THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, CULTURE ORGANIZATION AND LECTURERS' COMPETENCE ON AFFECTIVE COMMITMENT AND ITS IMPLICATIONS ON LECTURERS' PERFORMANCE (SURVEY ON PTKIS IN THE CIAYUMAJAKUNING AREA)

Ahmad Munajim[1], Atty Tri Juniarti[2], Azhar Affandi[3]

[1,2,3]Universitas Pasundan, Indonesia

Email : [1]hajiahmadmunajim@gmail.com, [2]tri_lo03@yahoo.com, [3]azhar.affandi.dim@unpas.ac.id

ABSTRACT

This study aims to find out and obtain the results of an analysis of the influence of transformational leadership, organizational culture, and lecturer competence on affective commitment and the implications for the performance of PTKIS lecturers in the Cayumajakuning Region. The method used in the research is descriptive using a quantitative approach. The population is all certified lecturers in Kopertais II West Java Ciayumajakuning, numbering 240 certified lecturers. Meanwhile, sampling uses a random sampling technique where each member of the population has the same opportunity to be sampled. Based on the Krecjie table, a sample of 148 was obtained. In general, this study concludes that: 1a) Transformational Leadership is in the pretty good to good category with the highest dimension being Individual Consideration, the lowest dimension being Ideal/Charismatic influence, 1b) Organizational Culture is in the pretty good to good category with the highest dimension being Professionalism , the lowest dimension is Integrity, 1c) with the highest dimension being Pedagogic Competence, the lowest dimension being Professional Competence, 2) Affective Commitment is in the pretty good towards good category with the highest dimension being Employee Identification in Organizations, the lowest dimension being Employee Involvement in Organizations, 3) Lecturer performance is in the category of good enough towards good the highest dimension is Community Service, the lowest dimension is Research, 4) The Influence of Transformational Leadership on Affective Commitment is 21.46 percent, 5) The Influence of Organizational Culture on Affective Commitment is 37.55 percent , 6) The effect of Lecturer Competence on Affective Commitment is 22.38%, 7) There is a positive and significant influence of Transformational Leadership, Organizational Culture and Lecturer Competence variables simultaneously on Affective Commitment, 8) The Effect of Affective Commitment on Lecturer Performance is 84, 75 percent.

Keywords: *Transformational Leadership, Organizational Culture, Competence, Affective Commitment, Performance.*

78 | T h e   I n f l u e n c e   O f   T r a n s f o r m a t i o n a l   L e a d e r s h i p ,   C u l t u r e   O r g a n i z a t i o n
A n d   L e c t u r e r s '   C o m p e t e n c e   O n   A f f e c t i v e   C o m m i t m e n t   A n d   I t s   I m p l i c a t i o n s
O n   L e c t u r e r s '   P e r f o r m a n c e (S u r v e y   O n   P t k i s   I n   T h e   C i a y u m a j a k u n i n g   A r e a)

INTRODUCTION

Globalization and technological disruption are major locomotives of change in all fields. Education is one part that is seriously affected. Globalization presents a real challenge that educational processes and outputs no longer have only a local flavor but must be international. Meanwhile, disruption destroys establishments in all aspects, destroys the status quo and eliminates comfort zones. Every field must be prepared to be disrupted if it is not innovative and takes leading steps.

Disruption in the education sector is clearly visible, the emergence of cyber-based higher education (for example cyber universities) threatens established campuses and massively developed physical facilities. In the future, the function of towering lecture buildings will be reduced, replaced by virtual spaces that provide flexible access. Even now, many campuses have transformed, the lecture aspect has shifted from face-to-face to virtual, known as virtual learning. At least there is also a fifty-fifty one known as blended learning. In the midst of uncontrolled disruption, the existence of higher education must continue to improve and have a disruptive mindset.

Higher education in the national spectrum is divided into two, namely education under the Ministry of Education and Culture of the Republic of Indonesia through the Directorate General of Higher Education (Dikti) and the Ministry of Religion through the Directorate of Islamic Religious Higher Education (Diktis). In order to facilitate the performance and coordination of private higher education under the Directorate General of Higher Education, they coordinate in one forum, namely Kopertis (Private Higher Education Coordinator) which has now changed to LLDIKTI, while under the Ministry of Religion it is called Kopertais (Private Islamic Religious Higher Education Coordinator). One of the Kopertais under the Ministry of Religion is Kopertais II which coordinates PTKIS (Private Islamic Religious Colleges) in the West Java Region.

Kopertais' domain for PTKIS is as coordinator in institutional development, coordinator in managing functional positions, and research coordinator for novice researchers. Before data centralization in PD Dikti, Kopertais also handled lecturer certification and lecturer coaching. Development of lecturers is an essential aspect in order to improve the quality of higher education in each Kopertais area. Coaching for lecturers is the main instrument in improving lecturer performance

Referring to the Tridharma of Higher Education, lecturer performance is closely related to duties in the fields of teaching, research and community service. Lecturer performance in the field of teaching includes teaching planning, teaching implementation, and teaching evaluation.

Lecturer performance in the field of research includes scientific publications in the form of journals, teaching materials, collaborative research, and competitive research in the form of research grants. Performance in the field of service concerns community empowerment, PKM, and other forms of participation in society and government.

Lecturer performance in the three domains mentioned above is certainly influenced by various factors, both internal and external factors. Trisnaningsih's (2012) research shows that motivation has the most dominant influence on lecturer performance. This shows that motivation for lecturers is important to improve their performance. Research (Ayuning, 2017) concludes that lecturer performance is influenced by many aspects, including the importance of strengthening lecturer capacity, active leadership participation in directing and guiding lecturers, giving rewards, improving campus management, financial transparency, raising funds other than students, and improving performance-based incentives. .

Performance is often defined as task achievement, where the term task achievement itself comes from thinking about the activities required by workers. Rivai and Basri (Nadeak, 2020) state that performance is the result or final level of a person's overall success during a certain period in carrying out tasks compared to various possibilities, such as standard work results, targets or objectives, or criteria that have been determined in advance and have been agreed upon. together. Performance includes aspects of effort, loyalty, potential, leadership and work morale. Specifically, professionalism is seen from three aspects, namely: the behaviors that a person shows at work, the real results or outcomes achieved by workers, and assessments of factors such as: encouragement, loyalty, initiative, leadership potential, and work morale (William and Anderson (Nadeak, 2020)). From several definitions regarding performance, it can be concluded that performance is the result of overall task achievement within a certain period.

Lecturer performance is the result of work achieved by lecturers within a certain period of time in accordance with their authority and responsibilities as academic functional staff (Aisyah, 2019). Lecturer performance is the output of the process carried out by lecturers through work presentations, work implementation, work achievements, work results and work performance. Performance is also something that can be measured through evaluation or performance assessment (Nadeak, 2020).

Lecturer performance is the result of the lecturer's affective commitment to the institution. High affective commitment will be directly proportional to lecturer performance, meaning that the higher the commitment, the higher the lecturer's performance will be. Commitment is a form of responsibility accompanied by an attitude of feeling of ownership, having common interests, and contains an element of struggle (efforts) for success.

High commitment does not appear suddenly but is formed due to many things such as comfort in working, space for actualization, expectations of the institution, good work culture, supportive leadership, and of course lecturer competence. Comfort at work is interpreted as freedom from psychological and physical burdens so that lecturers will feel easy going at work. Space for actualization is really needed because every human being actually needs appreciation and recognition. Even in Maslow's theory, actualization is the highest hierarchy. The existence of high expectations from lecturers towards the institution will influence affective commitment. Lecturers'

80 | T h e   I n f l u e n c e   O f   T r a n s f o r m a t i o n a l   L e a d e r s h i p ,   C u l t u r e   O r g a n i z a t i o n
A n d   L e c t u r e r s '   C o m p e t e n c e   O n   A f f e c t i v e   C o m m i t m e n t   A n d   I t s   I m p l i c a t i o n s
O n   L e c t u r e r s '   P e r f o r m a n c e (S u r v e y   O n   P t k i s   I n   T h e   C i a y u m a j a k u n i n g   A r e a)

expectations of the institution indicate that the institution gives lecturers confidence to become a medium for developing professionalism and economic support as well as their academic career. The existence of hope indicates the existence of academic life in the institution where the lecturers live.

Affective commitment leads to the employee's emotional attachment to, identification with, and involvement in the organization. This means that affective commitment is related to employees' emotional attachment, employee identification with, and employee involvement in the organization. Thus, employees who have strong affective commitment will continue to work in the organization because they really want to do that (Chairy, 2012).

Work culture will greatly influence lecturers' affective commitment. A productive and competitive environment will shape lecturers to follow a productive and competitive rhythm, and vice versa. A good work culture is the result of leadership that supports and reflects the success of leaders as climate makers. According to Robbins (Tuala, 2020), culture implies the existence of certain dimensions or characteristics that are closely related and interdependent. Several variables supporting the lecturer's affective commitment will certainly not contribute positively if they are not supported by adequate lecturer competence.

The weakest dimension in Lecturer Competency is the professional dimension. Based on researchers' observations and limited interview results, the professional dimension is very low, this can be understood, this is mainly due to lecturers improving their pedagogical abilities more through the implementation of education and teaching. Matters related to the development of professionalism are still limited, in fact the development of professionalism is completely left to the lecturers themselves, in this case the institutions and leaders pay little attention to the guidance and development of professionalism.

The reason for choosing PTKIS in the Ciayumajakuning Region as the research locus was due to several considerations as follows:

1. The Ciayumajakuning region is an area in the northern area of West Java Province which borders Central Java Province, where the majority of the population is Muslim, and efforts to develop the HDI (Human Development Index) are very serious.
2. The existence and quality of PTKIS in the Ciayumajakuning area is still limited.
3. The demand for quality human resources as a consequence of increasing development in the Ciayumajakuning area is quite high, while PTKIS's ability to produce quality graduates is still limited.
4. The performance of lecturers at PTKIS in the Ciayumajakuning area is still limited or not optimal.
5. The performance of PTKIS lecturers in the Ciayumajakuning area has not been revealed through the latest research so that the results of this research can be a basis for developing lecturers.

6. The description of campus academic culture in the Ciayumakuning area has not been researched, so this research needs to be carried out in order to strengthen campus competitiveness.
7. The profile of PTKIS leaders in the Ciayumajakuning area has not been revealed through research so this research is very important to carry out.

Based on the phenomena and opinions of researchers expressed above, and the results of the pre-survey conducted by researchers, it shows that lecturer performance is not optimal, lecturer organizational culture is still low, transformational leadership is not yet effective, lecturer competence is still limited, lecturer affective commitment is still limited , then based on these phenomena, the focus of the research that will be carried out by researchers is on the less than optimal performance of lecturers, due to the low affective commitment to work of lecturers, while efforts to improve lecturer performance require support from: effective leadership, high competence, culture high organization, and affective commitment of lecturers.

METHODOLOGY

Research methods are basically a scientific way to obtain data with specific purposes and uses. This research is quantitative research which produces more measurable information (Sidik Priadana., 2021). Based on this, there are four key words that need to be considered, namely scientific methods, data, objectives, and uses. The research carried out in this study is applied research, namely research that aims to solve practical life problems by applying, testing and evaluating the capabilities of a theory. The method used in this research is a descriptive verification method with a quantitative approach.

Based on the variables studied, this research uses descriptive verification research methods. According to Moh. Nazir (2013), the descriptive method is a method for researching the status of a human group, an object, a condition, a system of thought or a class of events in the present. The approach used in this research is a quantitative approach. The quantitative approach in this research is used to find the magnitude of the relationship between the independent variable and the dependent variable, both individually and jointly with the influence of the independent variable on the dependent variable. This method is used to describe and analyze the influence of transformational leadership, organizational culture, and lecturer competence on affective commitment and its implications for lecturer performance.

Research design is basically a general description of the research plan that will be carried out to achieve the stated objectives. This research design, citing Sidik and Muis (2013), can be said to be a road map so that researchers remain consistent in implementing the research process. This research was carried out using a quantitative approach where the research design was more detailed at each step of the research activity.

Variables are an important element in research because with these variables research can be developed and processed so that the solution to the problem is known. The definition of research variables is as follows:

a. Transformational Leadership (X1)

Yukl (Syafrida Hafni Sahir, 2022) explains that transformational leadership calls on the moral values of followers in an effort to increase their awareness of ethical issues and to mobilize their energy and resources to reform institutions. There are four dimensions of transformational leadership, namely ideal/charismatic influence, inspirational motivation, individual consideration/consideration, and intellectual stimulation.

b. Organizational Culture (X2)

According to Robbins (Tuala, 2020), organizational culture is a shared perception held by organizational members, or a system of shared meaning. The dimensions of organizational culture at the Ministry of Religion consist of integrity, professionalism, innovation, responsibility and example.

c. Lecturer Competency (X3)

Competency is a collection of knowledge, behavior and skills that teachers must have to achieve learning and educational goals. Lecturer competence according to Law No. 14 of 2005 concerning Teachers and Lecturers has the dimensions of pedagogical, personality, social and professional competence.

d. Affective Commitment (Y)

Affective commitment according to Meyer and Allen (Rahyuda, 2015) emphasizes an individual's emotional attachment to their organization. The dimensions of affective commitment include employee emotional attachment, employee identification with the organization, and employee involvement in the organization.

e. Lecturer Performance (Z)

Lecturer performance is the output of the process carried out by lecturers through work presentations, work implementation, work achievements, work results and work performance. Performance is also something that can be measured through evaluation or performance assessment (Nadeak, 2020). Dimensions of lecturer performance include work presentation, work implementation, work achievements, work results and work performance.

RESULT AND DISCUSSION

1. The Influence of Transformational Leadership on Affective Commitment

Based on the results of the verification analysis, it is known that partially, Transformational Leadership has a significant influence on Affective Commitment. The total contribution made by Transformational Leadership to Affective Commitment is 0.3149 or 31.49 percent. The Transformational Leadership variable has a smaller direct influence value compared to its indirect influence, so it can be concluded that the Transformational Leadership variable is a non-dominant variable.

Based on the test criteria previously explained, it can be seen that the t-count value of the Transformational Leadership variable is in the area of rejection of the null hypothesis. This indicates that H0 is rejected and H1 is accepted, meaning that Transformational Leadership has a partially positive and significant effect on Affective Commitment.

Considering that the value of the coefficient of determination is the largest, the Transformational Leadership variable is a fairly large variable in forming Affective Commitment. This is understood because the transformational leadership style implemented has a relationship that influences the affective commitment of its members. As can be seen, the transformational leadership style applied by university leaders to lecturers to carry out their roles and duties is in accordance with the affective commitment they carry.

To increase the influence of Transformational Leadership, PTKIS in the Ciayumajakuning Region must take the following steps:

1. Increase the ability of leaders to be able to show confidence in carrying out leadership in higher education.
2. Improve the leadership's ability to encourage lecturers to become better both on campus and outside campus.
3. Increase the ability of leaders to listen to complaints from lecturers and employees sincerely and wholeheartedly.
4. Improve the intelligence capabilities of leaders by continuing to update scientific fields and participate in various training.

Advanced and modern organizations make organizational leadership an important thing that determines organizational goals. Therefore, organizational leadership is needed to strengthen the affective commitment of every member in the organization. The important thing about organizational leadership can be seen from the application of a transformational leadership style. This leadership style is the actualization of a leader figure who is able to encourage his subordinates to carry out their roles and task demands in the organization, so that this transformational leadership style has a relationship that influences the affective commitment of its members. As can be seen, the transformational leadership style applied by university leaders to lecturers to carry out their roles and duties is in accordance with the affective commitment they carry.

Based on the research results in proving the proposed research hypothesis, it is proven that leadership style has a positive and significant effect on affective commitment. This means that PTKIS leaders in the Ciayumajakuning Region have been able to actualize a transformational leadership style in accordance with the style of charisma, inspiration, intellectual stimulation, individual consideration in supporting or strengthening the transformational leadership style, which influences the lecturers' affective commitment.

84 | T h e   I n f l u e n c e   O f   T r a n s f o r m a t i o n a l   L e a d e r s h i p ,   C u l t u r e   O r g a n i z a t i o n
A n d   L e c t u r e r s '   C o m p e t e n c e   O n   A f f e c t i v e   C o m m i t m e n t   A n d   I t s   I m p l i c a t i o n s
O n   L e c t u r e r s '   P e r f o r m a n c e (S u r v e y   O n   P t k i s   I n   T h e   C i a y u m a j a k u n i n g   A r e a)

2. The Influence of Organizational Culture on Affective Commitment

Based on the results of the verification analysis, it is known that partially, Organizational Culture has a significant influence on Affective Commitment. The total contribution made by Organizational Culture to Affective Commitment is 0.4480 or 44.80 percent. The Organizational Culture variable has a direct influence value that is greater than its indirect influence, so it can be concluded that the Organizational Culture variable is the dominant variable.

Based on the test criteria previously explained, it can be seen that the t-calculated value of the Organizational Culture variable is in the area of rejecting the null hypothesis. This indicates that H0 is rejected and H1 is accepted, meaning that Organizational Culture has a partially positive and significant effect on Affective Commitment.

Considering that the coefficient of determination value is the second largest, the Organizational Culture variable is a fairly large variable in forming Affective Commitment. This is understood because the application of organizational culture at PTKIS in the Ciayumajakuning Region is based on philosophical foundations which are normative habits that have been instilled by the previous founders to advance this organization. Organizational culture has an important role in aligning the vision, mission and goals of each member of the organization in developing affective commitment.

To increase the influence of Organizational Culture, PTKIS in the Ciayumajakuning Region must take the following steps:
1. PTKIS in the Ciayumajakuning Region must be able to act firmly in giving warnings and punishments to lecturers who do not comply with the rules and regulations.
2. Increase the ability of lecturers to always carry out and complete assignments on time.
3. Improve the ability of lecturers to utilize information and communication technology in carrying out their duties at higher education.
4. Encourage lecturers to always be fully committed to carrying out their duties.
5. Raising awareness among lecturers to always start all good deeds from themselves and become role models or role models for lecturers and others.

The application of organizational culture at PTKIS Ciayumajakuning Region is based on the basic philosophy which is a normative habit that has been instilled by the previous founders to advance this organization. Organizational culture has an important role in aligning the vision, mission and goals of each member of the organization in developing affective commitment. The importance of organizational culture for a lecturer is a culture that has become an ingrained habit for every member of the organization to always have a strong affective commitment. This indicates that there is a relationship between the importance of organizational culture and the affective commitment possessed by lecturers

3. The Influence of Lecturer Competence on Affective Commitment

Based on the results of the verification analysis, it is known that partially, Lecturer Competence has a significant influence on Affective Commitment. The total contribution made by Lecturer Competence to Affective Commitment is 0.2564 or 25.64 percent. The Lecturer Competency variable has a smaller direct influence value compared to the indirect influence, so it can be concluded that the Lecturer Competency variable is a non-dominant variable.

Based on the test criteria previously explained, it can be seen that the t-calculated value of the Lecturer Competency variable is in the area of rejection of the null hypothesis. This indicates that H0 is rejected and H1 is accepted, meaning that Lecturer Competence has a partially positive and significant effect on Affective Commitment.

Considering that the value of the coefficient of determination is the smallest in this model, the Lecturer Competence variable is a variable that is not very large in forming Affective Commitment. This is understood because lecturer competencies have been well actualized at PTKIS. The elements of competence that have been actualized are pedagogical, professional, personality and social competence in influencing affective commitment.

To increase the influence of Lecturer Competency, PTKIS in the Ciayumajakuning Region must take the following steps:
1. Increase the lecturers' ability to act creatively and be able to develop the syllabus.
2. Increase the ability of lecturers to act by prioritizing wise attitudes both with lecturers, employees and students.
3. Encourage lecturers to act sincerely and wholeheartedly in carrying out their duties.
4. Improve the ability of lecturers to apply their scientific fields in everyday life.

Based on the research results in proving the hypothesis that the direct influence of organizational culture has a positive and significant effect on lecturers' affective commitment.

4. Simultaneous Influence of Transformational Leadership, Organizational Culture and Lecturer Competence on Affective Commitment

Based on the calculation results, the coefficient of determination (R^2) obtained as a percentage shows the contribution of the three independent variables, namely Transformational Leadership, Organizational Culture and, Lecturer Competence towards Affective Commitment, which is 77.81 percent.

In an effort to increase Affective Commitment, PTKIS in the Ciayumajakuning Region must encourage lecturers to apply the variables of Transformational Leadership, Organizational Culture and Lecturer Competencies in a more planned and programmed manner effectively and efficiently, so that they are better able to increase Affective Commitment. Apart from that, PTKIS in the Ciayumajakuning area must

provide more opportunities for their lecturers to further improve their education and skills. Leaders must also provide exemplary examples to their subordinates, which include: Transformational Leadership, Organizational Culture and, Lecturer Competence.

The details and discussion of each variable are as follows:

1. Transformational Leadership has the second largest influence on Affective Commitment, where the direct influence is greater than the total indirect influence, so the Transformational Leadership variable is a non-dominant variable.

2. Organizational Culture has the greatest influence on Affective Commitment, where the direct influence is greater than the total indirect influence, so the Organizational Culture variable is the dominant variable.

3. Lecturer Competence has the third largest influence on Affective Commitment, where the direct influence is smaller than the total indirect influence, so the Lecturer Competency variable is a non-dominant variable.

Thus, simultaneously the variables Transformational Leadership, Organizational Culture and, Lecturer Competence at PTKIS in the Ciayumajakuning Region provide a significant contribution in forming Affective Commitment at PTKIS in the Ciayumajakuning Region.

5. The Influence of Affective Commitment on Lecturer Performance

Based on the results of the verification analysis, it is known that partially, Affective Commitment has a significant influence on Lecturer Performance. The total contribution made by Affective Commitment to Lecturer Performance is 0.8475 or 84.75 percent. The Affective Commitment variable has an influence value that is in the high category, so it can be concluded that the Affective Commitment variable is the dominant variable.

Based on the test criteria previously explained, it can be seen that the t-count value of the Affective Commitment variable is in the area of rejection of the null hypothesis. This indicates that H0 is rejected and H1 is accepted, meaning that Affective Commitment has a partially positive and significant effect on Lecturer Performance.

Considering the large value of the coefficient of determination in this model, the Affective Commitment variable is a variable that has a big influence in shaping Lecturer Performance. This is understood because PTKIS is an organization that brings together individuals and groups within the organization to jointly advance the organization. The success of an organization in advancing its work cannot be separated from the contribution of the human resources within it. College leaders and lecturers are human resources who are expected to be able to realize organizational goals. Because of this, people are needed who have competence in developing the vision, mission and goals of the organization according to the affective commitment they understand.

To increase the influence of Affective Commitment, PTKIS in the Ciayumajakuning Region must take the following steps:

1. Improve relations between lecturers and PTKIS.
2. Increase the sense of pride of the lecturers towards PTKIS.
3. Increase emotional involvement between lecturers and PTKIS.

Based on the research results in proving the hypothesis proposed regarding the influence of competence on affective commitment, it is proven to have a positive and significant effect. This means that the application of lecturer competencies has been well actualized at PTKIS. The elements of competence that have been actualized are pedagogical, professional, personality and social competence in influencing affective commitment.

CONCLUSION

Transformational Leadership at PTKIS in the Ciayumajakuning Region which is the object of research in this study is in the fairly good to good category, with the highest dimension being: Individual Consideration, while the lowest dimension is: Ideal/Charismatic Influence. The expert judgment opinion states that this condition is caused by the product young leadership, lack of leadership training, and detachment from religious culture.

The organizational culture at PTKIS in the Ciayumajakuning area which is the object of research in this study is in the fairly good to good category with the highest dimension being: Professionalism, while the lowest dimension is: Integrity. Expert judgment opinion states that this condition is caused by the lack of forming a culture and synergy between stakeholders. The competence of lecturers at PTKIS in the Ciayumajakuning area which is the object of research in this study is in the fairly good to good category with the highest dimension being: Pedagogical Competence, while the lowest dimension is: Professional Competence. The expert judgment opinion stated that this was caused by the difficulty of obtaining human resources in the regions and the lack of space for upgrading lecturers.

Affective Commitment at PTKIS in the Ciayumajakuning Region which is the object of research in this study is in the fairly good to good category with the highest dimension being: Employee Identification in the Organization, while the lowest dimension is: Employee Involvement in the Organization. The expert judgment opinion states that this is caused by internal conditions that do not support career development. The performance of lecturers at PTKIS in the Ciayumajakuning area which is the object of research in this study is in the fairly good to good category with the highest dimension being: Community Service, while the lowest dimension is: Research. The expert judgment opinion stated that this condition was caused by the lecturers' lack of appreciation and motivation.

The influence of Transformational Leadership on Affective Commitment is 21.46 percent. The results of hypothesis testing conclude that Transformational Leadership has a positive and significant effect on Affective Commitment. This can be understood,

because the transformational leadership style implemented has a relationship that influences the affective commitment of its members. As can be seen, the transformational leadership style applied by university leaders to lecturers to carry out their roles and duties is in accordance with the affective commitment they carry. The expert judgment opinion states that this condition is caused by transformative leadership being a gate for the formation of lecturers' affective commitment. In essence, leadership is strategic for creating other aspects, especially lecturers' affective commitment

The influence of organizational culture on affective commitment is 37.55 percent. The results of hypothesis testing conclude that Organizational Culture has a positive and significant effect on Affective Commitment. This can be understood because the application of organizational culture at PTKIS Ciayumajakuning Region is based on philosophical foundations which are normative habits that have been instilled by the previous founders to advance this organization. Organizational culture has an important role in aligning the vision, mission and goals of each member of the organization in developing affective commitment. The expert judgment opinion states that this is due to the quite strong cultural and socio-religious values of the PTKIS Institution in the Ciayumajakuning Region.

The influence of lecturer competency on affective commitment is 22.38%. The results of hypothesis testing conclude that Lecturer Competence has a positive and significant effect on Affective Commitment. This can be understood because lecturer competencies have not been properly actualized at PTKIS. The elements of competence that have been actualized are pedagogical, professional, personality and social competence in influencing affective commitment. The expert judgment opinion states that this condition is due to a systematic increase in lecturer competence which has been carried out in a planned manner so that affective commitment can arise from the lecturer.

There is a positive and significant influence of the variables Transformational Leadership, Organizational Culture and Lecturer Competence simultaneously on Affective Commitment at PTKIS in the Ciayumajakuning Region. Where the three independent variables are the dominant variables that form the Affective Commitment of PTKIS in the Ciayumajakuning Region. This is because transformational leadership, organizational culture and lecturer competence are the gates for forming affective commitment. In essence, transformational leadership, organizational culture and lecturer competence are strategic for creating other aspects, especially lecturer affective commitment.

The influence of affective commitment on lecturer performance is 84.75 percent. The results of hypothesis testing conclude that Affective Commitment has a significant effect on Lecturer Performance. This can be understood, because PTKIS is an organization that brings together individuals and groups within the organization to jointly advance the organization. The success of an organization in advancing its work

cannot be separated from the contribution of the human resources within it. College leaders and lecturers are human resources who are expected to be able to realize organizational goals. Because of this, people are needed who have competence in developing the vision, mission and goals of the organization according to the affective commitment they understand. The expert judgment opinion states that this condition is caused by the Affective Commitment at PTKIS in the Ciayumajakuning Region which is said to be quite good because the lecturer's performance products have emphasized individuals to be committed

REFERENCE

Alam, Y. (2018). Lecturer Competence, Student Learning Motivation and Its Impact on Student Achievement in Introductory Economics Learning (study of students in the Information Management study program at AMIK Bina Sriwijaya Palembang). 16(4).

Aisyah, N. (2019). Lecturer Performance is Viewed from the Aspects of Cognitive Ability, Organizational Culture, Individual Characteristics, and Work Ethics. In AA Rizky (Vol. 4, Issue 1). A A. Rizky.

Amen, Sophia; Believer, Amirul; Setiawati, Rike; Fitriaty, Fitriaty. (2021). Empowering leadership and human resources through stimulating innovative behaviors in higher education. Russia

Ayu, Nafi'ah and Diyan Putri Ayu. (2017). Factors that Influence the Performance of Permanent Lecturers at Insuri Ponorogo. Al-Adabiya Journal: Journal of Culture and Religion. Vol 12 No 2.

Arif, M. (2019). The Relationship between Academic Culture and Organizational Culture with Teacher Performance (Study at the Al-Azhar Bumi Serpong Damai Islamic School). Tadbir: Journal of Educational Management Studies vol. 3, no. 1, 17-37.

Avin Fadilla Helmi, I. A. (2009). Transformational Leadership, Trust and Knowledge Sharing in Organizations. Journal of Psychology Vol 36 No. 2, 95-105

Badrudin, 2013. Basics of Management. Bandung: Alphabeta.

Balwant, P. T. (2016). Transformational Instructor Leadership in Higher Education Teaching: A Meta Analytical Review and Research Agenda. Journal Of Leadership Studies, Volume 9, Number 4, 20-42.

C. Cullinan, D. B. (2018). Journal of Business Ethics, 225-235.

Carter, Lutheran Morris, (2022). Chief Petty Officers' Leadership Behaviors as a Predictor of United States Navy Enlisted Sailors' Organizational Commitment. America.

Chairy, L. S. (2012). Affective Commitment 4 "Regarding Organizational Commitment." Psi.UI. Jakarta, September, 1–8.

Danang Sudarso Widya Prakoso Joyo Widakdo. (2022). The Effect of Soft Skills on Organizational Performance: The Mediating Role of Resilient Leadership. England

Erlandson, P. (2005). The Body Disciplined: Rewriting Teaching Competence and the Doctrine of Reflection. Journal of Philosophy of Education, Vol. 39, no. 4,, 661-

90 | T h e   I n f l u e n c e   O f   T r a n s f o r m a t i o n a l   L e a d e r s h i p ,   C u l t u r e   O r g a n i z a t i o n
A n d   L e c t u r e r s '   C o m p e t e n c e   O n   A f f e c t i v e   C o m m i t m e n t   A n d   I t s   I m p l i c a t i o n s
O n   L e c t u r e r s '   P e r f o r m a n c e (S u r v e y   O n   P t k i s   I n   T h e   C i a y u m a j a k u n i n g   A r e a)

670.

Farhan, B. Y. (2018). Entrepreneurial behavior and the role of transformational leadership in higher education institutions. Int. J. Economics and Business Research, Vol. 16, no. 4, 476-486.

Gibson, James. L., John M., Ivancevich and James H., Donnelly, Jr. (2008) Organization and Management: Behavior, Structure and Process, translation by Joerban Wahid, Erlangga, Jakarta

Hairudinor, S. U. (2020). The Influence of Transformational Leadership Style and Organizational Culture on Employee Performance. Journal of Business Administration Vol 10 No. 1, 48-54.

T. Hani Handoko. (2013) Management. 2nd edition. BPFE.Yogyakarta.

Hasanati, N. (Vol. 9 (1) June (2017)). The Influence of Competency on Professional Commitment in Lecturers. Analytics,, 1-16.

Hassan A. A. Argia, A. (2013). The Influence of Transformational Leadership on the Level of TQM Implementation in the Higher Education Sector. Higher Education Studies; Vol. 3, no. 1, 136-146.

Herayni Darosa, d. (2014). The Influence of Organizational Commitment and Work Stress on the Performance of Permanent Lecturers at the Faculty of Social and Political Sciences, Raja Ali Haj Maritime University in 2014. Umrah, 1-37.

Ji Hoon Song, H. M. (2009). The Effect of Learning Organization Culture on the Relationship Between Interpersonal Trust and Organizational Commitment. Human Resource Development Quarterly, vol. 20, no. 2, Summer 2, 147-167.

Jones, J. (1989). Students' ratings of teacher personality and teaching competence. Higher Education, 551-558.

Jr. David M. Poter (2001). Gender Differences in Managers' Conceptions and Perceptions of Commitment to the Organization. Sex Roles, Vol. 45, Nos. 5/6, September, 375-390.

Juhro, S. M. (2020). Transformational Leadership (Second). Bank Indonesia Institute

Lim, T. (2015). Relationships among organizational commitment, job satisfaction, and learning organizational culture in one Korean private organization. Asia Pacific Educ. Rev., 311-320.

Madjid, Abd; Samsudin, Muh. Kuram ve Uygulamada Egitim Bilimleri. (2021). Impact of Achievement Motivation and Transformational Leadership on Teacher Performance Mediated by Organizational Commitment Turke

Manish Gupta, A. A. (2015). Impact of Work Engagement on Performance in Indian Higher Education System. Review of European Studies; Vol. 7, no. 3, 182-201

Marwansyah. (2016). Human Resource Management. Edition Two. Fourth printing. Alphabet. Bandung

Milwan Akbar Gunawan, H. G. (2019). Compensation, Competence, Organizational Commitment and Its Effect on Employee Performance: Job Satisfaction as Interverning. Journal of Applied Accounting and Taxation, 144-149.

Moeljono Djokosantoso, (2003). Corporate Culture and Corporate Excellence, Elex Media Komputindo, Jakarta

Muhamad Suhardi, S. A. (2020). The Effect of Organizational Culture, Leader Behaviors, Job Satisfaction, and Justice On Organizational Commitment. Journal of Applied Science, Engineering, Technology, and Education, 37-42.

Muhammad Tho'in, D. M. (2020). Analysis Of Work Satisfaction, Organizational Commitments, And Work Engagement Effect Toward Employee Performance In Sharia Banks. International Journal of Economics, Business and Accounting Research (IJEBAR), 222-228.

Nadeak, B. (2020). Description of the Performance of Private Higher Education Lecturers in Indonesia. Monograph, 98. www.penerbitwidina.com

Nurita Angesti Rahayu, I. M. (Volume 71, Number 1, 1 June 2019). The Influence of Transformational Leadership and Organizational Climate on Lecturer Performance Mediated by Lecturer Competence in Jayawijaya Regency. Rides, 47-60

Peccei, J. L. (2006). Perceived organizational support and affective commitment: the mediating role of organization-based self-esteem in the context of job insecurity. Journal of Organizational Behavior, 661-685

Priyono and Marnis. (2008). Human Resource Management. Sidoarjo: Zifatama Publisher.

Puteri Syarifah Al-Sakinah, A. S. (Volume 18 Number 2 June 2020). The Influence Of Spiritual Leadership On Lecturer's Performance With The Mediation Of Organizational Commitment And Work Motivation. Journal of Applied Management (JAM), 232-240.

Rahyuda, G. P. (2015). The Influence of Job Satisfaction, Affective Commitment, Calculative Commitment, and Normative Commitment on Turnover Intention at Ayodya Resort Bali. Unud Management E-Journal, Vol. 4, no. 8, 2243-2268

Rahyuda, P. G. (Vol. 6, No. 7, 2017). The Influence of Transformational Leadership on Affective Commitment Mediated by Feelings of Proud to Be a Follower. Unud Management E-Journal, 3683-3710.

Reda, H. M. (2018). Organizational Culture: A Case Study Measuring the Importance and Presence of Organization Values at a Higher Education Organization in Saudi Arabia. Engineering Management Research, 56-67.

Robbins, and Judge. (2018). Organizational Behavior, Tenth Edition (translated as Angelica). PT Index Gramedia Complex. Jakarta.

Rosida, N. (2015). The Relationship between Transformational Leadership and Organizational Culture and Teacher Professionalism (Case Study at SMA Negeri 47 Jakarta)

Sari, E. (2011). Organizational Culture Builds a Professional Work Ethic. Jakarta: Jayabaya University

Syafrida Hafni Sahir, D. (2022). Leadership and Organizational Culture. We Write Foundation.

Slahanti, M., & Setyowati, A. (2022). Transformational Leadership in Organizational

92 | T h e   I n f l u e n c e   O f   T r a n s f o r m a t i o n a l   L e a d e r s h i p ,   C u l t u r e   O r g a n i z a t i o n
A n d   L e c t u r e r s '   C o m p e t e n c e   O n   A f f e c t i v e   C o m m i t m e n t   A n d   I t s   I m p l i c a t i o n s
O n   L e c t u r e r s '   P e r f o r m a n c e (S u r v e y   O n   P t k i s   I n   T h e   C i a y u m a j a k u n i n g   A r e a)

Culture. Journal of Competitive Management, 23(2), 108–119. https://doi.org/10.23917/dayasaing.v23i2.16119

Sukamto, H., Yoshua, J., Thomas, K., & Kartika, E. W. (2013). Analysis of the Influence of Affective Commitment, Normative Commitment, and Continuous Commitment on Turnover Intention at Dragon Star Surabaya. Journal of Chemical Information and Modeling, 53(9), 1689–1699.

Tuala, R. P. (2020). Organizational Culture and Leadership in Islamic Educational Institutions. In Encephale (Vol. 53, Issue 1). http://dx.doi.org/10.1016/j.encep.2012.03.001

Sugiarto, I. (2018). Organizational climate, organizational commitment, job satisfaction, and employee performance. Diponegoro International Journal of Business, 112-120.

Susanto, Y. K. (2012). Organizational And Professional Commitment And Their Effect On Job Satisfaction. Journal of Economics, Business, and Accountancy Ventures Volume 15, No. 1, April, 127-132.

Sutrisno, Edy. (2016). Human Resource Management. Kencana Prenada Media Group. Jakarta

Trisnaningsih, Sri, (2012). Factors that influence the performance of accounting lecturers. Journal of Accounting & Auditing. Volume 8/No. 1/November2011

Uker, D. (2018). Management Fundamentals for the Food Industry. 1–40.

Usman, Husaini, (2013). Management Theory, practice and Educational Research. Edition 4 Prints 1. Earth of Letters. Jakarta.

Wachyu, Hajj Day, (2018). Determinants of Work Motivation and It's Implications on Performance of Permanent Lecturers of Private Universities with Accreditation Institution A in Kopertis Region III. England

Whitemore, J. (2009). Coaching for Performance: GROWing human potential and purpose. London: Nicholas Brealey.

Win Narasuci, M. S. (Volume 16, No. 4, December 2018). Effect Of Work Environment On Lecturer Performance Mediated By Work Motivation And Job Satisfaction. Journal Of Applied Management, 645-653.

Winardi. (2010), Organizational Behavior Management, Revised Edition, Jakarta: Kencana.

Hero. (2010). Organizational Culture and Climate Application Theory and Research.. Jakarta: Salemba Empat

Wijono, Sutarto. (2018). Leadership in Organizational Perspective. Jakarta: Prenadamedia Group.

Winarso, M. and W. (2020). Introduction to Management (First). Persada Pen. https://www.ptonline.com/articles/how-to-get-better-mfi-results