Wiratno, A., Ningsih, W., & Putri, N. K. , 2016 ; Al-Jabari, B., & Ghazzawi, I. (2019). Love, K. G., & Stemer, A. P., 2022; Hadi, N., & Tentama, F., 2020).
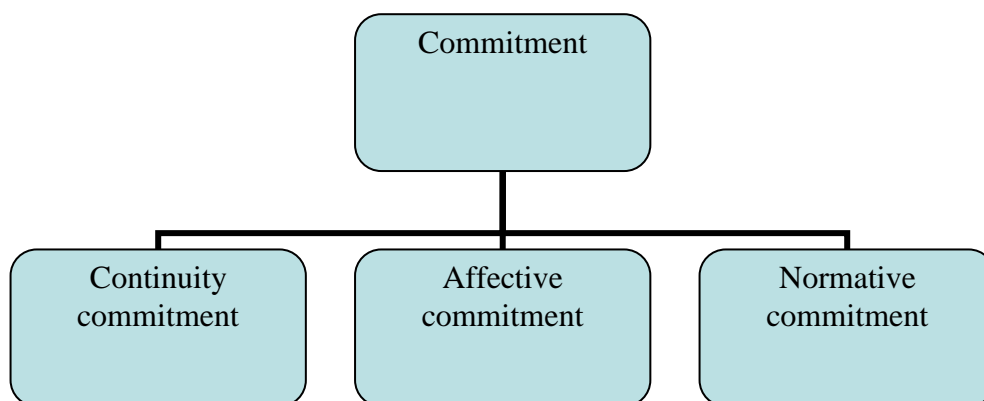
Figure 2 Type of commitmen

Affective commitment is an important commitment in readiness to change (Sari, P. O., 2018). There are similarities with the opinion of Guamaradewi, N. G., & Mangundjaya, W. L., 2018) that the impact of individual readiness and organizational readiness to change commitment, which adds affective commitment has a positive effect on the readiness of organizational members to make changes by being involved in the change process and building the values felt by lecturers on the benefits of change.

Continuity commitment to readiness to change will emerge if lecturers or professors have made investments in the form of thought results, time, energy and costs in the organization and do not want to lose these activities and investments (Pertiwi, D. R., 2020). A high level of continuance commitment is influenced by the lecturer's level of investment while working in the organization so that it will be difficult for lecturers to leave the organization due to limited alternative jobs with the same skills in other organizations. Research by Motes et al. (2012) revealed that lecturers who have low continuance commitment will support readiness to change without considering the losses they experience when organizational change fails.

Normative commitment can influence lecturers in facing readiness to change (Sari, P. O., 2018). Ismaillah, R. R., & Prasetyono, H. (2021) High normative commitment is shown by lecturers following change procedures, such as arriving on time, increasing performance, achieving targets and increasing productivity. Normative commitment can have a negative effect, the individual's perception is that they are resistant to change due to a lack of communication regarding the benefits of change so that lecturers feel no obligation to be involved in readiness to change (Porthogesse et al., 2012). Hardiyana, A. (2015) believes that lecturers' normative commitment is able to create a climate of change in organizations. Meanwhile, culture is all attitudes and patterns of behavior as well as knowledge which are habits that are inherited and belong to members of a particular society (Haidle, M. N., & Schlaudt, O., 2020; De Mooij, M., 2019).

Methods

The research was conducted at the Indonesian Christian University. The research population of all lecturers active in year academics 2023/2024 was 283 people. Meanwhile, the research sample used a random sampling technique (Etikan, I., & Bala, K., 2017; Sharma, G. (2017). The total research sample was 104 people. Research data was obtained through a questionnaire developed by researchers using a Likert scale with four options (Sihotang, H., 2023). Quantitative research method (Maryuliana, et. al, 2016). The research variables are quality culture and commitment. Data is obtained through questionnaires, and also expert opinions related to three pillars performance who knows the regulations and management of three pillars and also actively carries out three of pillars every semester. The data analysis used is descriptive statistics analysis and inferential statistics using SPSS 26. To analyze each indicator, it is strengthened by expert assessment based on indicators based on SITOREM (Hardhienata, S., et al, 2024).

Result And Discussion

The requirements for inferential analysis are to test the normality and linearity of the research variable data. To test the normality of lecturer commitment variables, use the Kolmogoro Smirnov normal test.
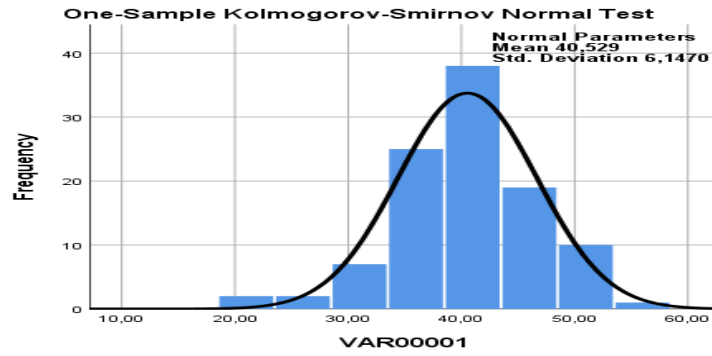
Pic 3.a Test normality of commitment
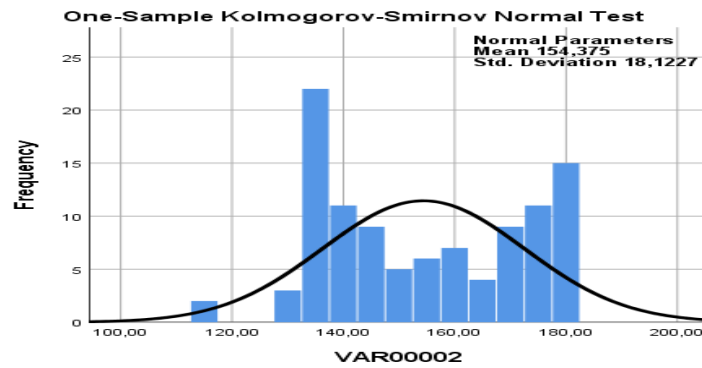
Pic 3b. Test normality of quality culture

Based on the one sample Kolmogorov Smirnov normal test, it shows that both variables are normally distributed. Linearity Test of the Relationship between Lecturer Commitment and Quality Culture

Table 1. Linearity test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
VAR00001 * VAR00002	Between Groups	(Combined)	2671,997	43	62,139	3,056	,000
		Linearity	540,340	1	540,340	26,576	,000
		Deviation from Linearity	2131,657	42	50,754	2,496	,001
	Within Groups		1219,917	60	20,332		
	Total		3891,913	103			

Shown in the table 1 of sig values for deviation from linearity F = 2.496 > 0.05, it can be concluded that the quality culture variable has a linear relationship with the lecturer commitment variable.

4.1. Lecturers' Perceptions of Quality Culture
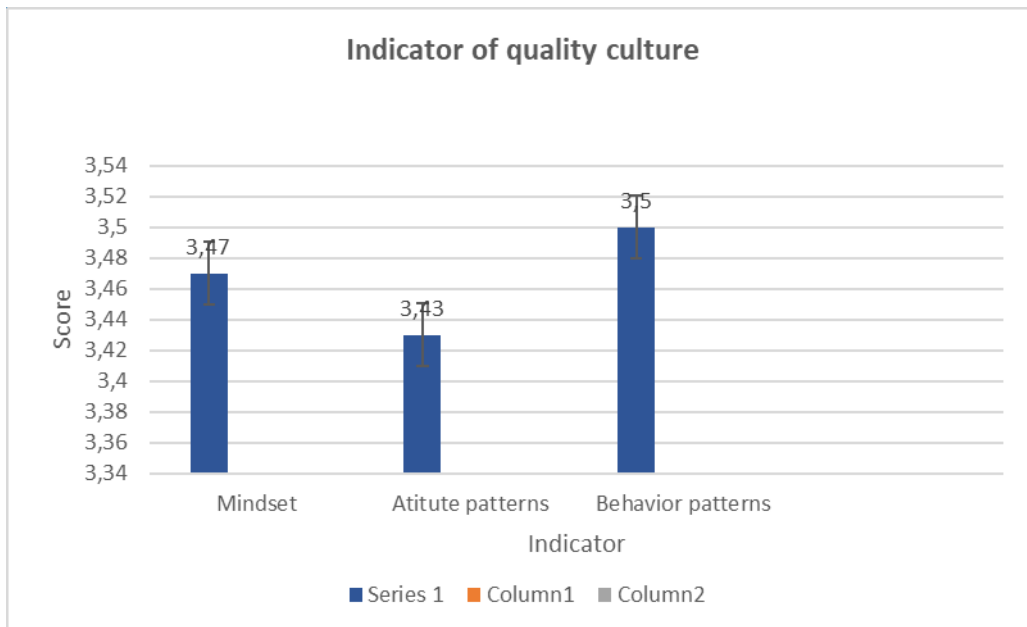
Pic 4. Score of quality culture indicator

Pic 4 describe the average mindset indicator is 3.47, meaning that lecturers know that there are regulations governing higher education three pillars activities that must be implemented. However, this score needs to be improved considering that UKI is superior (score 381). The mean attitude pattern indicator is 3.43, meaning the lecturer's attitude tends to strongly agree. This is in line with the opinion of Rahman (2013) who states that attitudes are believed to be formed by learning by observing other, learning through reward: instrumental conditioning, learning through association: classical conditioning, learning by direct experience. The average behavior pattern indicator is 3.5. Lecturers carry out teaching, research and community service duties. This is in line with lecturer workload demands regulated by UKI and lecturer workload reports for certified and non-certified lecturers. Certified lecturers are required to report their performance every semester, which consists of educational, research, community services, supporting components, special requirements. For certified lecturers, if they do not meet the serdos allowance, they will not receive it. Therefore, lecturers try to fulfill it. The quality culture at UKI has grown and needs to be continuously developed.

4.2. Lecturers' Perceptions of Lecturers' Commitment
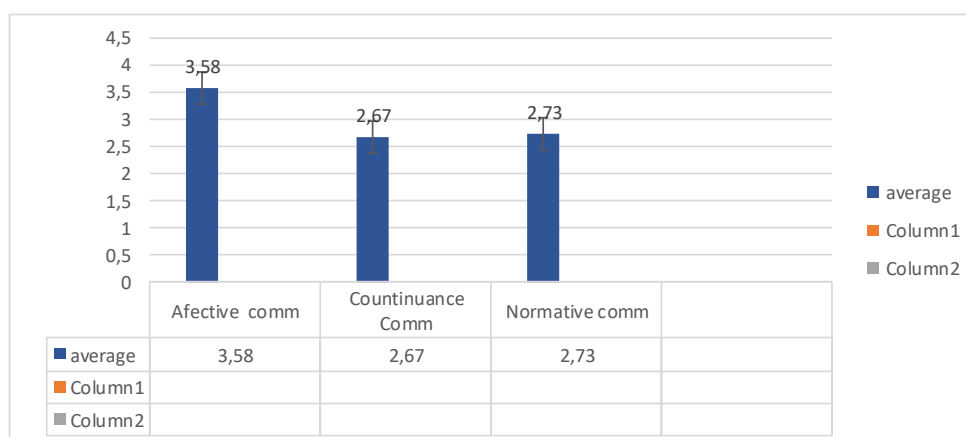
Pic 5. Score of commitment indicator

Fic. 5 obtained through a questionnaire, the average indicator of affective commitment is 3.58 (scale 4), meaning that respondents answered from agree to strongly agree. However, because Accreditation UKI is superior, this condition is actually not optimal in College accreditation Superior (score 381 on a scale of 4). From the questionnaire, it was found that UKI lecturers were generally happy when they retired from UKI. The UKI accreditation score is 381. This means that all indicators should be at a minimum score of 3.81.

Based on data obtained from the questionnaire, the average indicator of continuity commitment is 2.67, meaning that disagreement leads to agreement. UKI superior can be maintained if all lecturers are committed to the three pillars duties on an ongoing basis. Empirical data does not show any sustainability. This has an impact on every study program reaccreditation and higher education reaccreditation.

Based on data obtained from the questionnaire, the average indicator of normative commitment is 2.73, meaning that disagreement leads to agreement. This data does not match the criteria indicators 7,8, 9 in the accreditation criteria. If UKI is superior, theoretically it must meet the minimum score of 3.81. This is what UKI needs to anticipate. This empirical data is not in line with the demands of HE acrredition "Superior". This is further strengthened by the opinion of Hardiyana, A. (2015) who believes that the normative commitment of lecturers is able to create a climate of change in the organization. Lecturers should feel obliged to implement these changes because they receive a salary and they are part of the organization.

Hardhienata, S. et al (2024), the weight analysis for each indicator is calculated based on the assessment (judgment) of one or several experts based on the criteria "Cost, Benefit, Urgency and Importance" for each variable. The recapitulation of research variable indicator weight analysis from experts is in the table below.

Table 2. Assessment of Commitment Indicator (Y)

Indicator	Assesment Aspect				Total	%
	Cost	Benefit	Urgency	Importance		
Affective commitment	3	4	4	3.5	14.5	34.12%
Countinuance commitment	3.5	3.5	4	4	15	35.29%
Normative commitment	3.5	3	3	3.5	13	30.59%
Total					42.5	100%

Table 3. Assessment of Quality culture (X)

Indicator	Assesment Aspect				Total	%
	Cost	Benefit	Urgency	Importance		
Mindset	3	3	4	3.5	13.5	31.39%
Attitute	3	3.5	4	4	14.5	33.73%
Behavior	3.5	3.5	4	4	15	34.88%
Total					43	100%

The results of the analysis of determining indicator classifications are in the form of determining groups of indicators that need to be immediately corrected and groups of indicators that will be maintained or developed in the future. The results of the SITOREM analysis can be seen in the following table 4.

(a)   *Tabel 4. Clasification indicator of Commitment (Y)*

Indicator in Initial State	Indicator after Weighting by Expert		Indicator value
Atitute commitment	1st	Countinuance commitment (35,29)	3,75
Countinuance commitment	2nd	Atitute commitment (34,12)	3,625

Normative commitment	3rd	Normative commitment (30,59)	3,25	

Based on the results of the analysis of the indicator variable lecturer commitment, continuity commitment and attitudinal commitment are maintained, while normative commitment needs improvement. Indicator values of 3.50 – 4.00 indicators are maintained or developed and indicator values of 0.00 – 3.50 indicators are repaired or improved. Based on the results of the analysis of cultural variables, quality indicators maintain behavior patterns and attitude patterns, while thought patterns need improvement.

4.3. The Relationship between Quality Culture and Lecturer Commitment in Implementing three pillar HE

Tabel 4.3 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,372[a]	,139	,130	,37562	2,463
a. Predictors: (Constant), Quality Culture					
b. Dependent Variable: Commitment					

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	2,441	,247		9,881	,000
	Quality Culture	,342	,084	,372	4,050	,000
a. Dependent Variable: Commitment						

Based on the results of the analysis using SPSS version 26 as shown in table 4.3, the correlation coefficient between organizational culture and lecturer commitment is positive, where r is 0.372, meaning the relationship is positive and significant. Meanwhile, the coefficient of determination (r^2) is 13%, meaning that 13% of the contribution of organizational culture influences lecturers' commitment to carrying out positive but small three pillars tasks. Linear regression equation $\hat{Y} = 2.441 + 0.342X$. Lecturers already know and understand that lecturers are obliged to carry out three pillars of HE, carrying out teaching, research and community service. This is in line with the demands of the lecturer workload report for certified lecturers. Every certified lecturer is required to report lecturer workload which includes four aspects, namely education, research, community services and support for a minimum of 12 credits or a maximum of 16 credits as well as requirements.

4.3. Strategy For Optimizing Quality Culture, Lecturers Carry Out The Three Pillars

Based on the results of the data analysis obtained, it shows that the lecturers' committed attitudes all show a score of above 3.58 on a scale of 4. This is not in line with the empirical data available at UKI. According to strategy experts, increasing lecturers' affective commitment carries out the following three pillars: (a) continuously reminding them of the lecturer's main task in implementing the three pillars so that it will stick in their memory and become their commitment to do it for themselves as well as for the organization; (b) the leader's role in being an example. Leaders must be role models for implementing the Three pillars. Being a role model has an affective effect on lecturers.

Based on the data obtained, it shows that lecturers' continuous commitment all show a score of 2.67 on a scale of 4. According to experts, the strategy to increase lecturers' continuous commitment to implementing the three pillars is as follows: (a) always monitor their three pillars activities and provide feedback so that lecturers ultimately have a continuous commitment to implementing them; (b) the main reference still refers to the vision and mission that have been established. Lecturers must be agile in facing changes to gain benefits from the changes that occur but must still refer to the vision and mission and the main tasks and functions Decree.

Based on the data obtained, it shows that the normative commitment of lecturers all show a score of above 2.73 on a scale of 4. Why is it normatively lacking in attention to lecturers' commitment even though normatively the regulations state that lecturers are obliged to carry out the three pillars. According to experts, the strategy to increase the normative commitment of lecturers to carry out three pillars of HE, namely (a) providing guidance in carrying out the three pillars and providing appreciation for their work; (b) Study programs and faculties must be firm in implementing personnel guidelines. If there are lecturers who do not implement the three pillars according to plan, let alone contrary to established norms, the leadership must be firm in giving sanctions. On the other hand, if the lecturer has carried out his duties and excelled, rewards must be applied

Based on the results of data analysis obtained through questionnaires, the average score for the mindset aspect is 3.47, attitude pattern 3.43 and behavior pattern 3.5 on a scale of 4. Based on strategy experts, improving the lecturer's mindset carries out the three pillars, namely: (a) creating positive thoughts to change old mindsets; (b) focus on the responsibilities and three pillars process as a lecturer; (c) increasing self-motivation to obey the rules and consequences as a lecturer who is obliged to carry out the three pillars; (d) looking for a positive environment that always implements the three pillars; (e) establish a routine for implementing the three pillars; (d) leaders become role models, especially regarding improving mindsets, communication, and loyalty.

Strategies to improve lecturers' attitude patterns in implementing the three pillars according to experts, namely: (a) lecturers respect their colleagues in implementing the three pillars; (b) lecturers should not easily judge colleagues if they have not been able to implement the three pillars; (c) lecturers are always honest in implementing the three pillars; (c) related units carry out socialization of rules, technical instructions and important guidelines in improving attitude patterns; (d) lecturers must know where the boundaries are considered to violate academic rules and community values; (e) involving lecturers in activities to improve behavioral patterns such as committees outside the university or participation as experts and experts at various scientific conferences

The strategy to optimize lecturers' behavior patterns in carrying out the three pillars, namely (a) continuously implementing the three pillars so that it will become culture; (b) collaborate with other lecturers in implementing the three pillars; (c) instilling the principle that the three pillars is the main task of lecturers which absolutely must be carried out; (d) continue to strive to understand the three pillars and the process of implementing it

Conclusions

Based on the results of the analysis, it can be concluded that (a) lecturers' perceptions of lecturers' commitment and lecturers' perceptions of good quality culture, (b) the relationship between lecturers' commitment and quality culture is positive and significant, (c) Strategies to improve the quality culture of higher education to increase lecturers' commitment to implementing the three pillars of leadership become role models, lecturers adhere to their main duties and responsibilities, lecturers must be agile in changing, lecturers are active in activities outside campus such as taking part in conferences, being resource persons, and others. Suggestions, leaders carry out monitoring and assessment of lecturer performance. The results of the assessment are followed up by notifying the lecturer concerned so that continuous improvement occurs.

The leadership provides every lecturer with the opportunity to take part in scientific activities outside the campus.

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