

The Influence of Leadership Role Modelling, Work-life Balance, and The Spirit of Collaboration on Lecturers' Professional Commitment

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ABSTRACT

The purpose of this study was to determine the impact of three factors, leadership role modeling, work-life balance, and a spirit of collaboration on lecturers' professional commitment. To achieve this objective, a descriptive survey was conducted, using Cresswell's (2018) descriptive survey theory. Data were collected through a questionnaire, and the results are presented as percentages to provide a clear and straightforward depiction of the findings. This approach allowed for a systematic understanding of the factors influencing professional commitment within the context of higher education. The study was conducted with a sample of 15 permanent lecturers, representing six faculties at Pancasila University. The research was carried out during January 2024, providing a snapshot of the current perceptions of faculty members. These subjects were selected to provide insight into the specific dynamics at Pancasila University, which may reflect broader trends in academic institutions. By focusing on a relatively small sample, this study aimed to provide in-depth, detailed insights into the personal and professional factors influencing lecturers' commitment to their work. The data analysis began by determining the ideal score for each variable and measuring the level of lecturers' perceptions using a percentage formula. This method helped to quantify the perceived impact of leadership, work-life balance, and collaboration on lecturers' professional commitment. The results indicated that exemplary leadership and a collaborative environment had the most significant influence on lecturers' motivation, job satisfaction, and commitment to the institution. Work-life balance was also found to positively affect professional commitment, but to a lesser extent compared to leadership and collaboration. In conclusion, this study emphasizes the importance of leadership, work-life balance, and a spirit of togetherness in strengthening lecturers' professional commitment. The findings suggest that universities should invest in leadership development, foster a collaborative academic environment, and support work-life balance initiatives to enhance faculty engagement and retention. Future research could expand the sample size and examine additional factors that may contribute to professional commitment in higher education settings.

Keywords: *Leadership Role Modeling, Work life Balance, Spirit of Collaboration, Professional Commitment.*

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INTRODUCTION

A lecturer, as a professional educator, has a positive image when they can demonstrate to society that they are worthy of being a role model or example to those around them. Lecturers are also expected to impart knowledge, develop and improve the quality of the organization, and demonstrate professional work standards. Additionally, lecturers must be able to enhance their qualifications and educational status, apply academic culture, and strive to improve the welfare of lecturers as well as engage in community activities. Therefore, it is hoped that lecturers possess competency standards for quality improvement and quality standards so that they can implement and carry out the Tri Dharma of higher education (Anwar, Sesriyani, & Rusmaini, 2023), and (Arifin, Setyaningsih, & Sahrazad, 2022).

Lecturers, as professional educators, maintain a good image, becoming role models and examples for the surrounding community. The Law on Teachers and Lecturers No. 14 of 2005, Article 69, Paragraph 2, states that lecturers must possess four competencies: professional, pedagogical, personal, and social competencies. Commitment as a lecturer in the profession, supported by lecturer certification, is expected to uphold ethics and values. The improvement of quality human resources, high professional commitment, empowerment in all sectors including empowering lecturers, high performance, a good academic culture, high pedagogical competence, and high trust in the institution are all critical factors (Arikunto, 2006).

The competencies possessed by lecturers will increase in line with the growing commitment to their profession. Therefore, every higher education institution must strive to create an academic culture that strengthens lecturers' professional commitment. Understanding a lecturer's commitment to their profession within an institution is crucial as it influences their performance and creates a conducive atmosphere (Elnaga, 2012). A lecturer's commitment is also essential for fostering self-confidence regarding the quality of their work, which will later affect their performance (Mulyadi, 2011).

Professional commitment is a key factor in building an institution to make it a prominent higher education institution. One of the factors that can influence the success and performance of an individual in their job includes commitment, professionalism, and competence. One reason for the need for a high level of professional commitment is the loyalty, attachment, and integrity of lecturers in carrying out their duties and responsibilities according to their expertise (Widoyoko, 2012). An understanding of professional commitment is essential to create a conducive work environment, enabling the educational institution to operate effectively and efficiently, fostering enthusiasm, motivating work, and enhancing lecturers' professional competence (Elnaga, 2012). The influence of this professional commitment will also affect the satisfaction of the community and stakeholders as users of graduates (outcomes).

According to the Teacher and Lecturer Law No. 4 of 2015 regarding the position and function of teachers, Article 6 states that the position of teachers and lecturers as professional workers aims to implement the National Education System and realize the national education goals, which include the development of students' potential to become

individuals who are devout and pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and democratic citizens with a sense of responsibility. Professional commitment is an effort made by a lecturer to build trust and desire to achieve the goals of the Tri Dharma of higher education, marked by loyalty, involvement, and integrity in carrying out their duties in accordance with their profession. Professional commitment not only concerns loyalty but also involves dedication and service to the institution. This means lecturers must have the will to give everything they have to help realize the institution's vision, mission, and goals. A lecturer's professional commitment is crucial for developing their skills or expertise to improve performance, develop their potential, and achieve the desired goals (Kusuma, 2020).

According to data from Pangkalan Data Pendidikan Tinggi (PDDIKTI) for the year 2023, the involvement in the Tri Dharma of Higher Education includes the following realization levels: research realization at 35%, community service participation at 45%, scientific publications (national and international) at 35%, involvement in grants and research projects at 30%, and competency development at 45% (PPDIKTI, 2023).

The following is a graph illustrating the realization of the Tri Dharma of Higher Education and lecturer competency development based on data from PDDIKTI in 2023. This graph shows that the realization of research and scientific publications is each at 35%, while community service participation reaches 45%, and competency development also reaches 45%. Involvement in grants and research projects has the lowest realization, at 30%. Based on the explanation above, it is clear that professional commitment is vital in achieving the institution's vision. In reality, the professional commitment of lecturers has not yet reached the expected level (PPDIKTI, 2023). Based on a preliminary survey conducted from January 22 to 26, 2024, on 30 lecturers spread across nine faculties at Pancasila University in South Jakarta, several issues related to professional commitment were found, including:

1. 32% of lecturers have not met expectations in terms of commitment to organizational service, as seen in some lecturers still lacking commitment in carrying out the Tri Dharma of higher education.
2. 25% of lecturers have not met expectations in terms of having a positive attitude toward the organization's values and goals, as seen from some lecturers not maximizing their time to complete tasks.
3. 30% of lecturers have not met expectations in terms of their commitment to the institution, their responsibility to involve themselves fully, or their ownership of the organization, as seen from some lecturers not improving their work performance effectively.
4. 38% of lecturers have not met expectations regarding responsibility or loyalty to the organization.
5. 20% of lecturers have not met expectations in terms of work experience, as seen from some lecturers lacking enthusiasm when teaching and not completing tasks on time.
6. 25% of lecturers have not met expectations in terms of their closeness to the institution, particularly in their interaction with fellow lecturers and building

institutional social activities, as seen in some lecturers lacking participation in meetings, seminars, and workshops.

The results of this preliminary survey suggest that lecturers' professional commitment to the institution/Foundation still needs to be improved. Lecturers also feel that the institution or foundation has not provided the freedom to access information and involve lecturers in various institutional activities, particularly self-development. If this situation is allowed to continue without effective efforts to increase professional commitment, it is predicted that the impact will be felt in the main duties of a lecturer, namely the Tri Dharma of higher education, and other tasks will not be maximized.

METHOD

This study utilizes a **descriptive survey** approach to examine the influence of exemplary leadership, work-life balance, and the spirit of togetherness on the professional commitment of lecturers. The descriptive survey theory proposed by (Creswell, 2018), (Sugiyono, 2017) was employed as the basis for this research methodology. The primary goal of using this approach is to gather data on lecturers' perceptions of the factors affecting their professional commitment, specifically their understanding of leadership, work-life balance, and collaboration in the workplace.

1. Population and Sample

The population for this study consists of permanent lecturers at Pancasila University. The sample is made up of 15 lecturers, representing six faculties, selected to provide a comprehensive view of the lecturers' experiences and perceptions across different academic disciplines. The study was conducted during **January 2024** to ensure that the data reflects the current state of professional commitment and the contributing factors among faculty members (Arifin et al., 2022).

2. Data Collection

Data was collected through a structured **questionnaire** designed to assess the lecturers' perceptions of leadership, work-life balance, and the spirit of collaboration. The questionnaire includes both closed and open-ended questions, allowing for both quantitative and qualitative data. The data gathered was then analyzed and presented as percentages to illustrate the levels of lecturers' professional commitment in relation to the factors under study. The survey questions were carefully crafted to align with the variables of interest, ensuring that the results would accurately reflect lecturers' opinions (Hair et al, 2017).

3. Data Analysis

The data analysis process began by calculating the **ideal score** for each factor (leadership, work-life balance, and collaboration) and the level of lecturers' perceptions using a **percentage formula**. This method enabled the researchers to quantify the data and present a clear depiction of how these factors influence professional commitment. The percentage results are used to categorize the lecturers' views into different levels of agreement or perception, providing an overview of the impact of each factor on their commitment to their profession.

4. Ethical Considerations

To ensure the ethical integrity of this study, participants were informed about the purpose of the research, and their participation was voluntary. Confidentiality was maintained, and the data collected was used solely for research purposes. Consent was obtained from all participants before they completed the questionnaire.

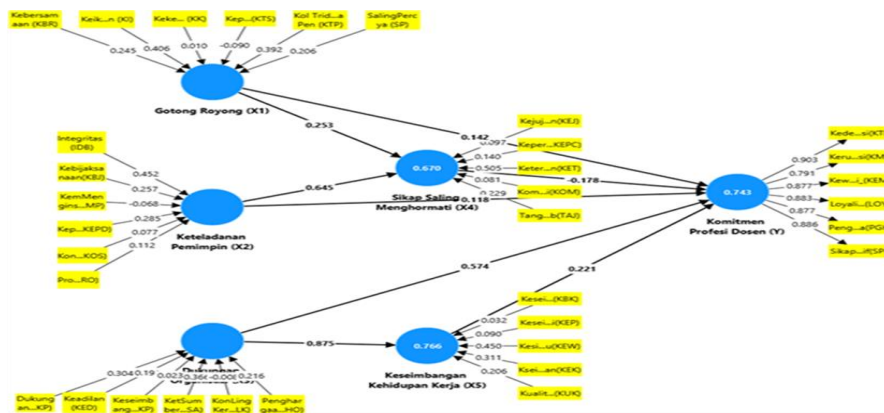
5. Limitations

While the study provides valuable insights into the factors influencing professional commitment, the sample size is limited to 15 lecturers from a single Pancasila university, which may limit the generalizability of the results. Future studies could expand the sample size and include multiple universities to provide a more comprehensive view of the factors affecting professional commitment in higher education institutions.

FINDING AND DISCUSSION

RESEARCH RESULT

Pic 1 : Output Model Stuctural



Source : SEM PLS 4.0

Table 1 : Value Standardized Root Mean Square Residual (SRMR)

| | Saturated Model | Estimated Model |
|------|-----------------|-----------------|
| SRMR | 0,045 | 0,053 |

Source : SEM PLS 4.0

From the results of this study from table and pic the Standardized Root Mean Square Residual (SRMR) values for two models are presented: the Saturated Model and the Estimated Model. Here's the explanation of these values:

Saturated Model SRMR: 0.045, The saturated model in SEM (Structural Equation Modeling) is a model with enough parameters to perfectly fit the data. The SRMR value of 0.045 for the saturated model indicates that it represents the data very well. Generally,

lower SRMR values suggest better model-data fit. As a general rule, an SRMR value below 0.08 is considered to indicate a good model fit.

Estimated Model SRMR: 0.053, The estimated model is one that has been estimated based on the data available and may have more constraints or fewer parameters than the saturated model. The SRMR value for the estimated model is 0.053. Although it is slightly higher than the saturated model, it still indicates a good model fit. In general, SRMR values below 0.08 are still considered to reflect a good fit. so that the structural model above is declared suitable (Hair et al, 2017)

The diagram suggests that mutual corporation (*gotong royong*) (X1), Leadership Role Modeling (*Keteladanan Pemimpin*) (X2), and Work Life Balance (*Keseimbangan Kehidupan Kerja*) (X5) are important latent variables influencing Professional Commitment Lecturer (Y), with path coefficients indicating varying degrees of strength of these influences.

The constructs like mutual respect play a significant role in shaping Professional Commitment Lecturer (Y), with coefficients suggesting that mutual respect strongly influences the professional commitment of lecturers. The observed variables are used to measure each latent construct, and the error terms indicate the residual variance in the measurements.

This is a typical SEM output for exploring the relationships between various factors (like leadership, cooperation, respect, and work-life balance) and the outcome of professional commitment in lecturers.

DISCUSSION

The results of this study, as shown in the SRMR values and path coefficients, provide valuable insights into the relationships between various latent variables and the professional commitment of lecturers. The analysis of the Standardized Root Mean Square Residual (SRMR) values for both the Saturated Model and Estimated Model indicates that both models demonstrate a good fit with the data (Hair et al, 2017), (Mulyadi, 2011).

The Saturated Model SRMR value of 0.045 reflects an excellent model-data fit, which suggests that the model with the highest number of parameters accurately captures the underlying relationships in the data. This value is well below the threshold of 0.08, which is typically considered an indicator of a good model fit (Lodico et al, 2006), (Qiong et al, 2017).

The Estimated Model SRMR value of 0.053, although slightly higher than the saturated model, still falls within the acceptable range (below 0.08). This shows that even with fewer parameters or additional constraints, the model remains a good representation of the data and effectively captures the key relationships between the variables.

Given that both models demonstrate a good fit, it can be concluded that the structural model is suitable for exploring the relationships between the latent variables (such as mutual cooperation, leadership role modeling, and work-life balance) and professional commitment of lecturers.

The latent variables such as mutual cooperation (*Gotong Royong* - X1), leadership role modeling (*Keteladanan Pemimpin* - X2), and work-life balance (*Keseimbangan Kehidupan Kerja* - X5) all show varying degrees of influence on professional commitment of lecturers (Y), as indicated by the path coefficients. These coefficients reveal the strength and significance of each relationship. For example, the path coefficient between leadership role modeling (X2) and mutual respect (X4) is quite high (0.670), suggesting that leadership practices are highly influential in shaping mutual respect among lecturers, which in turn, significantly affects their professional commitment.

Moreover, mutual respect (*Sikap Saling Menghormati* - X4) plays a critical role in fostering professional commitment. The strong relationship between mutual respect and professional commitment underscores the importance of cultivating an environment where respect and collaboration are prioritized, as these factors enhance lecturers' dedication to their profession (Alwasi et al,2023), (Adi W & Rahman, 2018), (Amabila et al,1983).

CONCLUSION

In conclusion, the results of this study provide strong evidence for the key role of leadership, mutual respect, and work-life balance in shaping the professional commitment of lecturers. The Structural Equation Modeling (SEM) analysis, based on the SRMR values, shows that both the Saturated Model and Estimated Model exhibit a good fit with the data, confirming the appropriateness of the structural model (Hair et al, 2017).

The path coefficients reveal that leadership role modeling (*Keteladanan Pemimpin*), mutual cooperation (*Gotong Royong*), and work-life balance (*Keseimbangan Kehidupan Kerja*) significantly influence the professional commitment of lecturers, with mutual respect emerging as a particularly strong factor. These findings emphasize the importance of cultivating an environment where leadership behaviors and respect are prioritized, as they are crucial for enhancing lecturers' dedication to their profession.

While the model successfully captures the key factors influencing professional commitment, the presence of error terms also suggests that other unmeasured variables may contribute to lecturers' commitment. Future research could further explore these additional factors to provide a more comprehensive understanding of the elements that drive professional commitment in academic settings (Arifin, et al, 2022).

Ultimately, this study underscores the value of fostering a supportive work environment that promotes mutual respect, leadership, and work-life balance, as these elements are vital for enhancing lecturers' professional engagement and overall performance in educational institutions.

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