

EFFECT OF WORK SATISFACTION AND ORGANIZATIONAL CULTURE ON COMMITMENT TO LECTURER PROFESSION IN BATAM UNIVERSITY – INDONESIA

Elli Widia¹, Chablullah Wibisono^{2*}

Abstract: Professional commitment is a form of work commitment that impacts individual work behavior that is seen in productivity and performance. This study aims to reveal the effect of job satisfaction and organizational culture on the commitment to the teaching profession. The study was conducted at Batam University. This research method uses a survey method with a path analysis approach. The results of this study found that: (1) the direct effect of job satisfaction on the commitment to the teaching profession is shown through the price of the path coefficient $py1 = 0.617$ with $tcount >$ table. This confirms that job satisfaction has a direct positive effect on the commitment to the teaching profession; (2) the direct influence of organizational culture on the commitment to the teaching profession has a path coefficient value of $py2 = 0.281$ with $tcount >$ table. This finding confirms that organizational culture has a direct positive effect on the commitment to the teaching profession. Thus, it can be said that job satisfaction and organizational culture have a direct positive effect on the commitment to the teaching profession at the University of Batam. Based on the above research findings, it can be concluded that job satisfaction and organizational culture are variants of commitment to the teaching profession. Thus, efforts to increase commitment to the teaching profession can be made by increasing job satisfaction and organizational culture. Thus, it can be said that job satisfaction and organizational culture have a direct positive effect on the commitment to the teaching profession at the University of Batam. Based on the above research findings, it can be concluded that job satisfaction and organizational culture are variants of commitment to the teaching profession. Thus, efforts to increase commitment to the teaching profession can be made by increasing job satisfaction and organizational culture. Thus, it can be said that job satisfaction and organizational culture have a direct positive effect on the commitment to the teaching profession at the University of Batam. Based on the above research findings, it can be concluded that job satisfaction and organizational culture are variants of commitment to the teaching profession. Thus, efforts to increase commitment to the teaching profession can be made by increasing job satisfaction and organizational culture.

Keywords: work satisfaction, organizational culture, commitment profession.

I. INTRODUCTION

a) Background

The teacher and lecturer law have stipulated that lecturers must have competencies that are by the demands of the Profession, namely pedagogical competence, personality competence, social competence, and professional competence. By having these competencies, commitment to the Profession will emerge, and the positive impact is that performance will also increase. Permendiknas document (Regulation of the Minister of National Education) No. 16 of 2007 in Appendix A states that a lecturer is said to be professional if he meets four competencies: pedagogical competence, personality competency, professional competence,

¹ Elli Widia, Post-Graduate Lecturer, Faculty of Economics, Batam University, Indonesia. Email: elle.weidia@yahoo.com

² Chablullah Wibisono*, Post-Graduate Lecturer, Faculty of Economics, Batam University, Indonesia

*Correspondence email: chublulah.webisono@gmail.com

and social competence. Social competence consists of three stages, namely: 1) The ability to understand the perspectives of others; 2) Response skills, both in the form of verbal and non-verbal communication by prioritizing other people's perspectives on a situation or more commonly known as empathy; 3) Skills to overcome problems arising from diversity (Ramdhani, 2012: 27-28). Teachers who meet the specified competencies indicate that these teachers accept the values and goals of the Profession they are undertaking. Acceptance of professional values and goals is one aspect of commitment to the Profession. The higher the commitment to the Profession owned by a lecturer, the success rate of learning objectives will increase. To achieve the expected quality, commitment to the professor's Profession is undoubtedly needed for the smooth teaching and learning process, and the success of students to plunge into the community later.

During the pandemic, Covid-19 and after that, a college student and lecturers must be more adaptive in living campus life. The existence of an element of compulsion for this change also needs to be seen as a stimulus for a more progressive academic world. Therefore, now it takes intention and commitment between lecturers and students to make peace with the situation. Not only the flexibility of the reasons for the internet and time but also the tasks. Because the essence of online lectures is not an endless assignment, in safe and comfortable situations and conditions are factors that often hinder learning enthusiasm. Making us feel in a situation of urgency or danger is the last thing that is most effective as a learning motivation. Amid all the limitations due to the COVID-19 outbreak, Batam University lecturers continue to carry out their learning activities through online media. The amount of time at home is also used by some lecturers to conduct research or write books that can be used to improve the quality of their knowledge. At this time, every lecturer should not have enough just actively teaching or attending a seminar. However, he also must always be committed to writing and doing research.

Commitment to the Profession is an essential element related to the achievement of educational goals that exist in the fourth Alenia opening of the 1945 Constitution, namely: "educating the life of the nation" or in other words to produce quality human resources, both in terms of science, knowledge, skills, and personality. This study will look at the commitment to the Profession owned by Batam University lecturers. This is important because commitment to the Profession is a determination of lecturers' attitudes towards their work. So, lecturers committed to high professions will develop a positive mindset for the University of Batam. Someone who is committed to a high profession will have an identification of his work,

According to Lee et al. (2000), individuals with high professional commitment have more reliable identification and experience more positive things about their professions than individuals with low professional commitment. Professional commitment can be developed through positive professional experience or the development of professional expertise. The Profession's commitment is built during the socialization process when the Profession emphasizes understanding the values and norms required by Profession. Therefore, one's

commitment to his Profession will increase according to the process of socialization and his experience of a profession.

From time to time, job satisfaction receives attention from various groups for several reasons that are not negotiable. These reasons include: first. Satisfaction shows the results of work experience and a high level of disappointment that helps indicate organizational problems that require attention. Second, work disappointment is closely related to absences, personnel changes, and physical and mental health problems. Moreover, when lecturers are not satisfied with their work, work involvement is reduced, commitment to the organization is low, the atmosphere is very harmful, and a series of negative consequences will emerge. Dissatisfied workers may be involved in psychological deterioration, physical deterioration (absent without reason, leave early, take a long break, or work late),

On the other hand, satisfied lecturers can make service actions outside the call of duty, make useful work reports, and actively engage in all areas of their work. This implies how job satisfaction is paramount and vital for the lives of lecturers and organizations so that their existence needs to be maintained from time to time, even continuously improved in line with the dynamics of individual and organizational development. Moreover, high job satisfaction is also beneficial and influences working conditions that are positive and dynamic, thus providing tangible benefits for both organizations and lecturers. Conditions like this are expected by every organization's management and become one of the reasons for researchers to conduct studies of job satisfaction because it is related to labor,

Another factor that influences the commitment of the teaching profession is organizational culture. The organizational culture pattern applied at Batam University also influences the way lecturers work in carrying out the tasks assigned to them. For that, we need a contribution that can provide benefits to the organization.

The organization can do humanizing personnel as an organization or by the leadership. The attitude of not degrading subordinates and even respecting subordinates as humans need to be instilled. To respect subordinates as human beings mean to regard them as equals, who happen to be in a lower position. Thus, every leader must learn to respect subordinates.

Each organization must have a leader responsible for the implementation of all activities in the organization to achieve the goals set. The leader's primary responsibility is to give direction to all activities in the organization to achieve the desired goals, even without the presence of organizational leaders. The latter do not get direction from their leaders. It is estimated that activities run without direction or are not coordinated, so they will not achieve the goals set. Based on the background of the problems described, this study will examine the effect of job satisfaction and organizational culture on the Profession's commitment to the Profession.

b) Problem Formulation

The formulation of the problem is as follows;

- 1) Does job satisfaction directly affect the commitment to the Profession?
- 2) Does the organizational culture directly influence the commitment to the Profession?

II. THEORETICAL BASIS

a. Commitment to the Professional

Elias (2006: 83) states that commitment to the Profession is one's acceptance of the value and purpose of the task chosen, with the existence of an effort made, and the desire to maintain membership in professional organizations. Commitment to the Profession is divided into three components: 1) Affective commitment, 2) Continuous commitment, and 3) Normative commitment. Affective commitments behave differently from individuals based on continuous commitment. Individuals who want to become members will have the desire to use businesses by organizational goals.

According to Lee et al. (2000) that individuals who are committed to high professions have more reliable identification, and experience more positive things about their Profession compared to individuals with low commitment to professions. Commitment to the Profession can be developed through positive professional experience or the development of professional expertise. Commitment to the Profession is built during the socialization process when the Profession emphasizes understanding the values and norms required by Profession. Therefore, one's commitment to his Profession will increase according to the process of socialization and his experience of a profession.

b. Job Satisfaction

In Fraser's (2002: 43) opinion, job satisfaction will arise if the benefits felt from work exceed the marginal limits incurred, which are considered by employees to be adequate. Furthermore, Johns (2006: 137) says that job satisfaction is the attitude of a worker towards his job. Meanwhile, according to Davis and Newsroom (2005: 105), job satisfaction is a set of employees' feelings about whether or not their work is fun. James L. Gibson et al. (2006: 373) argue that job satisfaction with an individual's expression of personal well-being is associated with doing the job assigned. Furthermore, it was also explained that job satisfaction depends on the level of intrinsic and extrinsic results and how an employee views the achievement of the results. These results have different values for different people. For some people, responsible and challenging work may have neutral or even negative values, depending on their education and previous experience. While for others, the work can have a high positive value.

c. Organizational Culture

Armstrong (2009: 32) defines the organizational culture, or corporate culture is a pattern of values, norms, beliefs, attitudes, and assumptions that cannot be spoken but are formed in the way people behave. Two crucial factors strengthen the definition, namely: 1) Values, values that are taken from the solutions that arise from an influential leader in the organization to solve the problems of the organization, and 2) Assumptions, the core of culture and subconsciously guide behavior and decisions. Gibson et. al. (2006: 31) defines organizational culture as what is understood by employees and how that perception creates a pattern of

beliefs, values, and expectations. A similar opinion was stated by Hess and Sililiano (2006: 305) that organizational culture usually describes a set of beliefs, norms, and values shared by members of the organization. Those beliefs, norms, and values relate to the way things work and what is essential in the organization.

According to Steers and Porter (2003: 246) that if the agreement of both parties can be carried out reasonably then, it will foster a high commitment from subordinates to the work organization, which ultimately stimulates subordinates to work well and be able to compete in conditions of very tight competition. Meanwhile, according to Mowday, Porter, and Steers in Slocum and Hellriegel (2007: 247) assume that "high commitment correlates with low moving work, inaction can be reduced, low levels of absenteeism, and increased employee job satisfaction."

d. Concept Framework

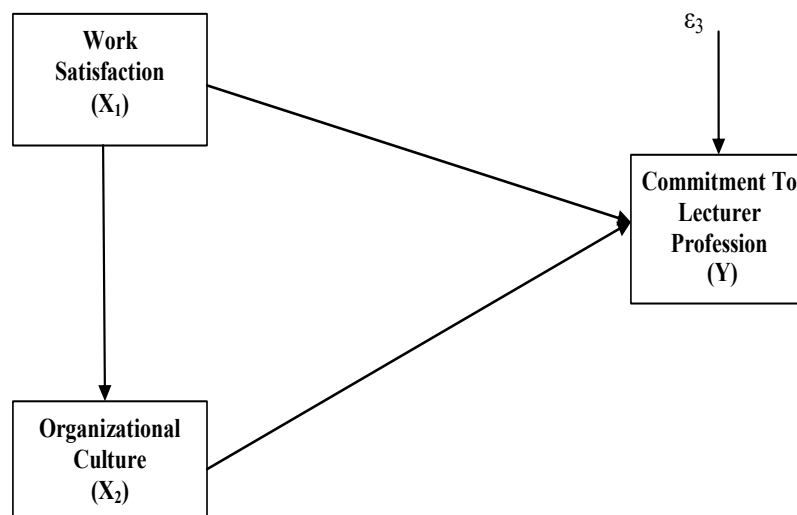


Figure 1. Path diagram

e. Hypothesis Research

By the theoretical study above, the following research hypotheses are arranged:

1. There is a positive influence on job satisfaction, which has a direct positive effect on the commitment to the teaching profession.
2. There is a positive influence of organizational culture on a positive direct effect on the commitment to the teaching profession.

III. RESEARCH METHODOLOGY

a) Research Approach

This research was conducted using a survey method with a path analysis approach. The way to collect the data needed in this study is done through questionnaires and tests that have

been prepared in advance. This study will examine the relationship between research variables and measure the effect of one variable with other variables.

b) Population and Research Samples

The study population was 220 lecturers at Batam University. The target population is lecturers with ten years of work or more, amounting to 150 people. The sampling technique used in this study is through proportional random sampling. The size of the sample must not be less than 5% of the population. To meet these criteria, sample measurements are calculated using the Slovin formula. The population in this study was 150 people. Precision took about 5%. However, in this study, 5% of sampling precision was taken, so that the study sample was 109 people.

c) Data Analysis Techniques

Data obtained from the results of the study were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is done by describing all data from all variables in the form; frequency distribution, histogram, mode, median, average price, and standard deviation (standard deviation). While inferential statistical analysis is done to test the hypotheses that have been formulated.

IV. SUCCESS AND DISCUSSION

a. Calculation of Path Coefficient

Before testing the model, using the path analysis method, then as previously explained, the research data has been tested and meets all the requirements.

One essential requirement that must be met is the existence of a significant correlation between the variables that are related and related to each other. However, the relationship that has been proven through the magnitude of the correlation coefficient does not conclude a causal relationship occurs between these variables. This is based on the understanding that the correlation coefficient is a coefficient that states the magnitude or degree of relationship between several variables. Data obtained from the field are processed after going through various tests required so that the next step is to test the causal model with path analysis.

Before calculating the path coefficient, the correlation coefficient between the variables is calculated. The calculation results show that all correlation coefficients between variables are positive. This shows that there is a positive relationship between variables contained in the structural model. All correlation coefficient values are significant at $\alpha = 0.05$. A summary of the simple correlation coefficients between research variables can be presented in the following matrix table.

Table 1. Simple Correlation Coefficient Matrix between Variables

	X1	X2	X3
X1	1,000		
X2	0.830	1,000	
X3	0.850	0.793	1,000

The next step is to calculate the path coefficient. The path diagram studied can be described as follows:

Table 2 Results of Calculations using the SPSS program for Windows for X₁ and Exogenous X2 and Endogenous Y

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	11,631	5,563		2,091	,039
	Job satisfaction	,587	,083	,617	7,053	,000
	Organizational culture	,252	,079	,281	3,205	,002

a. Dependent Variable: Professional Commitment

Based on the table above, it can form structures X₁, exogenous X2 and endogenous Y are as follows;

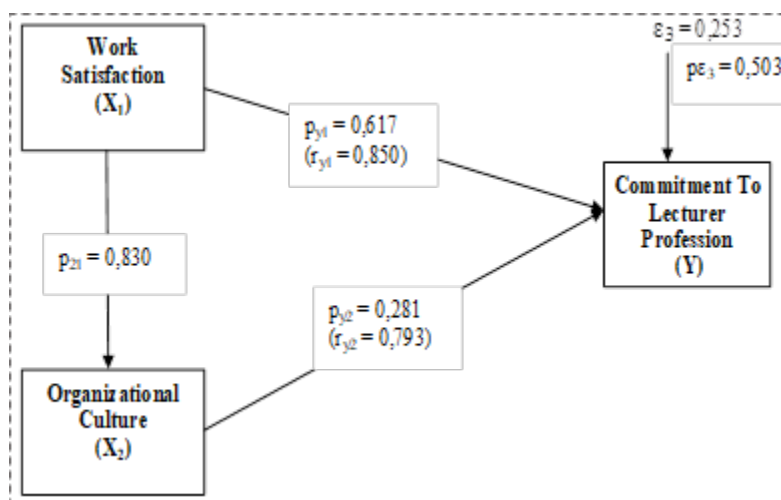


Figure 2. Path Analysis Results

After calculating using the formula and entering the values of the correlation coefficient in table 2, a summary of the results of the calculation of the path coefficient and simple correlation coefficient is shown in the following table.

Table. 3. Summary of Calculation Results and Path Coefficient Testing

Coefficient Correlation	Path coefficient		count it t table		Information
			$\alpha = 0.05$	$\alpha = 0.01$	
$r_{1y} = 0.850$	$py_1 = 0.617$	7,053	1.66	2.36	Meaningful pathway
$r_{2y} = 0.793$	$py_2 = 0.281$	3,205	1.66	2.36	Meaningful pathway

Based on the calculation results in the table above, it turns out that the value of t count, which has a path coefficient more significant than the value of the t table at $\alpha = 0.01$ is py_1 and py_2 . So, it can be stated that the py_1 and py_2 path coefficients are very significant.

b. Research Hypothesis Testing

After analyzing the pathway's structural model, the path coefficient results obtained are used to test the research hypothesis. The criteria used in hypothesis testing is that if the path coefficient is less than 0.05, then it can be considered that the path is meaningless.

1. Effect of Job Satisfaction on Commitment to the Profession

The first hypothesis states that job satisfaction has a direct effect on the commitment to the Profession.

Statistical Hypothesis: $H_0: \beta_{y1} \leq 0$
 $H_1: \beta_{y1} > 0$

Based on the calculation results show that job satisfaction has a positive and significant effect on the commitment to the Profession, this can be seen from the path coefficient $py_1 = 0.617$. To determine the significance of job satisfaction on the commitment to the Profession, a significance test with a t-test was performed. The path coefficient is significant if the value of $t > t$ table. T-test results obtained t-count = 7.05, while t-table = 2.36 at $\alpha = 0.01$ for DK = 106 so that $t_{count} > t_{table}$ or $7.05 > 2.36$, then H_0 is rejected and H_1 is accepted, path coefficient py_1 significant. Thus, job satisfaction (X1) has a direct positive effect on the Profession (Y).

2. The Effect of Organizational Culture on Commitment to the Profession

The second hypothesis states that organizational culture directly influences commitment to the Profession.

Statistical Hypothesis: $H_0: \beta_{y2} \leq 0$
 $H_1: \beta_{y2} > 0$

Based on the calculation results show that organizational culture has a positive and significant effect on the commitment to the Profession. This can be seen from the path coefficient $py_2 = 0.281$. To determine whether organizational culture has a direct effect on the commitment to the Profession, a significance test with a t-test is carried out. The path coefficient is significant if the value of $t > t$ table. T-test results obtained t-count = 3.21, while

$t\text{-table} = 2.36$ at $\alpha = 0.01$ with $DK = 106$, so $t_{\text{count}} > t\text{-table}$, or $3.21 > 2.36$, then H_0 is rejected and H_1 is accepted, coefficient the py_2 pathway is significant. Thus, the organizational culture (X2) has a direct positive effect on the commitment to the Profession (Y).

V. DISCUSSION

1) Job Satisfaction has a Positive Impact on Commitment to the Profession

Hypothesis testing results indicate that job satisfaction has a positive effect on commitment in the Profession. This positive influence shows that high job satisfaction will have implications for increasing commitment to the Profession. This finding is understandable because commitment is built when aspects of the work, such as wages, employment, promotion, supervision, work partners, and working conditions, are perceived and felt positively by members of the organization (lecturers) to satisfy themselves. When all aspects of the work are perceived positively and are therefore felt to be pleasant by the lecturer, it will encourage the lecturer to commit to his Profession.

Job satisfaction itself is realized if factors such as peace of mind, happiness, sense of success, challenging work, get fair justice, supportive working conditions, and compatibility of personality with work is in the lecturer at work. Meanwhile, if lecturers do not feel any satisfaction at work, there will be a reluctance to participate in campus activities, feel they have no moral obligation to realize campus goals, and tend to think about moving to work on another campus. A dissatisfied lecturer means feeling what he hopes is not by the reality experienced, thus weakening the lecturer's enthusiasm to make the maximum effort in participating in advancing the campus organization.

The facts revealed from the results of previous studies also showed that job satisfaction affects commitment. The results of research conducted by Colquitt et. al. (2015: 106-107) stated that job satisfaction has an impact on commitment, where workers with high job satisfaction tend to feel the high organizational commitment. While Riggio (2003: 225), in his research, looked at the concepts of job satisfaction and organizational commitment are closely related, although different, but both concepts are positively correlated. Vecchio (2006: 276-278) also clarifies that job satisfaction is related to employee behavior such as productivity, absence, and leaving the organization. Robbins (2008: 106-107) agrees with a negative correlation between job satisfaction with absenteeism and resignation. The same thing was stated by Ivancevich, Konopaske, and Matteson (2008: 234) that organizations that can meet employees' needs or job satisfaction have a significant change in employee commitment. Thus, the results of this study support previous findings of the direct effect of job satisfaction on the commitment to the Profession.

2) Organizational Culture Has a Positive Impact on Commitment to the Profession

This study shows the findings that organizational culture has a positive effect on the commitment to the Profession. This positive influence shows that high organizational culture

will have implications for increasing commitment to the Profession. The positive influence of organizational culture on the commitment to the Profession can be caused by organizational culture usually related to what can and should not be done in the organization. Organizational culture can influence the way people behave and must become a benchmark in any organizational development program and policies taken. This is related to how culture affects the organization and how the organization can manage a culture.

Culture is an adhesive social and produces closeness to reduce differentiation within an organization. Organizational Culture also provides shared meaning as the basis for communication and provides a sense of mutual understanding. If the function of this culture is not performed well, then culture can significantly reduce organizational efficiency. Lecturers who work with are supported by factors such as; 1) the division of tasks, 2) mastery of the field of work, 3) reporting tasks, 4) work supervision, 5) rules and working time, 6) interact with subordinates, 7) compile the program, 8) complete the task, 9) evaluate the work, 10) collaborating with others, 11) creating a working atmosphere, 12) giving gifts, 13) improving career paths, 14) acknowledging the existence of lecturers,

This research has proven the theory said by Greenberg and Baron (2008: 174-175) which says that organizational commitment comes from three factors, namely: 1) Acceptance of organizational goals and values, 2) A desire to help an organization achieve its goals and, 3) A desire to remain in the organization. Besides, this research also proves the theory said by Colquitt et.al. (2015: 68-70) which said that members of organizations with high affective commitment have a close psychological closeness to the organization, which means that members of the organization will have the motivation and desire to contribute meaningfully to the organization. Thus, the results of this study support previous findings of the direct influence of organizational culture on the commitment to the Profession.

VI. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

a) Conclusion

Based on the statistical analysis conducted, the following research findings were obtained:

First, Job satisfaction has a direct positive effect on the commitment to teaching at professionBatam University. This means that the higher the job satisfaction of a lecturer, the higher the commitment to the Profession as a lecturer. Vice versa, the job satisfaction of a lecturer, the lower the commitment to the Profession as a lecturer. Therefore job satisfaction is an important variable to consider in predicting commitment to the teaching profession.

Second, Organizational culture has a direct positive effect on the commitment to the University lecturer profession Batam. This means that the better the organizational culture in which a lecturer works, the higher the commitment to the Profession as a lecturer. Vice versa, the better the organizational culture in which a lecturer works, the higher the commitment to

the Profession as a lecturer. This condition shows that organizational culture is an important variable to consider in explaining an increase in commitment to the teaching profession.

b) Implication

This study's findings indicate there is a direct influence of job satisfaction and organizational culture on commitment in the profession lecturer. The findings of this study also reinforce theories related to research variables. Commitment to the Profession is influenced by various variations of exogenous variables such as job satisfaction and organizational culture, which is consistent with the proposed theoretical model. These findings are expected to be used as an addition or reference to research related to the commitment of the Profession, especially research with exogenous variables job satisfaction and relevant organizational or research culture.

Based on these findings, to improve and increase commitment in the Profession, pay attention to both variables, that is, job satisfaction and organizational culture. The findings of this study indicate that to increase commitment. The Profession can be done by increasing job satisfaction and fostering a unique organizational culture. Thus, this study's results need to be followed up with an integrated program in determining planning related to increasing commitment to the Profession. Efforts that can be made are:

1. Job Satisfaction

One of the concepts most often noticed by managers in a company is job satisfaction. Various kinds of treatment given to personnel at their jobs will only be effective if they feel satisfied with their work. Satisfaction at work can be received if they feel the harmony between what is expected and what can be obtained, or between needs and appreciation. Job Satisfaction is a person's feelings towards their work and different aspects of their work. This is more seen in whether the person likes or dislikes his work. In its measurement, job satisfaction is an attitude variable. At first, the understanding of job satisfaction is more on the principle of need, for example, salary as a form of fulfillment of basic physical needs. However, over time, many approaches focus more on cognitive process attention than on the principle of need. The attitude perspective has become one that dominates the understanding of job satisfaction.

A disaster if job satisfaction is ignored by management, because the impact can interfere with work performance, such as boredom, laziness, physical disturbance, anxiety, depression, and counter-productive behavior. Job satisfaction can occur in a healthy and favorable climate. A positive climate not only increases job satisfaction but also work productivity. It should be underlined that managers, human resource specialists, supervisors, and workers, including lecturers, must explore how job satisfaction can be improved. One aspect of increasing job satisfaction is not just a matter of money, but the conditions at which employees work also determine their satisfaction.

These things give the sense that improvement Job satisfaction of lecturers will increase their commitment to the teaching profession. In this regard, efforts to create job satisfaction in order to increase commitment to the teaching profession, the things that need to be done are; First, sending lecturers to attend training or seminars both by their scientific background or with the theme of improving learning to increase the competence of the lecturers concerned. For a situation like now when Pandemic Covid-19, lecturers can be included in training on how to utilize information technology to be used in learning via the internet. Second, involving lecturers in decision making, especially decision making related to work. By involving the lecturers, quality, and rooted joint decisions can be taken. Third, giving opportunities to lecturers to give suggestions and suggestions about matters related to work effectiveness. Giving this opportunity will lead to a positive assessment of the workings of the leadership. By making these efforts, then Job satisfaction of lecturers will increase so that their commitment to the teaching profession will also increase.

2. Organizational Culture

The culture of the organization that is not good will result in boredom and displeasure of a lecturer at work and cause disappointment that can result in decreased commitment. This is understandable because the role of organizational culture in supporting work productivity in an organization is very high. After all, humans can work well and achieve optimal results, if supported by the right organizational culture conditions, or that allows someone to work to be creative as a demand profession.

Culture organizations that do not support the implementation of work such as unfair division of labor, lack of mastery of the field of work, weak supervision, chaotic regulations, chaotic programming, unfavorable work climate, unclear career systems and unfair competition among colleagues will cause a lack of commitment to the teaching profession. These findings provide an understanding of improvement efforts. Organizational culture is also an effort to increase commitment to the teaching profession. In this connection, efforts to create a unique organizational culture in order to increase commitment to the teaching profession, the things that need to be done are:

First, conduct meetings to discuss issues related to work. The meeting can only discuss new ways of working so that it can be socialized to other lecturers. In connection with the Covid-19 Pandemic's existence, discussion of new ways of working can be done online where lecturers can work from home by utilizing existing informatics technology.

Second, hold activities that can bring together lecturers through sports activities or family gatherings, carried out in the office, or carried out outside the office in rotation and avoid the tendency of protruding economic or personal capabilities.

Third, hold regular meetings between lecturers and lecturers, between lecturers and leaders, and between leaders, to evaluate the activities that have been and will be carried out. In this meeting, at least the lecturer will exchange ideas and exchange information with each other and say things that are a challenge in completing work responsibilities. At least in this

meeting, the lecturer can evaluate his work or evaluate his colleagues. Of course, the results of the evaluation will bring better benefits.

Fourth, allowing lecturers to be creative in learning so that students are more enthusiastic about learning.

By making these efforts, the commitment to the teaching profession will increase.

c) Suggestions

Based on the research findings, and implications, suggestions can be made to improve commitment to the teaching profession, several follow-up steps are recommended as follows:

- 1) Job satisfaction as an essential factor that influences commitment to the teaching profession then it is suggested that the leadership of the University of Batam improve the capabilities of lecturers through training and seminars that will provide challenges that arise feeling of peace, pleasure, sense of success, challenging work, getting fair justice, supportive working conditions, and compatibility of personality with his work.
- 2) The organizational culture that directly influences commitment to the teaching profession giving the consequence of the suggestion that the leadership should focus on the university's goals so that the University of Batam can become the number one campus in Batam in meeting the need for quality tertiary institutions.
- 3) So that lecturers have satisfaction in working so commitment to the teaching profession increase, the lecturer needs to obtain facilities in promotion, awarding through a transparent career development system, and conducive working conditions such as the availability of facilities and infrastructure that support work.
- 4) To improve commitment to the teaching profession, the leadership needs to give trust, support, responsibility, and duties to the lecturer. In connection with this, the leadership of the University of Batam needs to implement participatory management that accommodates aspects of the task, builds relationships with subordinates, and gives subordinates authority by the tasks they carry.
- 5) It is expected that further research can be done with a broader study, by adding variables that conceptually affect the increase or decrease commitment to the teaching profession, both through research using quantitative and qualitative approaches.

REFERENCES

- [1] Armstrong, Michael. *Armstrong's Handbook of Management and Leadership: a guide to managing for results.*, India: Replica Press Pvt Ltd., 2009
- [2] Colquitt, Jason A., Lefine, Jeffrey A. and Wessorm, Michel J. *Organizational Improving Performance and Commitment in the Workplace.* New York: McGraw Hill, Irwin, 2015.
- [3] Davis, Keith & John W. Newstrom. *Behavior in Organizations*, Mari Jumiati's translation. Jakarta: Erlangga, 2005.
- [4] Elias, RZ *The Impact of Professional Commitment and Anticipatory Socialization on Accounting Students Ethical Orientation.* *Journal of Business Ethics*, 68, 1; 2006. 83-90
- [5] Fraser, M. *Stress and Job Satisfaction*, L Mulyana's translation. Jakarta: Library of Binaman Pressindo, 2002.
- [6] Gibson, James L., Ivancevich, John M., Donnelly Jr., James H., and Konopaske, Robert. *Behavior Structure Processes Organizations.* New York: McGraw-Hill Companies, Inc., 2006.
- [7] Greenberg, J. and RA Baron. *Behavior in Organizations.* Upper Saddle fever, NJ: Pearson Education, 2008.
- [8] Hess, Peter, and Julie Sililiano. *Management Responsibility for Performance.* New York: McGraw Hill, 2006.
- [9] Ivancevich, John M, Robert Konopaske, and Matteson. *Organizational Behavior and Management*, Singapore: McGraw Hill. 2008.
- [10] Jhons, Gary. *Organization Behavior: Understanding and Managing Life at Work.* New York: Harper Collins Publisher. Inc., 2006.
- [11] Lee, K., JJ Carswell, and NJ Allen. *A Meta-Analytic Review of Occupational Commitment: Relations with People and Work-Related Variables*, *Journal of Applied Psychology*, Vol. 85, 2000.
- [12] Ramdhani, Arif. *Performance assessment.* Jakarta: PT. Sarana Panca Karya Nusa, 2012.
- [13] Riggio, Ronald E. *Introduction to Industrial / Organizational Psychology.* New Jersey: Prentice-Hall, 2003.
- [14] Robbins, Stephen P. *Management*, tenth edition volume 2, Jakarta: Erlangga, 2008.
- [15] Slocum, John W., and Don Hellriegel. *Fundamental of Organizational Behavior.* Australia: Thomson-South Western, 2007.
- [16] Sugiyono *Quantitative, Qualitative, and R&D Research Methods.* Bandung: Alfabeta, 2014.
- [17] Sugiyono *Statistics for Research.* Bandung: Alfabeta, 2005.
- [18] Law No. 14 of 2005 *about teachers and lecturers*, paragraph 2 article 1.
- [19] Vecchio, Robert P. *Organizational Behavior.* South-Western: Thomson, 2006.