

Research Article

The Influence of Servant Leadership on Lecturers Performance Through Organizational Commitment in Central Kalimantan Higher Education

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This study aims to look at how organizational commitment in private tertiary institutions in Central Kalimantan affects lecturer performance in relation to servant leadership. Based on the empirical phenomena, many professor careers were found to be static at particular levels; the Tri Dharma's subpar performance served as an indicator of this. An explanatory quantitative method for causality is used in this work to describe the link between exogenous and endogenous factors. In Central Kalimantan, 232 qualified lecturers served as the research population. The direct and indirect impacts of the factors under study were examined utilizing the SEM Amos analytic approach. The study's findings suggest that professor performance is not directly impacted by servant leadership. These findings suggest that the impact of servant leadership on lecturer performance might be totally mediated by organizational commitment.

Keywords: servant leadership, lecturer performance, Central Kalimantan, commitment

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1. Introduction

The current implementation of Lecturer certification must go through tests and various skills verification. This phenomenon has the effect that only lecturers who reach a certain level of professional competence can receive certification. Skills, responsibilities and abilities in carrying out tasks can meet the demands of the lecturer's role and expertise. This can be used to predict the level of lecturer performance: namely motives, self-concept, character. The satisfaction of psychological needs, specifically autonomy, competence, and relatedness, as well as organizational commitment and work oriented toward behavior change, were directly predicted by the principal's perceived learning

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support, according to earlier research on the topic [1], [2]. These findings were positive and significant.

Organizational commitment is a feeling that requires staying in an institution, this is due to the existence of obligations and responsibilities towards the institution by paying attention to the norms, values and beliefs of an employee [3]. It can be concluded that normative commitment is based on a three-component approach, namely work pressure, appreciation and psychological contract. If an employee has high normative commitment, the employee always follows the procedures or regulations that apply in the institution or company, such as discipline in terms of time, improving the quality of work, and being able to achieve the targets that have been set [2]. Planned and accompanied by increased performance. Normative commitment can also have a negative impact, this is due to a lack of communication regarding the benefits of change so that employees feel they have no obligation to participate in readiness to change [4], [5].

An emotional connection between an employee and the company, managers, and other workers is known as affective commitment, and job engagement is seen as a component of wellbeing [6], [7]. High work participation employees are unlikely to feel quickly detached from their jobs. The perceived costs of leaving the company influence the degree of continuing commitment, which suggests a need to stay. According to other research, normative factors namely, lecturers' commitment to organizational loyalty and their belief in equality have a significant impact on the relationship between interpersonal communication and organizational commitment to lecturer performance. Additional studies support the notion that organizational commitment and leadership conduct are positively correlated [8]. According to this study, organizational commitment is significantly impacted by the leadership style. The study's findings demonstrate the beneficial effects of servant leadership on organizational learning, employee empowerment, and competitive advantage. Employee empowerment also positively affects competitive advantage [9], [10].

It is highly hoped that universities that have quality human resources can provide services and be affordable for the community. In addition to shaping individuals, humans also contribute to the development of social cultures that promote higher standards of living [11]. As of early November 2020, data from BAN-PT's institutional and study program accreditations is the primary indicator of the caliber of higher education in Indonesia. Of the 3367 PTs, 1899 had obtained A 83 PT accreditation, <B 662 PT accreditation, C1154 PT accreditation, and the remaining 1468 PTs had not received any accreditation (DIKTI). The implementation of the rules for promotion to rank, which regional lecturers

feel is very difficult to fulfill, is an obstacle to achieving accreditation with satisfactory grades. This phenomenon makes lecturers reluctant to study at a higher level. This has an impact on higher education accreditation. The impact of cultivating the Higher Education Tridharma on the conduct of instructors as faculty members [12].

Research on the performance of lecturers at the LLDIKTI Region XI Kalimantan Higher Education Service Institution with Servant Leadership and professional competence, mediated by organizational commitment, is required in light of the background information mentioned above. The purpose of this study is to examine how organizational commitment and servant leadership affect lecturer performance in the private higher education setting of Central Kalimantan's LLDIKTI Higher Education Service Institution Region XI Kalimantan.

2. Literature Review

2.1. Servant leadership

Servant Leadership is one tactic that is becoming increasingly popular [13]. It is defined as a comprehensive strategy where leaders focus on the ethical, social, and emotional facets of the relationship between themselves and their followers in order to assist followers in growing and developing their abilities and, as a result, achieving greater success. The follower centric approach prioritizes leaders who help followers, Servant Leadership is special because it emphasizes leaders who serve followers [14]. Leadership theory has developed as follows: Servant leadership is unique because it places an emphasis on leaders serving followers, whereas other follower-centric methods prioritize leaders assisting followers [15], [16].

Servant Leadership is one strategy that is gaining a lot of traction [17] It is described as a holistic approach where leaders concentrate on the social, emotional, and ethical aspects of the leader-follower relationship to help followers improve and develop their skills and thereby achieve success [18] While other follower centric approaches prioritize leaders who help followers, Servant Leadership is special because it emphasizes leaders who serve followers.

In this research, Servant Leadership uses 4 indicators including actions: 1. Service, 2. Trust, 3. Credibility, 4. Vision [19]. The competitiveness of higher education is significantly impacted by the significant role that servant leadership plays in regard to the performance of human resources, particularly lecturers. Servant leadership is important

in higher education for a number of reasons, including: playing a role in promoting institutional competence in society, designing a recruitment system for academic staff and new students, providing motivation and authority for study programs to develop their study programs, improving the academic atmosphere.

2.2. Lecturer performance

Increasing human resources determines a country's progress because the government is focusing on human resource development. The Republic of Indonesia Government Regulation Number 37 of 2009, which stipulates that universities as educational institutions have a very big role in developing human resources and boosting the nation's competitiveness, is what the government is focussing on. Seeing this role, every lecturer is required to always improve themselves and have high performance which can be seen from a performance perspective, both related to formal functions (role performance) which is an organizational need and performance outside the role (performance in additional roles). Law Number 14 of 2005 concerning Teachers and Lecturers, as well as Republic of Indonesia Government Regulation Number 37 of 2009 concerning Professors, specifically mandate the performance of Indonesian lecturers. A lecturer is a professional in the field of civil service education and a scientist, and their main responsibility is to transform, develop, and disseminate science, technology, and art through education, research, and community service [20]. Campuses are sacred institutions that play a role in discovery or innovation activities, conceptualization of ideas, dissemination of knowledge and dissemination of truth based on empirical data and facts [21]. In carrying out daily activities, paying attention to ethical norms is important because ethical norms contain all the rules that regulate appropriate actions [20], [22], [23]. Unethical behavior and not following the rules will certainly have an impact and give rise to legal problems and indeed give rise to formal and social sanctions. Unethical behavior will lose trust from internal parties such as colleagues or external parties in the surrounding environment. In the academic world, campuses function as sacred institutions that play a role in discovery or innovation activities, conceptualization of ideas, dissemination of knowledge and dissemination of truth based on empirical data and facts.

2.3. Organizational commitment

A three-dimensional paradigm called Dimensions of Organizational Commitment is used to describe organizational commitment in three different ways: emotional, continuous, and normative commitment [3], [7], [24]. These characteristics explain several approaches to cultivating organizational commitment and how they affect worker behavior.

Commitment is frequently linked to an employee's objectives and want to continue being a member of a certain company, as well as their position within that organization [25], [26]. Other research on assessing the quality of lecturers shows that competencies related to interpersonal skills are found in a higher proportion than those related to professional development. "Competence based performance model of multi skilled workers with learning and forgetting" [27]. It is challenging to solve planning models that try to manage workforce growth through job assignment since competence effects performance and experience in a non-linear way. Competence is one of the important targets for improving performance in a company. Commitment and competence are methods for solving individual performance problems by improving work performance [28]. The conceptual framework offers specific variables and components that show how different components relate to one another [29].

3. Hypothesis

The formulation of the hypothesis presented in this research is as follows, and it is based on the Research Conceptual Framework and the proposed research objectives:

H1: Servant leadership influences lecturer performance.

H2: Servant leadership influences organizational commitment

H3: Organizational commitment influences lecturer performance.

H4: Servant leadership influences lecturer performance which is mediated by organizational commitment

4. Methods

In accordance with the problems and research objectives that have been prepared to address the issues that have been raised, the research is designed with a causality

approach, analyzing the relationship and influence between servant leadership variables, competence, commitment and lecturer performance, so the research is also called explanatory, specifically outlining causal links and evaluating hypotheses derived from the goal of the investigation, this research comprises testing hypotheses (Hypothesis testing).

All of the study's participants were lecturers in Central Kalimantan, the LLDIKTI XI Kalimantan Higher Education Service Institution Region, 2020/2021 academic year. From the lecturer data above, researchers only took 5% each from each college and university to be used as samples in this research. The 5% will be calculated using the Slovin formula. So, from the Slovin formula calculation the result was 232, Therefore, 232 academics in Central Kalimantan served as the study's sample.

The sampling technique uses simple random sampling, where all the population has the same opportunity to become a respondent. So based on these considerations, this research sample will use the criteria of lecturers who have certification, specifically 232 instructors in Kalimantan, Central. Both multivariate structural equation modeling and SEM (simultaneous equation model) analysis were used to examine the gathered data. to use the AMOS software program to do this analysis. In the research, structural equation modeling is the analytical technique.

5. Results

The structural equation modeling (SEM) method is used in this study. Prior to doing an analysis, testing, or evaluation, the empirical research model is completed. The empirical model of this study's testing findings are displayed as follows in Figure 1's structural model visualization:

If empirical results support the theoretical model in the study conceptual framework, it is considered fit. The structural model's goodness of fit and the overall model's goodness of fit are the two indicators that show how well the model was employed. The Appendix contains the results of evaluating the structural model's and the overall model's goodness of fit in relation to the findings of the SEM analysis. To determine if the empirical data shown in Table 1 support the hypothetical model, or the overall goodness of fit model.

The Overall Goodness of Fit test results indicate that there are several criteria, namely RMSEA, GFI, CMIN/DF, TLI and CFI showing a good model. Based on the parsimony

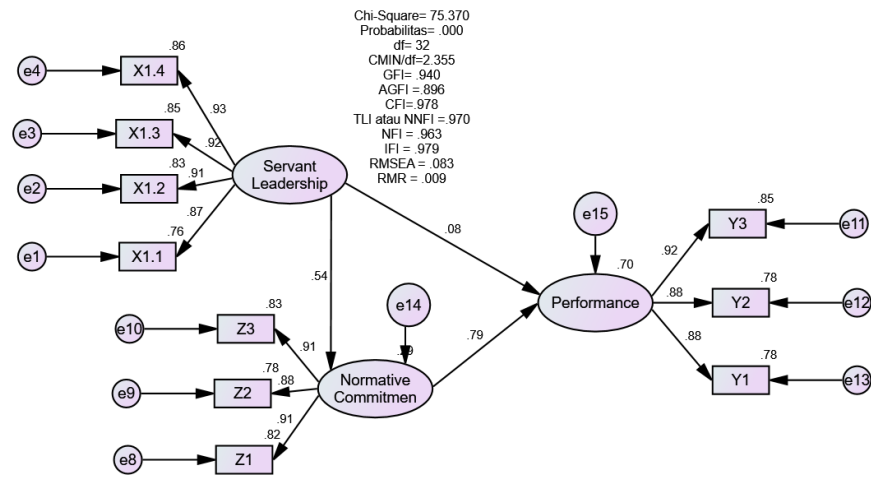


Figure 1: SEM analysis results.

TABLE 1: Social demographic Characteristics of respondents (n=183).

Goodness of Fit Indeks	Cut-off Value	Result	Model Evaluation
Chi – Square	>40,65	75,370	Not good
Probability	≥ 0.05	0,000	Not good
RMSEA	≤ 0.08	0,063	Good
GFI	≥ 0.90	0,925	Good
AGFI	≥ 0.90	0,880	Marginal
CMIN / DF	≤ 2.00	1,924	Good
TLI	≥ 0.95	0,973	Good
CFI	≥ 0.95	0,980	Good

principle, It may be concluded that the SEM model in this study is appropriate and acceptable for usage if one of the several criteria in Table 5.8 satisfies the cut-off value, allowing for further debate and interpretation.

5.1. Variable measurement model in the model

Model for measuring servant leadership variables. Four indicators are used to quantify this variable: service, credibility, trust, and vision.

TABLE 2: Servant leadership variable measurement model.

Indicator	Impact component	S.E.	CR	P-value	Information
X1.1	0,873			Fix	Significant
X1.2	0,910	0,056	18,873	<0,000	Significant
X1.3	0,922	0,063	19,393	<0,000	Significant
X1.4	0,928	0,059	19,679	<0,000	Significant

The first indicator in the measurement is Service, achieved a impact component of 0.873 and a fixed (significant) P-value. Thus, service indicators are significant as a measure of servant leadership. Trust is the second indicator in the measurement, with a impact component of 0.910 and a significant P-value of <0.000 <0.05. As a result in table 2, the trust indicator is important for gauging servant leadership. Credibiity, the third indicator in the measurement, with a impact component of 0.922 and a significant P-value of <0.000 <0.05. As a result, the Credibility indicator has importance in assessing Servant Leadership. Vision is the fourth indication in the assessment, with a impact component of 0.928 and a significant P-value of <0.000 <0.05. As a result, the Vision indicator is important for gauging servant leadership. The four indicators, namely service, trust, credibility and vision, are significant as a measure of servant leadership. From the highest impact component coefficient, it is found that Vision is the strongest measure of servant leadership.

The measurement of organizational commitment variables has three indicators, namely affective, sustainable and normative.

TABLE 3: Commitment variable measurement model.

.Indicator	Impact component	S.E.	CR	P-value	Conclusion
Z1	0,907			Fix	Signifikan
Z2	0,884	0,058	14,918	<0,000	Signifikan
Z3	0,909	0,047	20,333	<0,000	Signifikan

Based on table 3, the first indicator is affective, obtained a impact component of 0.907, and the P-value is physical (significant). So affective indicators are significant as a measure of commitment. The second indicator is sustainable, obtained a impact component of 0.884, and a P-value of <0.000 <0.05 (significant). Thus, sustainable indicators are significant as a measure of commitment. The third indicator is normative, obtained a impact component of 0.909, and a P-value of <0.000 <0.05 (significant).

Thus, normative indicators are significant as a measure of commitment. All three indicators are significant as a measure of organizational commitment. From the magnitude of the highest impact component coefficient, it is found that affective is the strongest measure of commitment.

The lecturer performance variable has three indicators, specifically instruction and learning, investigation and creation as well as volunteer work.

TABLE 4: Measurement model for lecturer performance variables.

Indicator	Impact component	S.E.	CR	P-value	Information
Y1	0,881	0,059	18,349	<0,000	Significant
Y2	0,884	0,053	19,120	<0,000	Significant
Y3	0,923			Fix	Significant

Based on table 4, the first indicator is education and teaching, obtained an impact component of 0.881, and a P-value of <0.000 <0.05 (significant). Thus, education and teaching indicators are significant as a measure of lecturer performance. The second indicator is research and development, obtained a impact component of 0.884, and a P-value of <0.000 <0.05 (significant). Thus, the research and development indicator (y2) is significant as a measure of lecturer performance. The third indicator of community service has a impact component of 0.923, and the P-value is fixed (significant). Thus, the community service indicator is significant as a measure of lecturer performance. The three indicators, specifically community service, research and development, and teaching and education are significant as measures of lecturer performance. From the highest impact component coefficient, it is found that education and teaching are the strongest measures of lecturer performance.

5.2. Hypothesis testing results on structural models

Nine direct effect (or links between variables) hypotheses were explored in the structural model.

Based on table 5, the results of the investigation show a clear correlation between the variables that is both significant (blue arrow) and not significant (red arrow), and the correlation between independent variables also shows significant results (marked with a black arrow).

TABLE 5: Direct and Indirect effect.

Hypothesis	Direct effect	Coefficient	Standard Error	Critical Ratio	P-Value	Information
Direct Effect						
H1	Servant Leadership → Lecturer performance	0,071	0,054	1,320	0,187	Not Significant
H2	Servant Leadership → Commitment	0,541	0,070	7,686	0,000	Significant
H3	Commitment → Lecturer performance	0,725	0,061	11,974	0,000	Significant
Indirect Effect						
H4	Servant Leadership → Commitment → Lecturer performance	0,463	Direct influence between X1 and Z (Significant) and direct influence between Z and Y (Significant), Direct influence X1 and Y (not significant)		Z is the full Mediation Variable	

With a CR value of 1.320 and a path coefficient of 0.077, the results of hypothesis testing using the SEM technique indicate that the performance of lecturers is not much impacted by servant leadership. There is sufficient empirical evidence to adopt H0, It claims that there is no appreciable difference between lecturer performance and servant leadership, because $CR < 1.96$ (Z table critical value at alpha 5%).

Using the SEM approach for hypothesis testing, a path coefficient of 0.537 and a CR value of 7.686 indicate a significant impact of servant leadership on commitment. The Z table critical value at alpha 5% is more than 1.96, indicating that there is sufficient empirical support for H1, which asserts that Servant Leadership significantly influences Commitment. A positive coefficient suggests that there is a favorable correlation between Servant Leadership and Commitment.

The influence of commitment on lecturer performance is found to have a substantial effect, having a CR value of 11.974 and a path coefficient of 0.792, according to hypothesis testing using the SEM technique. There is enough empirical data to substantiate H1, which asserts that a lecturer’s level of dedication greatly influences their performance, since $CR > 1.96$ (the Z table critical value at alpha 5%). A positive coefficient suggests that a lecturer’s performance increases with increased dedication.

The coefficient value is positive, namely 0.053, meaning that if Servant Leadership is good then Commitment will also be good so that it can increase the level of Lecturer Performance. Because the coefficient of direct influence Commitment is a

perfect mediating variable in the relationship between Servant Leadership and Lecturer Performance because the coefficients of direct influence between Servant Leadership and Commitment and Commitment on Lecturer Performance are both significant. The relationship between Servant Leadership and Lecturer Performance is not significant.. Since commitment is the ideal mediation variable, Servant Leadership will significantly impact Lecturer Performance.

6. Discussion

It is known from the analytical test findings that lecturer performance is unaffected by servant leadership, which means that the attitude of a leader in an organization or agency will not influence how lecturers perform in an organization. The phenomenon that occurs in organizations, where the attitude of Servant Leadership really determines how lecturers perform in a university, with these findings, the phenomenon is not in line with the results of the findings, because in reality in an institution the attitude of Servant Leadership really determines the direction of a lecturer's performance [30].

One who practices servant leadership first takes on the role of servant. beginning with the innate conviction that one must serve in order to be served. The study's findings contradict earlier findings that suggested servant leadership significantly and favorably affected lecturers' performance [30], [31].

Based on the outcomes of the analytical tests that were conducted, it was discovered that Servant Leadership influences organizational commitment, which means that Servant Leadership will strengthen a lecturer's organizational commitment. Because Servant Leadership is at the forefront of how lecturers can become better. The phenomenon that occurs in agencies is in fact in line with the findings, namely that the increasing Servant Leadership will increase organizational commitment in an agency [32], [33].

One who practices servant leadership first takes on the role of servant. beginning with the innate conviction that one must serve in order to be served. Thus, the findings of this study support those of further research demonstrating a connection between organizational commitment and servant leadership.

The analysis's findings indicate that organizational commitment affects lecturers' effectiveness, which means that the more organizational commitment increases, the more performance the lecturer has. So, this phenomenon is in accordance with research

findings, where a lecturer must have a commitment to action and principles, in order to get maximum performance [34]–[36].

The degree of confidence and acceptance that workers have for Organizational commitment is defined as the goals of the organization and the members' willingness to stick with it. Consequently, this study lends credence to earlier research showing that performance is impacted by organizational commitment.

According to the study's findings, organizational commitment mediates the effect of servant leadership on lecturer performance, meaning that in a higher education setting, organizational commitment can reinforce the effect of servant leadership on lecturer performance [37], [38]. According to a phenomena that happens in the context of higher education, a leader who upholds dedication within the company will be able to enhance the performance of the lecturers under his supervision.

A person who engages in servant leadership first assumes the position of servant. starting with the fundamental belief that service is a prerequisite for receiving service. Organizational commitment is the level of trust and acceptance that employees have for the goals of the company and their readiness to stick with it. Organizational commitment has the potential to lessen the output impact of servant leadership. The primary conclusion of this study is that, in order to enhance lecturer performance, servant leadership must be implemented and then followed by dedication to the company.

7. Conclusion

Servant Leadership does not affect the professors' performance at private universities in Central Kalimantan. Servant Leadership influences organizational commitment in private universities in Central Kalimantan. Central Kalimantan's private universities' professors' performance is influenced by their organization's devotion. The impact of Servant Leadership on the performance of teachers at Central Kalimantan's private institutions is mediated by organizational commitment.

8. Suggestion

As input in the development of knowledge in the field of human resources, the results of this research suggest that agencies and each individual continue to maintain Servant Leadership and competence. An overview of the performance of instructors at Central

Kalimantan's private universities is given by the study's findings, that to improve lecturer performance, competency and Servant Leadership are needed. As a contribution to future research ideas and agendas, the same research should be carried out in other regional locations so that research on lecturer performance provides added value to competence and Servant Leadership.

This research can provide lecturers at private universities in Central Kalimantan with an overview of competency and Servant Leadership in order to achieve maximum organizational performance and commitment. Lecturers must be able to continuously increase their competencies so that their competencies are not only standard, and also a leader must be kind and serve his subordinates.

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