

The Effect of Organizational Commitment on Lecturer Performance During Work From Home (WFH)

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Abstract. This research was conducted to reveal the impact of organizational commitment on the performance of lecturers of the Faculty of Economics and Business UHAMKA during online learning or work from home. The method used in this research is quantitative descriptive. Where in the process, researchers make primary data obtained through the distribution of questionnaires to be used as material in revealing the hypotheses proposed. The questionnaire was distributed using the Likert scale as the basis for assessing the submitted statements. The data was then analyzed using IBM SPSS 25 software. The results show that the findings in this research show that organizational commitment has a positive and significant influence on performance in the teaching and learning process from home. Furthermore, simultaneously the existing independent variable showed a considerable influence on the dependent variable, which was 0.526 or 52.6 percent. This research has several differences compared to previous research, namely testing was carried out within the Faculty of Economics and Business UHAMKA and made FEB UHAMKA lecturers as samples in this research.

Keywords: Organizational, Commitment, performance

1 Introduction

In the era of globalization and the development of information technology, adaptation to change is a must, especially in the world of education. The phenomenon of working from home (WFH) has become an integral part of organizational dynamics, including in the context of higher education. Since the start of the global pandemic in 2020, educational institutions have faced major challenges to maintain the continuity of the teaching and learning process. One of the key groups that play an important role in the higher education system is lecturers. Lecturers as the spearhead of higher education implementation have a crucial role in achieving learning objectives. Therefore, the performance of lecturers is a factor that greatly affects the quality of higher education. During the Work From Home period, organizational commitment becomes a key element that can affect the performance of lecturers. Organizational commitment is a form of loyalty and dedication of a person to the organization they work for. This commitment is interesting to learn because it concerns the results that will be obtained by an organization [1]. In addition to results, the commitment of an individual is also closely related to work

performance in the organization [2]. Therefore, building commitment within individuals to the organization is important [3].

The importance of understanding the influence of organizational commitment on lecturer performance during WFH is not only limited to the context of productivity preservation, but also closely related to psychological and social aspects. Factors such as organizational support, adaptation to technology, and personal work-life balance are things that need to be considered in analyzing the impact of organizational commitment. Collectivity within the organization is more important when compared to the personal aspects of the individual [4].

When an organization has good values in the eyes of the wider community, an individual will also be carried away to provide a positive commitment to the organization [5]. High commitment can be seen from the view that an individual has to his organization or company [6]. The high commitment that individuals have will foster loyalty and feelings of reluctance in leaving the organization [7]. So that the commitment of this organization greatly impacts the level of absenteeism and turnover [8].

Commitment within the organization can affect an individual in the workplace, the opposite is true in ongoing and normative commitment [9]. Menurut [10] Within the organization commitment is divided into several categories, including affective, normative, and sustainable commitment. One of the influences of commitment psychology in organizations is affective commitment. Affective commitment is often considered the most beneficial commitment for an organization [11]. Affective commitment is a form of emotional attachment between an individual to the organization [12]. One of the influences of commitment psychology in organizations is affective commitment. Affective commitment is defined as the emotional connection between individuals and organizations [1]. This commitment makes an individual feel to remain a part of the organization until their retirement comes [3]. An individual who has a high affective commitment will have a feeling of pleasure when they are involved in the organization [13]. This commitment is based on the pride in the individual in being part of the organization [14].

In addition to affective commitment, ongoing commitment is also very good for organizations. Ongoing commitment depends also on the individual self within the organization and the absence of good opportunities outside [13]. An individual who has a commitment to sustainability will strive to remain part of the organization [14]. They point to sustainability commitment within the organization as one of the important things in organizational commitment [15]. Although on the one hand this ongoing commitment may arise as a result of efforts to protect personal self-interest [16]. Or this commitment arises as a result of the costs that an individual can receive when deciding to leave the organization [1]. This commitment may represent the employee's desire to work on the perceived cost that arises from the employer [17].

In addition, the commitment that appears in the organizational commitment is a normative commitment. Normative and affective commitment is considered as a mindset that exists in individuals that causes them to be reluctant to leave their organization [18]. This commitment is defined as a mindset towards moral responsibility driven by external factors [19]. Normative commitment can be caused by the privilege felt by individuals when they are part of the organization [14]. This attitude arises due to several external factors that then affect the internal of an individual [19]. This commitment is also considered as a description of an individual's

feelings towards the organization to stay because of the moral imperatives that exist [17]. The feelings possessed by these individuals then make them encouraged to continue working in the organization [1].

In this context, research on the influence of organizational commitment on lecturer performance during WFH has significant relevance in optimizing the role of lecturers and maintaining the quality of higher education. This research is expected to provide in-depth insight into how organizational commitment can be a driver or obstacle to lecturer performance during WFH, by considering various factors that influence these dynamics. Through a better understanding of the interaction between organizational commitment and faculty performance, educational institutions can develop more effective strategies to support and motivate lecturers during this time of change. Based on the background that has been described, the formulation of the problem in the study is "How does organizational commitment affect the performance of FEB UHAMKA lecturers during *work from home*?" The purpose of this study is to examine the influence of the organization in terms of the dimensions of *affective commitment*, *continuance commitment*, and *normative commitment* on lecturer performance during *work from home*

1.1 Literature Review

Organizational Commitment

In the context of an organization, the values that exist in individuals in the organization will develop norms in the behavior of an individual [1]. Organizational commitment academically is considered as a dedication in encouraging and advancing the organization by continuing to explore existing potential [20]. Organizational commitment is defined as a state of mind and psychology of an employee with his company [21]. Organizational commitment can also be interpreted as a concept that is built between management and employees [22]. Loyalty and the level of attachment that exists in employees to the organization or company is also called organizational commitment [6]. In global terms, organizational commitment represents the psychology of individuals towards an organization [13]. Organizational commitment is often one of management's considerations for the practive human resources they have [23]. Therefore, organizational commitment is highly correlated with the relationship of performance produced by employees to the organization [24].

Affective Commitment

Rahman et al., (2018) Affective commitment is defined as the emotional connection between individuals and organizations. Every organization or company needs employees who have good commitment, so it takes an individual who has the assumption that the work they do is a responsibility carried out for the achievement of organizational goals [25]. *Affective commitment* is considered as an individual's affective response that shapes work attitudes and behavior within the organization [26]. Affective commitment is a psychological dimension that is built in employees towards the organization so that they feel happy to be involved in productive activities [27]. In *affective commitment*, there is an emotional attachment between employees to their company [28]. Affective commitment is also defined as a commitment that individuals show by respecting the differences that exist within the organization where they only focus on a sense of ownership of the organization [7].

Continuance Commitment

Continuance commitment is a commitment that exists in individuals to the risks posed if they leave the current organization [27]. This commitment is a commitment to the individual that is the reason in their decision to stay in the organization [9]. Ongoing commitment depends also on the individual self within the organization and the absence of good opportunities outside [13]. Sustainability commitment is defined as the loss that will be felt when an individual decides not to stay so that it will be able to eliminate the privileges they have [14]. This commitment also translates as a cost that may arise if a person decides not to be part of the current organization [15]. This commitment represents the perceived cost that arises to the employer that makes him feel himself to continue working [17]. An individual's attitude in this commitment can also be created as a result of consideration and evaluation of the current organization [2].

Commitment Normative

Normative commitment is also considered as an individual's moral obligation to the organization represented in the form of loyalty [13]. Normative commitment is a commitment that underlies an individual to be obliged to survive in an organization or work [9]. In other words, workers consider their abilities that may not be easy to transfer when moving elsewhere [12]. Normative commitment arises from a person's belief that he has responsibility in the organization, so they will think that what they do will have a reciprocal impact on him [14]. This commitment can arise as a result of rewards, incentives or compensation provided by the company or organization [19]. In this commitment individuals feel a responsibility to serve the organization, in addition to the various opportunities that arise [2].

2. Method

Types of Research

This research was conducted using descriptive quantitative research methods. Descriptive quantitative research method is a research approach that aims to describe or explain a phenomenon or characteristic systematically and objectively. This research focuses on collecting and analyzing quantitative data to compile a picture or description of a state or situation.

Data Collection Techniques

The data collection technique that researchers did in this research was the voluntary sampling method. Where researchers distribute questionnaires to respondents who they voluntarily answer every question the researcher asks. The questionnaire in this study was distributed using the Likert scale. Where in this research researchers conducted research on lecturers who teach at the Faculty of Economics and Business UHAMKA.

Data Analysis

The data that researchers managed to collect in this research amounted to 59 respondents. This data comes from 60 permanent lecturer populations at FEB UHAMKA. After the data is successfully collected, then the data is processed using IBM SPSS statistical software version 25. The goal is to obtain answers to the hypotheses proposed by researchers in this research through available information technology.

3. Results and Discussion

Based on the results of responses from 59 respondents about research variables, the following are the results of simple linear regression analysis on research data with the help of *SPSS software*.

T Test

This test is used to find out the answers to the hypotheses that researchers put forward earlier. For this reason, readers can see the results of the T test obtained in this study in the following table :

Table 1
T Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.823	.423		4.305	.000
Komitmen	.714	.090	.725	7.957	.000

From the table above, it can be seen that the value of t-statistics obtained is 7.957 with a significant level of 0.00. This finding indicates that from the results of the t-statistics test, it is known that the dependent variable is influenced by the independent variable positively and significantly.

F Test

The F test is useful for determining the effect of the independent variable on the dependent variable simultaneously. For this reason, the results of Test F from this research are as follows:

Table 2
F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.846	1	30.846	63.309	.000 ^a
	Residual	27.772	57	.487		
	Total	58.618	58			

Based on table 2 can be seen the value of sig. = 0.000 is less than 0.05. Therefore, it can be said that in this research the independent variable has a simultaneous effect on the dependent variable.

R-Square Test

This test is carried out to obtain the results of determination of the dependent variable to the independent variable. The results of the R-Square test in this research can be seen in the following table :

Table 3
Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.526	.518	.69802

Based on the results of the analysis in Table 3, it was found that the value of the adjusted coefficient of determination (Adjusted R Square) was 0.518. This indicates that as much as 51.8% of the variation in lecturer performance can be explained by variations in organizational commitment. Furthermore, it can be concluded that about 48.2% of other variations in lecturer performance are not covered in this study and may be influenced by other factors that are not the focus of this analysis.

Direct linear regression analysis will show that a dependent variable is significantly affected by one independent variable. This will be the conclusion drawn from the analysis. Based on table 1, the efficiency of the independent variable and constant can be seen, so that the regression combination shown below is obtained.

$$Y = 1.823 + 0.714 X$$

The synthesis above shows that the lecturer performance variable will experience a change of 0.714 for every change that occurs in the organizational commitment variable. A positive constant value is an indication of the positive influence of an independent variable on the level of organizational commitment.

The findings of this research show that there is a positive and significant influence of organizational commitment to the performance of lecturers during the teaching and learning process based on work from home. The performance of lecturers in this study refers to the obligations of lecturers in implementing the tridharma of higher education. The tridharma of higher education is explained in the State Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 60, namely in carrying out their professional duties, lecturers are obliged to carry out education, research, and community service. To determine the quality of lecturer performance, performance evaluation can be carried out. High commitment can be seen from the view that an individual has to his organization or company [6].

Discussion

The commitment of lecturer organizations to remain in an institution and share knowledge is manifested by their performance in conducting research. Research is one alternative to disseminate knowledge that can be done by educators in addition to teaching in the classroom. As explained in law Number 12 Year 2012 concerning Higher Education article 1, lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. During the work from home of FEB UHAMKA lecturers, material adjustments were made, and the research implementation process continued uninterrupted. So that the results of the study can be completed within a predetermined period of time. An individual who has personal responsibility for the goals of the organization, has the motivation to achieve the goals of his organization [25].

Organizational commitment can arise due to a positive image of the organization in the eyes of the community, so that the individuals in it have a positive determination to be able to realize the goals set [5]. A good commitment possessed by individuals to their organization will bring

a positive mood and a positive emotional connection to the organization [29]. Employees will reciprocate the actions they receive for the organization as demonstrated by the behaviors of individuals [27]. When employees feel comfortable, individuals take pride in being part of the organization [8].

The dimensions of organizational commitment used in this study are emotional commitment, continuation commitment, and normative commitment. Affective commitment is associated with the desire to engage with an organization. Like a historian who intends to realize an institution of higher education in his place, namely through the implementation of duties attached to his role as a lecturer. The establishment of sustainable commitments is based on a cost-benefit analysis, taking into account what needs to be sacrificed when deciding to stay in an organization. When lecturers receive awards or recognition from FEB UHAMKA, they will be encouraged to carry out their duties as lecturers as well as possible. Lecturers who hold additional positions given by the campus will strive to carry out the tridharma of higher education and carry out duties related to the position. Normative commitment, in its final form, refers to commitment that is based on norms in an employee. It includes beliefs held by individuals regarding their responsibilities to the organization.

4. Conclusion

The conclusion that can be obtained from this study is that organizational commitment measured through 3 things such as affective commitment, continuance commitment, and normative commitment has proven to have a positive and significant effect on the performance of lecturers. In addition, there is a relationship of 0.526 or 52.6 percent between the dependent variables and the independent variable if tested simultaneously. We realize that this research has several limitations, namely only testing organizational commitment to FEB UHAMKA lecturers and only using a few variables with several indicators. For this reason, in the future researchers may data on several variables that might affect performance. In addition, for future research researchers can use broader objects to obtain more complex data.

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