

Effect of Organizational Climate on Lecturer Performance

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ABSTRACT

A company's most important asset is its people since they contribute vitality, talent, creativity, and effort. One of the educational subsystems that is essential to producing human resources of the highest caliber is higher education. In the context of higher education, lecturers play a crucial role in shaping the caliber of students who graduate, the caliber of the educational process, and the caliber of higher education as a whole. The outcomes of any educational program, no matter how good, will be unsatisfactory if the program is not backed by excellent instructors. This study aims to investigate and develop a model of how lecturer competency, individual characteristics, and organizational environment affect performance through lecturers' individual commitment.

INTRODUCTION

The most important resource in a corporation is its human capital; workers are people who provide their time, energy, skills, and creativity to the company so that it can thrive in its surroundings. For every firm to succeed, it needs top-notch human resources. Workers require more humane management because they are, by definition, human beings, not just business resources or instruments. Since each individual is unique and different from the others, human resource management is an important concern (Ng *et al.*, 2016). Because human resource management is challenging, it necessitates behavioral approaches like developing and putting into place a sound management system, writing job descriptions, giving employees training and development opportunities, managing their careers, assessing their performance, paying them fairly, and upholding positive working relationships (Keramati *et al.*, 2008).

The disparity between previous research that demonstrated the business environment had an impact on employee performance led to this study (López-Domínguez *et al.*, 2013; Wallace, 2016). On the other hand, several studies contend that employee performance is not much impacted by the corporate environment (Matthews, 2018; Yun *et al.*, 2007). The main obstacle to doing research on the influence of organizational environment on employee performance as mediated by individual commitment is the existence of this research gap. If workers feel appreciated, involved, and loyal, they will be more devoted to the company. One element influencing corporate commitment is the organizational environment (Wallace, 2016).

The national education system of Indonesia includes higher education. The main foundation for producing outstanding human resources with the ability to affect societal change is higher education. The autonomous campus and independent learning project of the current administration is a revitalization drive that will help raise the caliber of university graduates. The idea of an independent campus has long been embraced by industrialized countries, and it is just now being introduced in Indonesia as a means by which the government is attempting to address the rapidly evolving trends of globalization. In higher education, instructors and supervisors are strategically important in deciding the quality of the program overall, the graduates' caliber, and the learning experience (Wilkins, 2015). The results will be dismal regardless of how good the educational program is if it is not backed by excellent and productive instructors. Expert and superior instructors in higher education will be able to create curricula and programs that are updated often to reflect changes in the environment, guaranteeing the production of exceptional graduates (PRATIWI & SANTOSA, 2019).

In higher education, lecturers have a variety of responsibilities in addition to teaching, research, and service. Tampubolon (2001) Depending on how much schooling they have had, their responsibilities differ. Lecturers serve a variety of purposes, particularly as parents and educators,

educators and teachers, leaders and managers, producers and servers, mentors and facilitators, researchers and resources, and so on. Since the job is very flexible and subject to substantial change based on the demands placed on it, it is seen as graded. In addition to their other responsibilities, lecturers are deeply committed to maintaining the three dharmas of higher education. Through individual commitment to lecturers at Indonesian tertiary institutions accepting the autonomous campus program, or independent learning, this study intends to explore and construct a model of the link between competency, individual qualities, organizational environment, and performance.

LITERATURE REVIEW

Individual Dedication and the Climate of the Organization

Employee performance is influenced by the culture of the company. A nice work atmosphere has a direct impact on high employee performance. An organization's organizational climate, according to Davis and Newstorm (2009), is what distinguishes it from other organizations and affects how each member views the latter. Based on these points of view, it can be concluded that the phrase "organizational climate" refers to the internal environment that employees feel as they go about their everyday lives in an effort to meet corporate goals. Features or characteristics of the organizational environment can encourage members of an organization to operate in specific ways. According to Stringer (2007), organizational climate may be described and measured using the following six key dimensions: structure, standards, responsibility, incentives, support, and commitment.

If a positive corporate culture is created, employees will have a high level of commitment to their company. A worker's motivation and commitment to the organization may be inferred from how happy they are with their jobs and work. When workers are content, they will commit to the business and try to use every talent at their disposal to actively participate in its growth, which will ultimately result in the achievement of its objectives. Kelner (2008) lists six elements that make up an organization's environment. The following are elements of the workplace environment that might promote individual employee engagement: a) Adaptability Conformity is an organizational mandate that grants employees freedom and permits them to change the assignments they are given. b) Because workers are a part of an ongoing process, responsibility is an organizational need that concerns how they feel about performing their organizational obligations and feeling accountable for the results they achieve. c) Standards, how employees feel about working in a situation where management places a strong emphasis on completing tasks accurately, establishing goals, and being forgiving of mistakes or poor work, d) Compensation This relates to how employees feel about receiving compensation and acknowledgment for their efforts. e) Clarity, which

relates to how employees feel about understanding what's expected of them in terms of their responsibilities, tasks, and corporate goals, Theme commitment, which relates to how content employees are to work for the organization and how willing they are to go above and above when called upon. Employee engagement with the organization doesn't happen by accident. Commitment is influenced by the organizational culture in which a person works as well. The organizational climate, or how employees perceive their work environment, has the ability to motivate and influence employees' plans to remain with the firm. According to Kustianto and Iskhak (2015) and Widiarti and Dewi (2016), organizational environment has a positive and significant impact on organizational commitment. Noordin et al. (2010) discovered that in Malaysia, employees' organizational commitment is positively impacted by organizational environment.

Personal Qualities and Personal Dedication

The unique characteristics that each person brings to the job include their requirements, interests, and attitudes. An organization's staff is a shared resource that is essential to its success. Workers are managers in the operations of the company, and this job is inextricably linked to them. Therefore, the organization's management has to be fully aware of and understand each employee's distinctive attributes in order to improve employee performance. Every employee in a company has to have certain attributes. Situations or characteristics that individuals bring to an organization are known as individual qualities. According to Gibson et al. (2006), individual characteristics are those personal traits or attributes that distinguish one person from another and affect the results of work for both the individual and the organization.

In addition to demographic variables like age, origin, and gender, individual traits that impact behavior and job performance include talents, family history, social standing, and experience elements (Gibson et al., 2006; Winardi, 2014). Robbins (2006) supports this perspective by stating that these personal characteristics include age, gender, marital status, length of service, physical capabilities, and mental capacity. Guruh (2014) contends further that individual characteristics that have a substantial influence on organizational commitment include age, gender, marital status, tenure, dependents, and level of education. These distinguishing characteristics highlight individual differences in terms of drive, initiative, capacity to solve problems, flexibility in the workplace, and general performance. These employee traits have a significant impact on firms' levels of commitment.

Personal Qualities and Achievement

Management needs to comprehend human behavior as people performance is the cornerstone of organizational performance. Since every person has different needs and potential, individual characteristics that set one person apart from another have a big influence on individual behavior.

Individual differences shown in each person's goals must be considered each business need to be fulfilled in line with its objectives. The following are examples of individual factors: learning capacity, age, race, gender, and experience level; abilities and skills; family history; personality; accomplishment; attributes; and traits (attributions). Biographical traits, personality, views, and attitudes are examples of individual characteristics. Personality traits are mental processes that dictate how individuals get, use, and are given experiences, goods, and services. Individual behavior is driven and influenced by internal (interpersonal) factors known as individual characteristics. According to Robbins (2015: 46), "Age, gender, length of service in the company, marital status, and education level are examples of individual characteristics." Additionally, individual characteristics are described as "biographical characteristics, personality, perceptions, and attitudes of individuals" by Sopiah (2010: 13).

Worker behavior determines outcomes. They may lead to good long-term performance and personal growth, or conversely, poor or undeveloped long-term performance. Individual attributes comprise talents, biographical features, learning, attitudes, personality, perceptions, and values as of right now, according to Judge, Timothy & Robbins, Stephen P., as translated by Diana Angelica (2008: 56). Path-Goal theory markers of personal characteristics. Three things are involved: a) locus of control; b) acceptance of authority (authoritarianism); and c) abilities. Success for each individual employee is vital, and the organization must naturally encourage it. Three variables were found by Gibson et al. (2006) and Winardi (2004) to be the factors impacting performance: Experience, social status, family history, aptitudes, and demographics such as age, gender, and origin are examples of individual factors. 2) psychological elements, including motivation, attitudes, learning, emotions, perceptions, and so forth. 3) Organizational elements, such as leadership, resources, organizational atmosphere, job structure and design, and incentives.

Personal Dedication and Instructor Expertise

The definition of employee commitment is a mindset toward the company. Strongly committed workers will frequently embrace all duties and tasks with zeal, show loyalty, and foster a feeling of community inside the company. Workers that have been developed by a strong commitment will take part and have an interest in the company's success. While individuals with low commitment perform less optimally and may even leave or resign from the company, those with high commitment have few reasons to depart and are ready to join other organizations. According to Porter et al. (1984), commitment is the degree to which a person identifies and engages with the organization. According to Porter et al., commitment is the result of three factors: 1) acceptance of the organization's values and goals; 2) willingness to put up significant effort to achieve those goals; and 3) a desire to stay a member of the organization.

Employee commitment is essential to the long-term viability of a business. Often, commitment is defined as an employee's dedication to the company where the worker is employed. Businesses always want to achieve their objectives without facing many difficulties, but there are always big obstacles that might arise, especially from employees. One such example is when workers don't feel committed to staying at work for the duration of the time period that the company has established. Normative commitment is defined by Luthans (2016) as a moral duty to remain with an organization, which is frequently taken to mean loyalty. This type of commitment shows a worker's devotion to the business and is a continuous process wherein individuals of the organization demonstrate care for the growth and success of the firm. The organizational commitment framework, which stresses the acceptance of organizational goals as demonstrated by workers' attitudes toward supporting organizational policies, is supported by Mowday et al. and Porter et al. (1984). By demonstrating the congruence of individual and organizational values and encouraging a sense of pride in belonging to the company, this acceptance serves as the foundation for organizational commitment. Employee duties and responsibilities inside the company, which are defined by friendliness, affection, and a strong sense of loyalty among its members, all have an impact on employee engagement. Based on a number of research, Rashid et al. (2013) came to the conclusion that commitment affects pro-social behavior, employee turnover, performance, and the risk of absenteeism and turnover.

Performance of Lecturers and Employee Competence

Employee competence is a capability that arises from knowledge, aptitudes, abilities, or unique personalities that impact work output. Harvard University professor McClelland (1973) first proposed the idea of competence, and his study ignited a wave of inquiry into competency in both academic and industrial contexts. Academic potential tests, which were widely used at the time to predict performance, have been shown in several studies to have no meaningful relationship with an individual's performance McClelland (1973). The fact that these evaluations usually favor characteristics related to gender, culture, and socioeconomic status.

The qualities that lead to effective or exceptional job performance such as motives, characteristics, talents, and elements related to social roles or knowledge determine an employee's competency in a particular field of work (Boyatzis, 2012). Each employee's potential to contribute to the company is determined by their level of proficiency. According to their work responsibilities, employees' competency must receive enough attention, and it is anticipated that as their competence increases, so will their performance. By encouraging employees to become competent, the company is presumably trying to provide them the skills, information, and mindset they need to reach organizational objectives with superior and competitive performance. Additionally, competence is defined by

McClland (1973) as a fundamental psychological quality that either directly influences or predicts outstanding performance. Rusminingsih (2014) has demonstrated in earlier studies on individual competence that performance and commitment are influenced by organizational commitment. The three factors that determine an educator's organizational commitment: educator organizational commitment to performance, educator organizational commitment to teacher performance, and educator competence.

The Republic of Indonesia Number 14 of 2005 states that professional education-acquired "pedagogic competence (in the field of learning/academic), professional competence, social competence, and personality competence" can be used to assess a lecturer's perceptual competence. The four competencies fit into the following description:

1. The ability of lecturers to efficiently oversee learning is referred to as pedagogic competence.
2. Characteristics like noble character, knowledge, authority, stability, maturity, honesty, the capacity to serve as an example for students and society, impartial performance appraisal, and ongoing self-improvement are all considered aspects of personality competency.
3. The ability of lecturers to operate as members of society is referred to as social competence.
4. The proficiency of lecturers in science, technology, and art is referred to as professional competence.

Personal Dedication and Worker Output

The quality and amount of work that a person completes in compliance with their allocated obligations is referred to as employee performance. A person's position and activities within a group or organizational environment are represented via their performance. According to Gibson (2000), an organization's total effectiveness is greatly impacted by the performance of its individual members. A group of different people, each making a distinct contribution, make up an organization. According to Robbins (1996), an organization is a social unit made up of two or more people working together to achieve shared goals.

Under Government Regulation No. 60 of 1999, which governs Higher Education, lecturers' roles and obligations are stated in the Three Laws on Higher Education and include teaching, research, and community service. Among them are:

1. Education and Teaching: This includes carrying out prearranged work schedules, creating handout materials, giving lectures, answering queries, giving assignments, holding exams, carrying out assessments and evaluations, managing tutors, drafting and sponsoring final papers and dissertations, acting as

trial examiners, supervising tutors, steering and helping to implement practicums, putting together activity reports, and giving scientific orations.

2. Research and Writing of Scientific Works: This includes heading up or actively taking part in seminars and scientific conferences, supervising specialized research and the creation of scientific reports for papers, writing textbooks, conducting scientific research, and preparing research and scientific papers.
3. The development of institutional and academic cadres, the creation of academic master plans and policies within them, the exercise of authority in their respective fields, the planning and execution of cadre education and training programs, and the application of research findings to support the community are examples of philanthropic activities.

Performance is the outcome that a person or group within an organization achieves in accordance with their assigned roles and responsibilities. The purpose of this performance is to achieve the goals of the company in a way that is morally, ethically, and legally sound (Prawirosentono, 2009). The level of an employee's job performance is the main emphasis of their performance. Employee performance evaluates how well workers accomplish job requirements (Rue and Byars, 1995). Performance is primarily determined by what employees do and do not do, claim Mathis and Jackson (2012). How much an employee may contribute to the company depends on their performance, which includes: 1) The quantity produced, 2) Performance is defined by Bernardin and Rusel (2002) as a record of the outcomes attained from different work duties or activities over the course of a given amount of time.

We provide a research model that illustrates the influence of organizational environment, individual attributes, and individual employee talents on employee performance, as mediated by employee commitment, based on our examination of the literature. The suggested model of the fundamental elements influencing employee performance is shown in Figure 1.

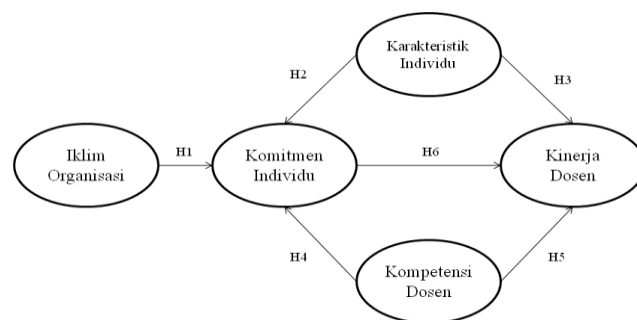


Figure 1. Model Variables that affect employee performance

METHODOLOGY

The purpose of this study is to clarify how individual characteristics—such as competence, dedication, and personal qualities—interact with organizational components like organizational climate in connection to the performance that individuals display. The goal of the study is to improve lecturers' professional efficacy by determining the factors that influence performance and how these factors correlate to shape an individual's performance. Every professor at Mataram City's private institutions was the target of the study. This study included 200 respondents in accordance with Ferdinand's (2014) standards for SEM analysis, which recommend a sample size of 100–200. Purposive sampling was used to choose permanent faculty members who had been lecturers for more than six years.

Data Analysis Technique

This study employed descriptive analysis, which entails tabulating the data and then generating decision outcomes based on the frequency distribution of the research variables in the respondents' questionnaires. A structural equation model (SEM) acceptance test was run:

a. Normality assess

The multivariate CR value is used to assess the normality of the data. A multivariate critical ratio value of -2.58 to 2.58, which falls within this range, indicates that the data distribution is normal.

b. Examining Outliers

Using the Mahalanobis distance approach to check for outliers, where $df = \text{number of indicators}$ and a significance threshold of 0.001, the Mahalanobis distance squared is greater than the chi-square value.

RESEARCH RESULT AND DISCUSSION

Respondents Profile

There are 200 responders to this survey: 73 (36.50%) women and 127 (63.50%) men. The bulk of respondents (96%) were between the ages of 41 and 50, with 77 respondents (38.50%) being between the ages of 51 and 60. With 182 (91%), and 18 (9%), having doctorates, lecturers' educational levels are still dominated by master's degrees (S2). Most respondents are employed as lecturers (43.50%) or expert assistants (31.5%). The profiles of each respondent in this study are displayed in Table 1.

Table 1. Respondents Profile

Item	Description	Frequency	Percentage
		N = 200	(%)
Gender	Male	127	63.50%

The value of the result indicates that the model satisfies the fit requirements based on the data in Figure 2 and the whole model analysis graph.

Table 2 Hypothesis Testing Results

			Estimate	S.E.	C.R.	Hypothesis
Individual Commitment	<--	Organization Climate	.073	.094	.778	Not Supported
Individual Commitment	<--	Lecturer Competences	.669	.116	5.789	Supported
Individual Commitment	<--	Individual Characteristic	-.018	.082	.222	Not Supported
Lecturer Performance	<--	Individual Commitment	.179	.079	2.263	Supported
Lecturer Performance	<--	Individual Characteristic	.189	.074	2.568	Supported
Lecturer Performance	<--	Lecturer Competences	.741	.106	6.961	Supported

The processing results show that every dimension or indication evaluates every hidden variable and yields findings that are satisfactory that is, a critical ratio (CR) value that is higher than 1.96. Table 2 displays the outcomes of the hypothesis testing, showing that two of the hypotheses were rejected and four were accepted. The results of the first hypothesis test, which posited that individual commitment is not significantly impacted by the organizational environment, show that not all variables had an error rate of less than 5%. With a probability value of 0.000 and a C.R. value of greater than 2, this indicates that the only factor that significantly affects individual commitment is organizational climate. When the mistake rate is more than or equal to 5% and the coefficient of determination (C.R.) is less than 2, the influence of individual characteristics and lecturer competency is negligible.

The outcomes of examining the second hypothesis, which posits that performance is significantly impacted by organizational environment, individual attributes, and lecturer competency, indicate that the probability value derived for the three examined routes is less than 5% and has a coefficient of determination more than 2. This suggests that characteristics of the individual, organizational environment, and lecturer competence all have a significant influence on performance. Thus, it is possible to assess the second research hypothesis.

The results of testing the third hypothesis, which states that individual commitment significantly affects performance, show that the C.R. value is less than two and that the probability value supplied by the effect of individual commitment on performance surpasses the error rate of less than 5%. This suggests that there is no discernible relationship between the individual commitment variable and performance. So, it is possible to

test the second study hypothesis. Consequently, there is no investigation of the third research hypothesis.

The fourth hypothesis, which posits that individual characteristics, lecturer competence, and organizational climate all significantly influence performance through individual commitment, was tested. The findings show that individual commitment is not significantly impacted by performance because the error rate is greater than 5%, and that the organizational climate variable significantly affects individual commitment. Less than 5% inaccuracy is present in the probability value of the organizational climate variable's coefficient of direct effect on performance through commitment. Despite the fact that the probability value of the direct and indirect coefficients of individual characteristics and competence variables on performance through individual commitment has an error margin of more than 5%.

This suggests that neither individual dedication nor individual skills or attributes by themselves have a substantial impact on performance. The analysis's conclusions show that individual commitment has the status of a mediating variable (intervening) that may mediate organizational climate characteristics, individual attributes, and abilities since the total impact value is larger than the direct effect.

CONCLUSIONS AND RECOMMENDATIONS

Enhancing performance is essential because, as stated by Mathis and Jackson (2002), it affects an individual's capacity to contribute to the organization. The findings showed that organizational climate, individual characteristics, and competence have a significant influence on employee performance, supporting the claims made by Gibson et al. (2006), Winardi (2004), and Boyatziz (1982) that employee competence in specific fields of work leads to effective performance. In addition to direct influence, this study also uses individual commitment elements as intervening variables. Rashid et al. (2003) claim that pro-social behavior, employee turnover, and performance are all impacted by commitment. However, the study does not support this viewpoint. The coefficient of determination (C.R.) is less than two, and the probability value of the impact of individual commitment on performance is more than the error rate below 5%. This suggests that the individual commitment variable has little effect on performance. Individual attributes and competencies (Rusminingsih, 2014; Guruh, 2014) have a significant influence on company commitment and dedication. Additional research reveals that only organizational climate, with a probability value of 0.000 and a C.R. value of more than 2, significantly influences individual commitment, while individual characteristics and lecturer competence have no discernible effects when the error rate is equal to or greater than 5%.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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