

The Effect of Leadership and Organizational Commitment in Improving the Quality of Education at MPU Kuturan Singaraja

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ABSTRACT

This study aims to investigate the impact of leadership and organizational commitment on improving the quality of education in rapidly growing educational institutions, enabling them to effectively compete with other universities. The approach used is a quantitative method, utilizing questionnaires as the primary means of data collection. The study encompassed a population of 2,335 individuals, with a sample size of 335. The research results show that: first, from the results of these calculations, it can be seen that sig. research < sig. 5%, leading to the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1). This means that there is a significant influence of leadership on the quality of education at STAHN Mpu Kuturan Singaraja. Second, from the results of these calculations, it can be seen that the research sig is < sig 5%. The null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. Therefore, these findings provide support for the research hypothesis, which posits a significant influence of organizational commitment on education quality at STAHN Mpu Kuturan Singaraja. Third, from the results of these calculations, it can be seen that the research sig is < sig 5%, leading to the rejection of the null hypothesis (H0)

INTRODUCTION

Attaining a high standard of education is possible when higher education institutions effectively operate their institutions. Effective management can be observed from multiple perspectives, such as: (1) the establishment of a clear vision, mission, and objectives within an institution; (2) the efficient governance, administration, and collaboration among higher education institutions; (3) the presence of high-quality students; (4) the presence of exceptional human resources; (5) adequate financial support, facilities, and infrastructure; (6) the proper and sustainable implementation of education, research, and community service; and (7) the successful fulfilment of the three main responsibilities (*tri dharma*) by higher education institutions. If a higher education institution implements these characteristics, it will undoubtedly enhance the competitiveness of the school and lead to improved performance, particularly in terms of a robust governance framework. An effective higher education governance structure is crucial for adapting and enhancing competitiveness, leading to productive, efficient, and high-quality education in the present circumstances.

An exemplary university that requires further investigation, particularly in the realm of Hindu religious education, is the STAHN Mpu Kuturan Singaraja. This institution, founded in 2016, has garnered significant attention. A recently founded educational institution is highly susceptible to underdevelopment if its internal system does not function effectively. This will undoubtedly pose a significant risk to a recently founded institution. However, it appears that it does not impact STAHN Mpu Kuturan Singaraja. Despite being just 6 years old, STAHN Mpu Kuturan Singaraja has successfully achieved a level of competition and excellence that rivals not only other Hindu universities, but also other well-established public universities in Buleleng Regency.

Zou and Cavusgil, as cited in Santoso et al (2005), asserted that the success or downfall of an organisation hinges on the competitive landscape inside the global market. If the organisation can achieve success in the worldwide market, it will not only ensure its survival but also have the potential to become a dominant force in the global market. However, if the organisation is unable to compete in the global market, it will eventually undergo a sustained decline until it ultimately ceases to exist.

Kristiawan, Muhammad et al. (2017) identified several key areas that universities must address and overcome, including issues in management, teaching and learning, and value education. The challenges in management are evident in every country that aims to facilitate the establishment of universities, the recruitment of professors, researchers, and other related personnel without encountering any hindrances. The teaching and learning process is affected by challenges that arise from the adoption of online systems in higher education institutions, particularly during the ongoing pandemic since 2020. These challenges include changes in learning methods and limited face-to-face interaction between lecturers and students. Another problem arises in the realm

of value education, since globalisation frequently inundates individuals with an overwhelming amount of knowledge and information. Consequently, many individuals struggle to effectively filter this information, which has the potential to significantly alter their identity and existence.

If STAHN Mpu Kuturan Singaraja can leverage the expertise and competence of its human resources, emulate successful organisations' strategies and culture, and generate value, then STAHN Mpu Kuturan will thrive, expand, and flourish as an organisation. Furthermore, STAHN Mpu Kuturan can be seen as having successfully anticipated the obstacles faced by a nascent organisation.

The study is inspired by the significant growth observed in educational institutions. This research aims to investigate the strategic management practices employed by STAHN Mpu Kuturan Singaraja in order to enhance the Quality of Education and foster competitiveness among other universities.

THEORITICAL REVIEW

The quality of education is a critical factor in the development of a nation. Effective leadership and organizational commitment are essential components in enhancing the quality of education. This theoretical review aims to explore the relationship between leadership, organizational commitment, and the quality of education, with a focus on the context of MPU Kuturan Singaraja.

Leadership and Organizational Commitment

Leadership is defined as the use of power and influence to direct and motivate individuals towards achieving organizational goals. Effective leadership can inspire and empower teachers, fostering a positive work environment that promotes high-quality education. Organizational commitment refers to the desire of employees to remain part of the organization and contribute to its goals. It is influenced by factors such as job satisfaction, motivation, and the perceived fairness of the organization (Colquitt, LePine, & Wesson, 2011).

The Role of Leadership in Education

Leadership in educational institutions plays a pivotal role in shaping the quality of education. Transformative leadership, in particular, has been shown to have a significant positive effect on teacher commitment and organizational performance. This type of leadership inspires followers to achieve beyond their expectations, fosters a sense of community, and promotes continuous improvement (Bass, 1985).

Organizational Commitment and Quality of Education

Organizational commitment is crucial for maintaining high-quality education. Teachers who are committed to their organization are more likely to be motivated, engaged, and dedicated to their work. This commitment can lead

to better instructional practices, improved student outcomes, and a more positive school climate (Slocum & Hellriegel, 2007).

Theoretical Models

Several theoretical models support the positive relationship between leadership, organizational commitment, and the quality of education. The Integration Model of Organizational Behavior suggests that leadership indirectly affects organizational commitment through motivation and job satisfaction (Colquitt, LePine, & Wesson, 2009). Additionally, the path analysis model has been used to demonstrate the direct positive effects of leadership and trust on organizational commitment (Benawa, Triantono, & Siallagan, 2019).

Empirical studies have consistently shown that effective leadership and high levels of organizational commitment are associated with improved educational outcomes. For instance, research conducted in Medan, North Sumatra, found that instructional leadership and knowledge of educational management positively influenced organizational commitment, which in turn affected job satisfaction and work motivation (Siregar, 2013).

METHODOLOGY

The study employed correlation research methodology to investigate the impact of leadership and organisational commitment on the quality of education at STAHN Mpu Kuturan Singaraja. The framework of thinking can be seen as follows.

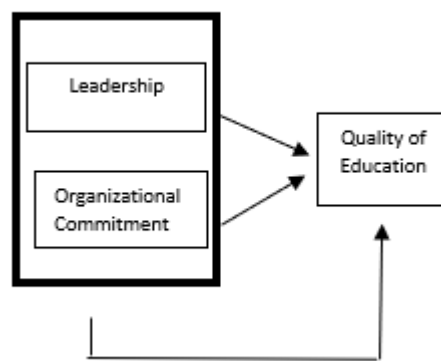


Figure 1 Constellation of Relationships between Variables

The study included a population of 2,335 individuals, with a sample size of 335. The sample was comprised of lecturers, education personnel, students, and stakeholders.

RESULTS

Research Overview

Buleleng Regency, home to STAHN Mpu Kuturan Singaraja, is geographically comprised of 9 sub-districts: Busung Biu, Gerokgak, Seririt, Sukasada, Banjar, Buleleng, Sawan, Kubutambahan, and Tejakula. The establishment of STAHN Mpu Kuturan Singaraja is a response to the

favourable geographical conditions of Buleleng Regency and the strong desire of the local community to pursue higher education. Due to the growing public interest in STAHN Mpu Kuturan Singaraja, the campus, which was originally situated in one location, has expanded to include two places within the same sub-district. Presently, the STAHN Mpu Kuturan Singaraja campus is situated in two strategically advantageous locations within the Buleleng District. The initial campus is located in Jalan Pulau Menjangan No. 27, Banyuning Village, Buleleng District. The second campus is located in Jalan Kresna Gang III No 2B, Kendran, Buleleng District.

Description of Respondents

Through the utilisation of a questionnaire-based data collection method, a total of 335 respondents' answers were deemed valuable for subsequent testing and analysis. Below are the specifics regarding the dissemination and retrieval of the questionnaire:

Table 1. Demography of Respondent

No	Indicators	Classification	Number	Percentage
1	Age	17 - 26 years old	247	73.73 %
		27- 36 years old	76	22.68 %
		37- 46 years old	10	3 %
		47- 56 years old	2	0.59 %
		Total	335	100 %
2	Gender	Male	116	34.63 %
		Female	219	65.37 %
		Total	335	100 %

Sources: Processed Data

The table indicates that the study participants were categorised into four age intervals: interval 1) 17-26 years, interval 2) 27-36 years, interval 3) 37-46 years, and interval 4) 47-56 years. The filled-in questionnaire has been classified based on age, specifically focusing on the youth to early adulthood group. This is reflected in the fact that the highest number of respondents, amounting to 247 individuals (73.73%), fall within the age range of 17-26 years. The data reveals that the majority of respondents were female, accounting for 65.37% (219 individuals), while male respondents constituted 34.63% (116 individuals).

Research Findings

Descriptive Statistic Result of Analysis

The table below presents the findings of the descriptive statistics analysis.

Table 2. Descriptive Statistics Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Leadership	335	42	95	81.22	10.781
Organizational Commitment	335	26	85	70.48	8.609
Quality of Higher Education Institution	335	31	100	82.74	10.638
Valid N (listwise)	335				

The descriptive statistical output for Leadership indicates that the item score ranges from a minimum of 1 to a maximum of 5. This implies that the leadership variable at STAHN Mpu Kuturan Singaraja has a lowest score of 1 and a highest score of 5 for each question item. The highest sum of 95 and the lowest sum of 42 demonstrate the greatest possible value for each question item responded by the responder, with the lowest possible value attained being 42. The mean value of Leadership at STAHN Mpu Kuturan Singara is 81.22, with a standard deviation of 10.781. The results indicate that the data variation of Leadership at STAHN Mpu Kuturan is low. This is evident from the comparison between the average value level (81.22) and the standard deviation (10.781). Additionally, when examining the conversion table and descriptive statistics table, it becomes apparent that the average value of the principal's leadership exceeds the specified ranking limit. Therefore, it can be inferred that the leadership variable at STAHN Mpu Kuturan Singaraja falls into the high category.

The descriptive statistical output for organisational commitment indicates that the item score ranges from a minimum of 1 to a maximum of 5. This implies that the lowest score for the organisational commitment variable is 1, while the highest score is 5 for each question item. The highest sum of 85 and the lowest sum of 26 demonstrate the maximum total value of 85 and the minimum total value of 26 for each question item responded by the responder. The mean organisational commitment score of STAHN Mpu Kutura Singaraja is 70.48, with a standard deviation of 8.609. The results suggest that the level of organisational commitment at STAHN Mpu Kuturan has a low degree of data variation. This is evident from the comparison between the average value level and the standard deviation ($70.48 > 8.609$). Additionally, when examining the conversion table and descriptive statistics table, it becomes apparent that the average value of organisational commitment exceeds the specified ranking limit. Therefore, it can be inferred that the organisational commitment variable at STAHN Mpu Kuturan Singaraja falls into the high category.

The descriptive statistics output reveals that the quality of education is measured on a scale ranging from 1 to 5. This indicates that the lowest possible score for the quality of education is 1, while the greatest score is 5 for each question item. The maximum sum of 100 and the minimum sum of 31 represent the highest possible value for each question item responded by the respondent is 100, while the lowest possible value attained is 31. The mean value of the quality of schooling is 82.74, with a standard deviation of 10.638. These results suggest that the variability of data in the quality of schooling is minimal. This is evident from the fact that the average value level is higher than the standard deviation ($82.74 > 10.638$). Additionally, when examining the conversion table and descriptive statistical table, it becomes apparent that the average value of the quality of education exceeds the specified ranking limit. Therefore, it can be inferred that the quality of education variable falls into the high category.

Validity Test

According to the validity test results, question item no. 9 is deemed invalid when assessed from the perspective of the leadership variable. From the perspective of organisational commitment, question items 3, 9, and 10 are deemed invalid and so excluded from further study.

Reliability Test

The reliability test technique employed is the Cronbach's alpha technique, wherein the Cronbach's alpha value must above 0.60. The calculation findings indicate that the test results are above the standard, suggesting that the data can be utilised for further study.

Table 3. Reliability Test Results

Variable	Test Result	Standard	Criteria
Leadership	0.965	0,60	High Reliability
Organizational Commitment	0.940	0,60	High Reliability
Quality of Higher Education Institution	0,946	0,60	High Reliability

Classic Assumption Test

Normality Test

The following table and figure display the outcome of the normality test conducted on the data obtained in this investigation.

Table 4. Normality Test Results

		Leadership	Organizational Commitment	Quality of Higher Education Institution
Leadership	Pearson Correlation	1	.798**	.784**
	Sig. (2-tailed)		.000	.000
	N	335	335	335
Organizational Commitment	Pearson Correlation	.798**	1	.821**
	Sig. (2-tailed)	.000		.000
	N	335	335	335
Quality of Higher Education Institution	Pearson Correlation	.784**	.821**	1
	Sig. (2-tailed)	.000	.000	
	N	335	335	335

** . Correlation is significant at the 0.01 level (2-tailed).

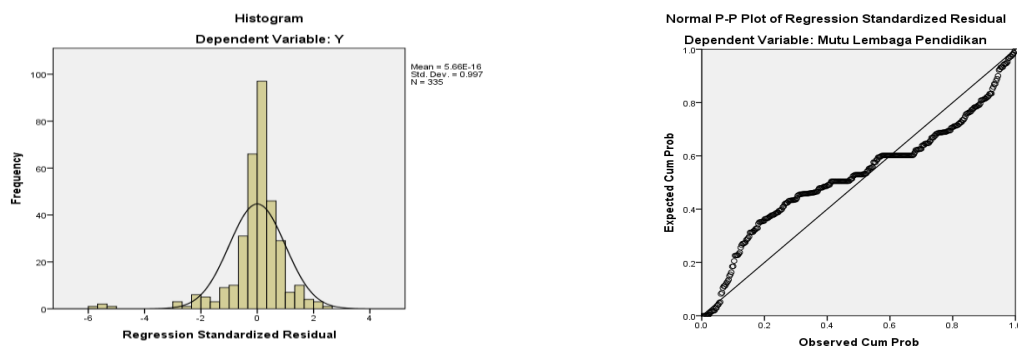


Figure 2. Data Histogram and P-Plot

Upon analysing the calculation results, it is apparent that the data conforms to a normal distribution. This can be determined by the statistical

significance value of Sig.0.00, which is below 0.05. Moreover, after analysing the histogram and P-Plot displays, it is clear that the observed pattern does not deviate towards one side, so showing its normality. When examining the P-Plot, the points are evenly dispersed across the diagonal lines and their distribution remains aligned with the diagonal line. This suggests that the data conforms to a normal distribution.

Multicollinearity Test Result

The table below presents the results of the multicollinearity test performed on the data collected during this research.

Table 5. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	7.475	2.601		2.874	.004		
Leadership	.349	.048	.353	7.319	.000	.363	2.758
Organizational Commitment	.666	.060	.539	11.166	.000	.363	2.758

a. Dependent Variable: Quality of Higher Education Institution

Based on the comparison of the Tolerance value of $0.363 > 0.10$; and VIF $2.758 < 10$, it can be concluded that there is no multicollinearity in the processed data.

Heteroskedasticity Test

The following table and figure display the outcomes of the heteroskedasticity test conducted on the data gathered during this study.

Table 6. Heteroskedasticity Test Results

			Unstandardized Residual	Leadership	Organizational Commitment
Spearman's rho	Unstandardized Residual	Correlation Coefficient	1.000	.035	.077

	Sig. (2-tailed)	.	.527	.161
	N	335	335	335
Leadership	Correlation Coefficient	.035	1.000	.755**
	Sig. (2-tailed)	.527	.	.000
	N	335	335	335
Organizational Commitment	Correlation Coefficient	.077	.755**	1.000
	Sig. (2-tailed)	.161	.000	.
	N	335	335	335

Correlation is significant at the 0.01 level (2-tailed).

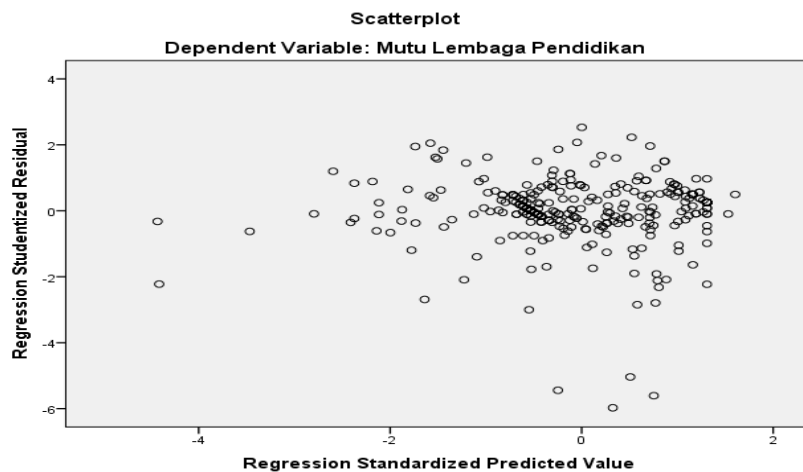


Figure 3. Scatterplot Test Result

Based on the calculation, it is evident that the Sig. X1 and X2 values are greater than 0.05. Additionally, while examining the scatterplot graph, the points are randomly distributed and do not exhibit any specific pattern. Therefore, it can be inferred that there is no presence of Heteroscedasticity.

Autocorrelation Test

The table below presents the results of the autocorrelation test performed on the data collected in this study.

Table 7. Autocorrelation Test Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.848 ^a	.719	.718	5.651	1.794

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

The Durbin Watson test yields a DW value of 1.794. The given value was compared to the table value using a significance level of 5%. The number of observations (n) is 330 and the number of independent variables (k) is 2. This yields a dl value of 1.664 and a du value of 1.684. For more information on the dl and du values, please refer to the Durbin Watson Test Bond attachment. Thus, the Durbin-Watson statistic of 1.794 exceeds the critical threshold of 1.684, leading to the rejection of the null hypothesis H0, which indicates the absence of autocorrelation.

Research Findings

The subsequent tables display diverse calculation outcomes derived from statistical tests in order to acquire study findings. The various findings can be elucidated in the following explanations.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.475	2.601		2.874	.004
	Leadership	.349	.048	.353	7.319	.000
	Organizational Commitment	.666	.060	.539	11.166	.000

a. Dependent Variable: Quality of Higher Education Institution

Conclusion:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 7,475 + 0,349 X_1 + 0,666 X_2 + 2,601$$

$$= 11,091$$

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784 ^a	.614	.613	6.618

a. Predictors: (Constant), Leadership

b. Dependent Variable: Quality of Higher Education Institution

Conclusion: R Square value 0.614 which indicate that the influence of X1 on Y is 61.4%

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821 ^a	.674	.673	6.081

a. Predictors: (Constant), Organizational Commitment

b. Dependent Variable: Quality of Higher Education Institution

Conclusion: R Square value 0.674 which indicate that the influence of X2 on Y is 67.4%

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.848 ^a	.719	.718	5.651

a. Predictors: (Constant), Organizational Commitment, Leadership

b. Dependent Variable: Quality of Higher Education Institution

Conclusion: The Adjusted R Square value is 0.718 which indicates that the influence of X1 and X2 together on Y is 71.8%

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.475	2.601		2.874	.004
Leadership	.349	.048	.353	7.319	.000
Organizational Commitment	.666	.060	.539	11.166	.000

a. Dependent Variable: Quality of Higher Education Institution

Conclusion:

Sig. value. X1 0.004 < 0.05 => The influence is observed.

Sig. Value. X2 0.000 < 0.05 => The influence is observed.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27193.660	2	13596.830	425.734	.000 ^b
	Residual	10603.224	332	31.937		
	Total	37796.884	334			
a. Dependent Variable: Quality of Higher Education Institution						
b. Predictors: (Constant), Organizational Commitment, Leadership						

Conclusion: Sig. Value $0.000 < 0.05$ which indicate that the X1 and X2 have a joint influence on Y.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this investigation are as follows: (1) The descriptive statistical output indicates that leadership, organisational commitment, and the quality of education have low data deviation. (2) Leadership has an impact on the quality of education at STAHN Mpu Kuturan Singaraja. (3) Organisational commitment also has an impact on the quality of education at STAHN Mpu Kuturan Singaraja. (4) Both leadership and organisational commitment have impact on the quality of education at STAHN Mpu Kuturan Singaraja.

FUTURE STUDY

Measuring the Effectiveness of Management Models Innovative Education Management Model:

- Objective: To measure the effectiveness of the management model developed in the previous study.
- Methods: Using quantitative methods to collect data on student performance, teacher motivation and education quality before and after the implementation of the innovative management model before and after the implementation of the innovative management model.
- Expected Results : Data that can show whether the innovative education management model is effective in improve education quality and teacher and student motivation.

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