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University Governance and Organizational Commitment to Build Competitive Advantage in Higher Education

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Abstract :

This study aims to find out about; 1). Implementing university governance at State Islamic Universities on the north coast (Pantura) of Central Java, 2). Differences in the organizational commitment, 3). Effect of implementing university governance on organizational commitment, 4). Higher Education's competitive advantage is seen from the implementation of university governance and the organizational commitment. This study uses a quantitative approach with a questionnaire as a data collection tool. The research results show, First, the principles of university governance at State Islamic Universities in Central Java, especially in Kudus, Semarang, and Pekalongan, have been well implemented. Second, the analysis test showed no significant difference in the organizational commitment of the State Islamic Universities managers. Third, the university governance variable (X) influences organizational commitment (Y). The better the university governance implementation, the higher the structural officials' organizational commitment. Fourth, an organization can survive and excel if it has more than cost-based and product-based advantages. The implementation of university governance and organizational commitment shows good and efficient, even though there are some deficiencies. Universities in these areas have the potential to develop and progress.

Keywords : *University Governance, Organizational Commitment, Competitive Advantage*

Abstrak :

Penelitian ini bertujuan untuk mengetahui tentang; 1). Implementasi *university governance* pada Perguruan Tinggi Islam Negeri di pantai utara (Pantura) Jawa Tengah, 2). Perbedaan komitmen organisasi para pengelola Perguruan Tinggi Islam Negeri, 3). Pengaruh penerapan university governance terhadap komitmen organisasi, 4). Keunggulan kompetitif Perguruan Tinggi ditinjau dari implementasi university governance dan komitmen organisasi para pengelola Perguruan Tinggi Islam Negeri. Penelitian ini menggunakan pendekatan kuantitatif dengan kuesioner atau angket sebagai alat pengumpul data. Hasil penelitian menunjukkan bahwa; Pertama, prinsip-prinsip university governance di Perguruan Tinggi Islam Negeri khususnya di wilayah pantai utara Jawa Tengah yakni Kudus, Semarang, dan Pekalongan telah diterapkan dengan baik. Kedua, secara umum tidak terdapat perbedaan yang signifikan komitmen organisasi para pejabat struktural Perguruan Tinggi Islam Negeri. Ketiga, variabel university governance (X) berpengaruh terhadap komitmen organisasi (Y). Semakin bagus penerapan university governance maka semakin meningkat komitmen organisasi para pejabat struktural. Keempat, suatu organisasi dapat bertahan dan unggul jika memiliki lebih dari keunggulan atas biaya dan produk. Penerapan university governance dan komitmen organisasi

menunjukkan hasil yang baik dan efisien meskipun ada beberapa kekurangan. Perguruan tinggi yang ada di daerah tersebut memiliki potensi untuk berkembang dan maju.

Kata Kunci: *University Governance, Komitmen Organisasi, Keunggulan Kompetitif*

INTRODUCTION

Education can create good and competent resources. Good resources will be ready to build national civilization. Reflecting on developed countries, almost all of them have a good and organized education system. There are many things that must be considered to create a good and orderly education system, not only related to issues of curriculum, teaching staff, or welfare, but also good governance is the key to successful education implementation. Ideally, good governance is applied at all levels of education, especially at the tertiary level. Higher education has privileges compared to other educational institutions. This specialty lies in its basic functions which are summarized in the Tri Dharma of higher education including; education and teaching, community service, as well as efforts to develop scientific innovation and new discoveries through research. These functions are then seen by Pujiono and Setyawan (Pujiono & Satyawan, 2011) as defining the role of universities in society. Through good governance, universities will be able to prepare skilled workers to be deployed in society and the industrial world.

In general, the elements of good governance consist of accountability, transparency, effectiveness, efficiency, participation and equality. Accountability can be said to be the real role and responsibility of all members of the organization through structured measurement. Achieving accountability in a higher education institution is very important, because it is related to the university's responsibility to society. Apart from this, universities must continue to provide room for autonomy and freedom from the academic platform for lecturers. The discussion regarding university governance specifically according to Shattock, refers to the parties who carry out higher education governance, how they function, the relationship between governance and management (i.e. between the governance body and the executive), as well as their responsibilities in determining university strategy (Shattock, 2016 dalam Zulkifli et al., 2021). The principles of university governance include: authority, consultation, representation, roles and responsibilities, and participation.

Katola (2014, in Teeradej et al., 2022, p. 3441), found that good governance can be implemented to increase employee organizational commitment. Organizational commitment in the researcher 's view means more than just passive loyalty, commitment involves active relationships and the employee's desire to make a meaningful contribution to the organization. Mowday, Porter, and Steers (Kolompoy et al., 2019), suggest that commitment is characterized by: 1) strong belief and acceptance of the organization's goals and values; 2) readiness to work hard; and 3) a strong desire to stay in the organization. This commitment includes attitudinal or affective commitment because it relates to the extent to which individuals feel their personal values and goals are in accordance with the values and goals of the organization. The

greater the conformity/harmony between individual values and goals and the organization's values and goals, the higher the member's commitment to the organization. Commitment, in Steers' view, will be more meaningful if it is related to job characteristics related to an individual's position or role in an organization. Job characteristics can include job challenges, role conflict, and role ambiguity (Ayuni & Khoirunnisa, 2021). Commitment in this context refers to the role of organizational managers as the main structure driving other organizational elements.

The characteristics of commitment as above, if present in a university, can make the organization a dynamic institution capable of continuous improvement. Higher education management must be aimed at anticipating a life full of uncertainty, paradox and competition. Continuous improvement will create a competitive advantage for universities so that they are able to develop in the challenging era of globalization and free markets. Globalization and the opening of the world through information technology are changing people's life patterns to become more dynamic and complex. The power of technology and globalization, as stated by Fitriani and Naamy, has changed various aspects of life such as media, communication, banking, finance, and has also changed higher education. College buildings may look sturdy and permanent today, but an impending storm of change threatens their existence (Fitriani & Naamy, 2019). Higher education institutions must continue to improve their existing governance systems because of the increasingly complex dynamics they will face.

One form of providing higher education in Indonesia is the State Islamic Religious College (PTKIN). According to regulations, PTKIN is under the Ministry of Religion of the Republic of Indonesia, different from general universities which are under the supervision of the Ministry of Education, Culture, Research and Technology. Currently PTKIN has carried out many transformations, one of which is the transformation of the form of its institution, starting from a high school to an institute (STAIN to IAIN), and from an institute to a university (IAIN to UIN). The change in the form of this institution is a response to the community's desires and needs for good and quality education. The subjects of this research are State Islamic Universities located on the north coast of Central Java (Kudus, Semarang and Pekalongan). State Islamic Universities must be able to answer the challenges of globalization by implementing good higher education governance. The governance system is an important aspect for an organization. University governance needs to be implemented so that universities can operate effectively in carrying out their responsibilities to the communities they serve.

Experts have conducted a lot of research on the implementation of governance in higher education, including; Ritonga et al. (2021), Zulkifli et al. (2021), Ayumiati & Jalilah (2023), Remache, (2019), Wolhuter & Langa (2021), Guba (2022), Guan & Yan (2020), but these studies do not specifically link university governance variables and organizational commitment. Teeradej et al. (2022), together with other Thai researchers have conducted research on the effect of implementing university governance on organizational commitment in

Thai private universities. Teeradej et al., in their research conducted an analysis of the application of university governance principles, the organizational commitment of university personnel, as well as the relationship and influence of the application of university governance on the organizational commitment of university personnel. Similar research was also carried out by Syamsudin, Suhardjanto, and Lukviarman (Syamsudin et al., 2016) through their research entitled University Governance and Organizational Commitment. They conducted a survey of 120 respondents consisting of deans, rectors, vice chancellors and senate from 19 Muhammadiyah universities throughout Indonesia. The research results show that university governance has a positive effect on affective commitment and continuity, but does not have a significant effect on normative commitment.

This research also wants to know the effect of implementing university governance on organizational commitment. In contrast to Teeradej, who used administrators, lecturers and employees as participants in his research, the respondents in this research were higher education administrators including the senate and structural officials (deans, heads of departments, heads of study programs, etc.). This research wants to see how the university governance system implemented so far influences the commitment of higher education management organizations, namely the senate and structural officials. The commitment of higher education management will encourage the adoption of internal policies that prioritize values and are based on achieving organizational goals. This assumption is based on institutional theory which states that individuals and organizations will tend to equate form with the environment in order to gain legitimacy. (DiMaggio and Powell, 1983 in Handika, 2020, p. 84). Without prioritizing policies that prioritize values and achieving organizational goals, the progress of higher education will be slow, or even experience setbacks. This is the biggest threat to a university.

RESEARCH METHOD

This research uses a quantitative approach and is a type of field research. The data collection method used was the participant observation method with the observational behavioral scale's technique (Kothari, 2004, p. 7), using a questionnaire as a data collection tool. The population or all subjects in this research were members of the senate and structural officials (deans, heads of departments, heads of study programs, etc.) of State Islamic Religious Universities in Kudus, Semarang and Pekalongan. The number of samples used in this research was 73 people. The university governance research instrument is broken down from 5 principles for achieving good university governance which include; transparency, accountability, responsibility, independence and justice (Ritonga et al., 2021), while to measure organizational commitment, researchers adopted and modified the research instrument previously used by Akbar (2018).

Several analysis models were used in this research. Descriptive analysis is used to describe the implementation of university governance and organizational commitment, comparative analysis is used to determine

differences in the implementation of university governance principles and organizational commitment in each region, and regression analysis is used to determine the effect of the implementation of university governance on the organizational commitment of the senate and higher education structural officials. The relationship between research variables can be described as follows:
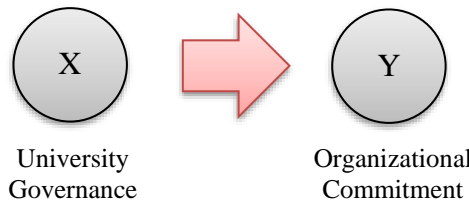

Figure 1: Relationship Between Variables

FINDINGS AND DISCUSSION

Research on the implementation of university governance and organizational commitment of university managers was conducted in the Kudus, Semarang and Pekalongan areas which are located on the north coast (pantura) of Central Java. The subjects or respondents of this research were structural and senate officials of State Islamic Universities. Respondents in this study were dominated by structural officials aged between 39 and 48 years. The number of respondents in this age range was 35 people or 47.9% of the total research sample. The categorization of respondents based on age was grouped into three sections/ranges: respondents aged between 29-38 years, research respondents aged between 39-48 years, and research respondents aged between 49-58 years. Meanwhile, based on gender, 69.9% were dominated by male respondents and 30.1% of female respondents. These figures show that the majority of structural officials at State Islamic Universities in the northern coastal area of Central Java are men. The diagram below shows the results of data collection in the field, where the data obtained in the Kudus area was 37.9%. In the Semarang area, there were 27.4% of respondents from the total sample, and in the Pekalongan area, 24.7% of people responded to the research questionnaire distributed by the researcher.
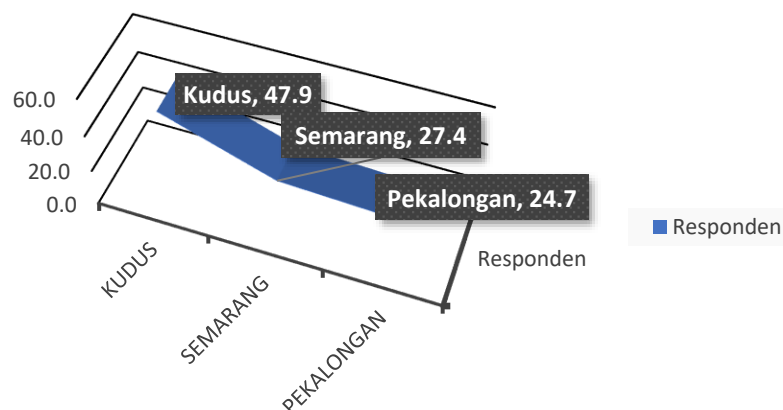

Figure 2: Responden Base Research Area

The structural and senate officials at State Islamic Universities are mostly drawn from lecturers with at least a Strata II/Master's degree. As time goes by, lecturers are required to develop their education level to a higher level, namely Strata III/Doctorate. Currently, many lecturers have completed their doctoral education. In this study, the number of lecturers who held structural positions with a doctoral degree was higher than those who held structural positions with Masters/Strata II education. There were 34 respondents with Strata II/S2 education or 46.6%, while there were 39 respondents with Strata III/S3 education or 53.4%. The structural officials who were respondents in this research consisted of 8.2% Head of Center/Head of Laboratory (Kapus/Ka Lab), 20.5% Secretary of Study Program/Secretary of Department (Sekprodi/Sekjur), 39.7% Head of Study Program/ Head of Department (Kaprodi/Kajur), 19.2% Deputy Dean (Wadek), 2.7% Institution Secretary, 6.8% Dean/Director, and 2.7% College Senate.

Fifty-four percent of the structural officials who were respondents in this research have held the functional position of Lector/Assistant Professor. This number is linear with the number of officials at the level of Head of Study Program or Head of Department who were research respondents, where one of the requirements for occupying a structural position at the level of Head of Study Program/Kajur is having a functional position of at least Lector. This is an indicator that structural officials at State Islamic Universities have been appointed following the functional position of lecturer. The respondents' propositions based on functional positions in this study consisted of; 11% have the functional position of lecturer, 54.8% have the functional position of Assistant Professor, and 34.2% have the functional position of Associate Professor.
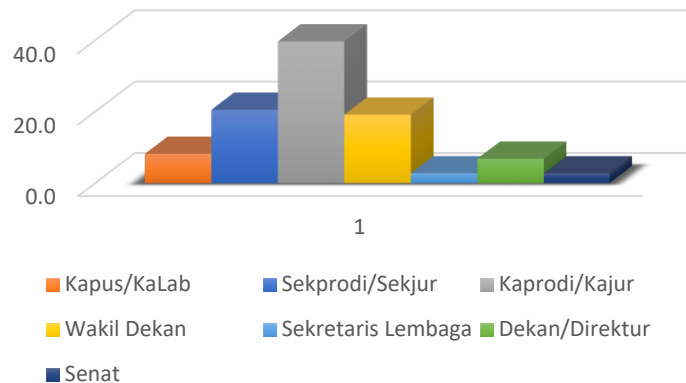
Figure 3: Responden Base Structural Position

1. Analysis Prerequisite Test

Validity tests are used to measure an item in a questionnaire or scale. Item validity is shown by the correlation or support for the total item (total score). The calculation is done by correlating the item score with the total item score. Correlation calculations are used to measure the level of validity of a question item and determine whether it is suitable to be used or not (Priyatno, 2010). If the value of rcount > rtable and is positive, then the variable is declared valid. The data validity test on the university

governance variable shows valid results for each research question item. Valid indicators can be seen from the significance value of each question item which is less than 0.05 and the rcount price which is greater than the rtable price. Likewise, with the organizational commitment variable, the research data test shows valid results for all question items.

The reliability test is used to determine the consistency of the measuring instrument. Reliability testing is carried out to measure a questionnaire which is an indicator of a variable or construct. According to Ghazali, a questionnaire is said to be reliable if a person's answers to the questions given are consistent or stable over time (Ghozali, 2018). The reliability test on the university governance variable showed reliable results with a Cronbach alpha value of 0.911, greater than 0.70, while the organizational commitment variable, the results of the reliability test showed a Cronbach alpha value of 0.883, greater than 0.70.

The classical assumption test is a test that is used as a condition for using the regression method. The results of the linearity and normality tests for the two variables show that variable X (university governance) and variable Y (organizational commitment) have a linear and normal relationship. This can be seen from the significance value of deviation from linearity in the anova table which shows the figure 0.350 is greater than 0.05. Likewise, the significance value in the one sample Kolmogorov-Smirnov test shows a figure of 0.466 which is greater than 0.05.

2. Descriptive Statistics on the Implementation of University Governance

mentions five basic principles that can be used to see the achievement of implementing university governance. The five basic principles consist of; transparency, accountability, responsibility, independence and justice. First, transparency, is the ability of universities to apply the principles of openness in the field of finance, systems and procedures for admitting new students, accounting systems and procedures, financial reporting, etc. Second, accountability, clarity of function, implementation of duties and accountability of all elements of the organization so that institutional management is carried out effectively. Universities must have clear job descriptions (SOP) and responsibilities.

Third, responsibility, namely the description of the position, function, responsibility, duties and authority of each element of the organization. Every individual who plays a role in managing higher education must be responsible for their work in accordance with the job description of organizational personnel and clear standard operating procedures (SOP). Fourth, independence, in carrying out their roles and responsibilities, higher education administrators must be free from all conflicts of interest, so that decision making can be carried out independently, free from various forms of pressure. Independence ensures that every decision is made in the interests of the university. Fifth, fairness, justice here takes the form of fair and balanced treatment of stakeholders consisting of lecturers, students, the community and non-academic employees.

Identification of the application of the five basic principles in this research is represented by fifteen questions used to explore data regarding; implementation of checks and balances mechanisms as an effort to avoid conflicts of interest and dual positions, control systems carried out by tertiary and faculty senates, vision, mission and goals of tertiary institutions that are in line with government/community mandates, efforts to improve the accreditation of tertiary institutions and study programs , the function of the Internal Quality Assurance System, achievement of performance indicators set out in the Strategic Plan and RKA-KL, accountability of the Internal Control Unit, a financial governance system that can be properly audited, annual academic and financial reports that are audited by a public accountant and announced to the public, statutes that describe the position, function, duties, responsibilities and authority of each element of the organization, clear job descriptions and standard operating procedures, decision making is always oriented towards achieving the vision, mission and goals of the organization, independent decision making by universities, systems appointment of employees and officials based on competency and track record, as well as the implementation of a merit system (incentives and dis-incentives).
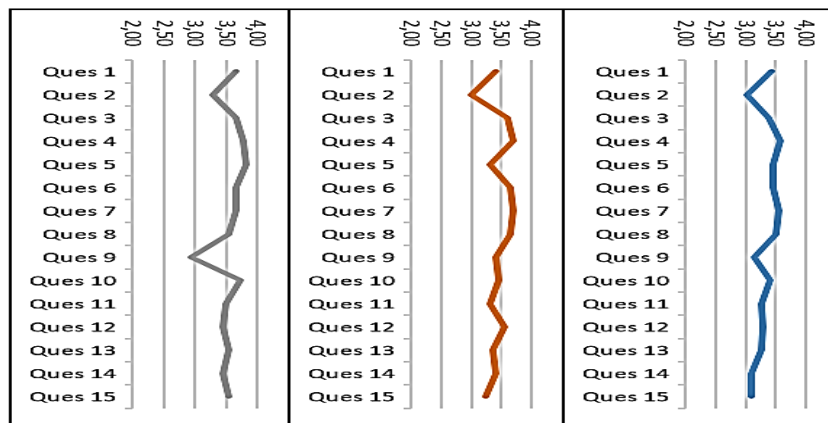

Figure 4: Graph of University Governance Implementation in Kudus, Semarang, and Pekalongan

Descriptively, the research results show that the average number of implementation of university governance in State Islamic Universities in the Kudus area is 3.33. The average respondent's answer shows the good category and the principles of university governance have been implemented in higher education. The same results were also shown by respondents' answers in the Semarang and Pekalongan areas, only the average value of respondents' answers in these two areas was higher than the respondents' answers regarding the implementation of university governance in the Kudus area. In Semarang the average respondent's answer was 3.45, while in Pekalongan the average respondent's answer was 3.55. In several research questions that received low average scores, respondents usually gave varying answers to the question items. Researchers analyzed respondents' answers which were varied and got a low average score. Several question items that received low average scores

and varied respondents' answers were questions regarding: a) The function of the college and faculty Senate in exercising control over the Rector and Dean, b) Preparation of annual academic and financial reports which are audited by a public accountant and announced to community, c) Appointment of employees and officials is always based on competency and track record, and d) Implementation of a merit system (incentives and dis-incentives) which is carried out adequately.

In simple terms, good university governance is seen as the application of the basic principles of the good governance concept in higher education institutions through various adjustments made. Adjustments are made by taking into account the values that must be upheld in the administration of higher education. All these principles must be established to realize good higher education governance. In general, the principles of university governance in State Islamic Universities, especially in the north coast of Central Java, namely Kudus, Semarang and Pekalongan, have been implemented well.

Universities need to make improvements in the application of university governance principles because there are still several indicators that have lower scores than the average value of all indicators. The data in this research was collected from respondents who have a direct connection with the administration of higher education, namely the senate and structural officials. The answers given by respondents are a reflection of the actualization of university governance principles at their respective universities. Universities need to improve their good predicate to very good predicate.

3. Differences in Organizational Commitment of PTKIN Managers

The comparative test in this research was used to determine whether there were differences in organizational commitment from the structural officials of State Islamic Higher Education Institutions in Kudus, Semarang and Pekalongan. This comparative test is a comparative test of 3 samples of ordinal data. Therefore, the comparative test used in this study is the median extension test. The median extention test is used to test the comparative hypothesis of media "k" independent samples with ordinal data. Comparative tests in this test, the number of samples does not have to be the same. After carrying out the median extension analysis test, it can be seen that in general there is no significant difference in the organizational commitment of PTKIN structural officials in the Kudus, Semarang and Pekalongan areas. This can be seen from the test statistical value which shows the number 2.476 > 0.103 table value and the meaning value is 0.290 > 0.05. So it can be concluded that Ho is accepted and Ha is rejected.

The results of the analysis test show that in general there is no significant difference in the organizational commitment of the structural officials of State Islamic Universities in the Kudus, Semarang and Pekalongan areas. However, the frequency distribution table shows that individually there are differences in the organizational commitment scores of university managers. Several respondents had commitment scores equal

to or below average. This shows that not all structural officials have a high commitment to managing higher education, especially in implementing university governance principles.

Organizational commitment in various studies is always associated with emotional involvement in the organization and belief in the values and goals of an organization. The terminology of commitment was put forward by many experts, including Mowday, Steers, and Porter, they were the early pioneers of the conceptualization of organizational commitment (A & Venkatesh, 2014). According to Porter et al. (1974), organizational commitment is a strong belief in the values and goals of the organization and the willingness to exert sufficient effort on behalf of the organization (Mete et al., 2016). Mathieu & Zajac agree that organizational commitment as behavioral and attitudinal elements as a result of their meta-analysis conducted through compiling many studies (Sirin et al., 2013).

Organizational commitment in this research is identified through aspects of affective commitment, normative commitment and continuence commitment (Suhartini, 2018). Several indicators derived from these variables include; 1) Respondents feel happy to spend the rest of their career at college now, 2) Respondents make college problems into their personal problems, 3) Respondents are involved in every activity at college, 4) Respondents feel it is very difficult to leave college at this time, 5) Respondents feel that they will suffer a loss if they leave their current university, 6) Respondents feel that what they gain from their current university is greater than other jobs, 7) Loyal to the institution because it is able to provide prosperity, and 8) Feelings of guilt if they leave the university.

Of the several question items, there are three indicators that are highlighted in this research. This is because these three indicators have an average value below 3.00. The three indicators of organizational commitment are indicators number 2, 3, and 6, namely; a) Respondents do not make university problems their personal problems, b) Respondents feel that they are not fully involved in every activity at the university, and c) Respondents feel that what they get from university currently is not greater than other jobs.

wo of the three indicators above are more related to the respondent's relationship with the organization or two of the three indicators above are influenced by organizational factors. The last indicator is related to non-organizational factors. Steers stated a number of major factors that can influence a person's commitment to an organization, namely; Personal factors include job expectations, psychological contracts, job choice factors, and personal characteristics. Organizational factors, including initial works experience, job scope, supervision, goal consistency organizational. Non-organizational factors, which include the availability of alternative jobs (Sopiah, 2008) dan (Akbar, 2019).

Organizations can use the three indicators above as an effort to improve higher education management. Indicators that are directly related

to the organization or to factors outside the organization are in fact also related to organizational management. Organizations can take steps so that organizational goals are aligned with the personal goals of organizational members. In this way, it is hoped that it can foster attachment between members and the organization and that organizational members make organizational problems like their personal problems. Organizational redistribution (leader-member exchange) or delegation of tasks to members has the aim of making all members feel fully involved in managing higher education. Universities must also reorganize the merit system that has been implemented, so that respondents feel that what they currently get from higher education is greater and sufficient to meet their needs.

4. The Influence of University Governance on Organizational Commitment

This analysis was carried out to test whether there was an influence between university governance variables on organizational commitment. The influence of the university governance variable (X) on organizational commitment (Y) is 27.3 percent, while the other 72.7 percent is influenced by other variables not included in this research. Many variables can influence organizational commitment besides university governance variables. The better the implementation of university governance, the greater the organizational commitment of structural officials. The constant value of the unstandardized coefficients is 6.119, indicating that if there is no implementation of university governance, the value of organizational commitment is 6.119. Meanwhile, the regression coefficient figure of 0.376 shows that for every 1% additional implementation of university governance (X), the organizational commitment (Y) of structural officials will increase by 0.376. The direction of influence of implementing university governance is positive, so it can be said that university governance has a positive effect on the organizational commitment of senate members and structural officials. The significance value is indicated by the number 0.000, which is less than 0.05, which means that there is an influence of the implementation of university governance (X) on Organizational Commitment (Y).

The results of other research also show a relationship between the implementation of university governance and organizational commitment. Hanum (Hanum, 2021), in his research found that the role of the Internal Audit Unit influences university governance, organizational commitment influences university governance, and the Accounting Information System influences university governance. The implementation of a good Internal Control Unit and Accounting Information System is a manifestation of the application of university governance principles. The regression analysis test in this research shows that the application of university governance principles can influence organizational commitment. The respondents of this research are members of the senate and structural officials in the higher education environment, so the application of university governance principles can influence the organizational commitment of higher education managers.

Commitment will be more meaningful when it is linked to characteristics related to a particular position or role in an organization. The characteristics referred to here include job challenges, role conflict, and role ambiguity. Role conflict, role ambiguity, and unclear division of tasks can give rise to conflicts that have a negative impact on organizational commitment. Mathieu dan Zajac (in Kingkin et al., 2020 and Ayuni & Khoirunnisa, 2021), revealed that employees who have high commitment will have a positive impact on the company, including; productivity, quality of work, job satisfaction, and reduced turnover intensity.

5. Competitive Advantages of Higher Education in Viewed from the Implementation of University Governance and Organizational Commitment

Dynamic globalization requires a university to not only think about how to survive, but also how to be competitive amidst existing competition. A university requires continuous improvement to build competitive advantage and answer existing challenges. According to Porter (1993), there are three types of strategies to achieve organizational excellence, namely; cost leadership, differentiation and focus. Cost advantage is represented through low prices/costs but does not compromise the quality of the product/service. Differentiation is a special characteristic or difference between a product/service and other products/services. Focus is the segmentation of certain products/services in more detail (Lenggogeni & Ferdinand, 2016, p. 2). From this it can be said that a university will be able to survive and excel if it has more than a cost-based advantage and a product-based advantage. Cost advantage reflects that the university operates efficiently, and product excellence is an indication that the university continues to carry out research and scientific development.

Excellence over costs and products in higher education will be achieved if the principles of university governance are implemented well by higher education (Henard & Mitterle, 2010). Davis et al. (1997 in Ayumiati & Jalilah, 2023), stated that the implementation of good university governance will be able to protect institutions from fraud or mismanagement by autonomy rights holders (managers) and will even be able to provide suggestions for improvement. Analysis of the implementation of university governance and organizational commitment at State Islamic Universities in the Kudus, Semarang and Pekalongan areas shows good results. This means that the college operates efficiently despite some shortcomings. Efficiency means that university financing is managed well. Good financing management reflects that universities have a cost advantage. Universities in these areas have the potential to develop and advance.

Trackman (2008, in Hanum, 2021), in his book Modeling University Governance formulates five governance models that can be applied in higher education, including; 1) Faculty governance, the relationship between faculties and universities is collegial, where faculties have broad authority, or faculties have representatives at senate level. 2) Corporate governance, higher education institutions consist of a trustee, chancellor, and chief executive officer with financial and managerial responsibilities. This model

is a business model for universities. 3) Trustee governance, refers to governance through a relationship of trust between the trustee and the beneficiaries. 4) Stakeholder governance is based on identifying interest groups involved in higher education governance to secure a balanced system based on the voices they have. Stakeholder members include students, academics, staff, alumni, corporate partners, government and the community. 5) The amalgam model combines the above four models, and the pattern needs to be more explicit. The amalgam model usually involves a readiness to experiment with innovation in higher education governance, for example by providing ample opportunities for consultation regarding decision making and environmental protection.

University governance is defined as the constitutional forms and processes when universities regulate their own affairs. Governance is the way in which power or authority is used by an organization in allocating and managing resources. Governance involves policies and procedures for decision making and control over the direction and management of an organization so that it is effective and efficient. Good university governance is the implementation of Good Corporate Governance implemented by universities. Good management can improve quality and performance. Good governance in higher education can be viewed in terms of transparency, accountability, responsibility, independence and justice. Good university governance is believed to be able to guarantee continuity because universities are managed well. The implementation of university governance in higher education is expected to minimize abuse or misuse by increasing supervision.

Porter (1985) believes that cheap labor and abundant resources are not enough (dalam Andersen, 2013, cited by Rezaee & Jafari, 2016). In higher education management, making strategic policies regarding costs to encourage increased resources must receive top priority. Improving the quality of resources will encourage creativity to create innovation in the products/services produced. Increasing the quality of resources will be achieved if the organization fosters commitment to its members. The management of an educational organization has the task of making strategic decisions that require managerial ability to integrate and develop various relevant elements into the overall situation of the educational institution. Strategic decisions that become policies of higher education administrators must reflect organizational interests, accountability, autonomy, protection, and increase lecturers' academic freedom. Quinn and Hilmer 1994 (in Rochaety et al., 2010), put forward two strategies that can be combined to create competitive advantage, namely: a) Concentrating resources to achieve excellence and providing unique value for customers, b) Seeking resources from more strategic outside.

Concentrating resources to achieve excellence in the view of resource dependence theory means that the organization will depend on its board members (in this case university administrators) to manage resources to make them better. Meanwhile, according to Preffer and Salancik (1978 in

Putri, 2020), the emphasis of resource dependence theory is not on how to use resources, but rather on how these resources can be accessed and obtained. Resource dependence theory views the board (university management) as an important information and resource tool for the institution. The role of structural officials as university managers is very important, therefore their commitment to the organization is a major concern in managing higher education.

The second option is to look for more strategic external resources. This second option can be done if the optimization of existing resources does not meet expectations for achieving a competitive advantage for higher education. The application of university governance principles is not significant in growing member organizational commitment. In conditions like this, organizations need to carry out an open system, namely interacting with their environment to obtain new resources or even giving members the opportunity to leave the organization if they feel that other places (alternative jobs) are more comfortable than the current organization. Availability of alternative jobs (availability of alternative jobs) is a non-organizational factor that can reduce members' commitment to the organization. Work load, long working hours, and long distances to work can also cause stress and work-life balance. Worklife Balance as revealed in research by Jaya et al. (Jaya et al., 2023) can indirectly influence turnover intention.

The results of this research will directly provide an overview to the highest policy makers in organizations, especially Islamic Universities, regarding members' perceptions of the governance carried out so far. Likewise, regarding the ideals, hopes, difficulties and dissatisfaction of organizational members. The results of this research can provide insight to organizational leaders to take better policies in the future. Theoretically, the results of this research strengthen the findings of research conducted by Syamsudin et al. (2016) and Teeradej et al. (2022) that there is a positive and significant influence of the application of university governance principles on organizational commitment. Respondents in this research came from state Islamic universities, while respondents in Syamsudin's research came from private Islamic universities. These two pieces of research will enrich the body of knowledge and theory in discussing governance and management of Islamic education at the tertiary level.

CONCLUSION

Research data shows that the principles of university governance in State Islamic Universities, especially in the northern coastal areas of Central Java, namely Kudus, Semarang and Pekalongan, have been implemented well. The comparative analysis test also shows that there is no significant difference in the organizational commitment of the structural officials of State Islamic Universities in the Kudus, Semarang and Pekalongan areas. The influence of the university governance variable (X) on organizational commitment (Y) is 27.3 percent, while the other 72.7 percent is influenced by other variables not

included in this research. The constant value of the unstandardized coefficients is 6.119, indicating that if there is no implementation of university governance, the value of organizational commitment is 6.119. Meanwhile, the regression coefficient figure of 0.376 shows that for every 1% additional application of university governance principles (X), the organizational commitment of structural officials will increase by 0.376. The regression analysis test shows that the application of university governance principles can influence organizational commitment.

Although the results of the study on the application of university governance principles and organizational commitment generally show good results, there are still several indicators that need to be reorganized by universities. An organization can survive and excel if it has more than cost-based advantage and product-based advantage. Two strategies that can be combined to create competitiveness are; first, concentrating resources to achieve excellence, which means the organization will depend on higher education administrators to manage resources to become better. The role of structural officials as university managers is very important, therefore their commitment to the organization is a major concern in managing higher education. The second option is to look for more strategic external resources. This second option can be done if the optimization of existing resources does not meet expectations for achieving a competitive advantage for higher education.

ACKNOWLEDGEMENTS

The author would like to thank the lecturers and structural officials in Kudus, Semarang and Pekalongan for their willingness to participate in filling out the questionnaires we provided, as well as all parties who have helped carry out this research.

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