18. The Influence of Management Commitment on the Achievement of Lecturers through Work Motivation and Organizational Citizenship Behavior

by Zeplin Tarigan

The Influence of Management Commitment on the Achievement of Lecturers through Work Motivation and Organizational Citizenship Behavior

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Abstract: Higher education as an organization is responsible for achieving "Tri Dharma," including teaching, research, and community engagement. Management commitment the organization needs to motivate lecturers and improve performance. The data collected was from 53 lectures in Theological Seminary in Jakarta. Processing and data analysis used Partial Least Square to test the hypothesis. The study results found that management commitment to the Theological Seminary could increase the motivation work of the lecturer because they have a conducive environment. The lecturers' management commitment and motivation work can affect the organizational citizenship behavior to bring different behavior for the lecturers. Management commitment and lecturer work motivation can improve lecturer performance by increasing the Tri Dharma of lecturers in teaching, research, and community engagement. This study provides that theoretical development organizations could increase college rankings and increase competitiveness through the power of teamwork and the application of organizational citizenship behavior.

Keywords: management commitment, motivation, organizational citizenship behavior, lecturer performance.

管理承諾通過工作動機和組織公民行為對講師成就的影響

摘要：高等教育作為一個組織有責任實現"三法"，包括教學、研究和社區參與。組織需要的管理承諾來激勵講師和提高績效。收集的數據是針對雅加達神學院的 53 個講座。處理和數據分析使用偏最小二乘法來檢驗假設。研究結果發現，管理對神學院的承諾可以增加講師的激勵工作，因為他們有一個有利的環境。講師的管理承諾和激勵工作可以發揮組織公民行為的作用，為講師帶來額外的行為。管理承諾和講師工作動機可以通過增加講師在教學、研究和社區參與中的三法來提高講師的表現。本研究提供了理論發展組織可以通過團隊合作的力量和組織公民行為的應用來提高大學排名和競爭力。

关键词：管理承諾、動機、組織公民行為、講師績效.

1. Introduction

Competition in the industry of education services is very tight. It has led to a paradigm shift and focus of higher education management, which is to survive the competition and develop in the future. To win the competition, the institution needs to pay attention to quality used as an institutional strategy to create customer satisfaction. Quality is measured or known by comparing the expectations or interests of the customer for the ideal measure with something accepted by the consumer or customer. Good quality in the education agency required an understanding of consumers' needs and desires so that education management services can provide the service quality that can meet the expectations of consumers or users [1].

Quality in various dimensions of products, including educational services, is essential, especially to win the tight competition in the industry [2]. The institutions need to pay attention to quality, so it could be a strategy to create customer satisfaction or higher education customer. The joy that the consumer received will increase the universities' ranking [3]. Quality measures compare the customer's expectations or interests of what an ideal higher education is to receive. Realizing quality in educational institutions is to answer the demands of society in higher education, where the measure is the quality of graduates and the absorption by the job market as measured by the existence of public accountability through accreditation status. An institution's progress is very wide open if it has human resources with good motivation and commitment. Education can provide fundamental changes in producing a formidable resource advantage. Education in Indonesia is a system that has output by the needs of educational services.

Education in Indonesia runs through channels, levels, and types of education. The educational path is a vehicle through which students develop their potential in an educational process by educational goals. There are three education pathways, which are formal, non-formal, and informal education channels. Formal education is the path of education structured and tiered, consisting of essential elementary educational, secondary educational, and higher education. Non-formal education is the pathway outside formal education, which could implement in a structured and tiered. Informal education is a path of family and environmental education. Regulation of the Minister of Research, Technology and Higher Education No. 44 the Year 2015 on Standards of National Education stated that national standard education contains criteria for a minimum of education components. that allows each level and path of education to develop education in optimal accordance with the characteristics and peculiarities of the program. The national standard higher education high is set to provide flexibility to each unit of education in developing the quality of education by the program of study and expertise within the framework of the autonomy of the higher education [2].

Furthermore, the national standard education of non-formal education only regulates essential matters, intending to give freedom to each unit to have characteristics to develop the program by the public needs. The implementation of informal education is entirely in the authority of the family and the community. They are encouraged and given the freedom to develop a program of education for the needs of families and communities.

Changes cannot be avoided, especially in the education field that requires a fast change. If it is necessary to change the direction of improvements, then every person involved in education needs to understand what is at stake and know the reason for the change. The changes will affect the short and long term. Changes in education, especially in the evaluation, should pay attention to all students' characteristics and the characteristics of the study program so that the process of improvement can be carried out by needs [4].

Managing human resources is very important in achieving an increase in workers' performance, as indicated by the ability of workers to achieve performance according to the standards set by the organization. Quality education is highly dependent on human resource management. In this case, lecturers are motivated and committed to the standards set in achieving goals and what educational institutions will do for stakeholder satisfaction [5]. An excellent educational process in higher education will build positive relationships between lecturers and students, thereby giving students the ability to absorb learning, have dedication and enthusiasm for learning, and impact academic outcomes [1], [6].

The peak of an educator's need to achieve self-actualization is to fulfill the self-development of self-potential and capacity. Being a quality educator is self-actualization to develop all of the potential to be creative in reaching achievements. Potential educators referred to as lecturers must have adequate competence in the study that they lecture, in-depth knowledge of the assignments given, and develop learning strategies to improve conceptual mastery of students [6]. Besides that, they should be able to motivate students to develop abilities independently. The power of the lecturers to improve the students as graduates from higher education requires many things, especially those related to the skills and motivation of the lecturers.

Education as an organization has outputs and outcomes that will achieve and focus on educational rankings, so it is necessary to empower all academic staff to improve their abilities and contribute to society. Organizational commitment to establishing policies and regulations in the organization always aims to manage and control the proper management process to produce a standard and quality system and improve quality [7].

The ability and motivation of lecturers are also expected to spur universities to enhance their performance in carrying out the mandate of higher education tri dharma, namely education and teaching, research, and community engagement. If lecturers have specific abilities and motivations, it could hopefully improve higher education performance, including educational services to students [4].

The organizational role shown in the form of organizational commitment will increase lecturers' motivation to work. The corporate responsibility conducted by administrative management can reduce employee turnover intention due to the organization's participation in paying attention to employee needs. Management commitment and employee commitment that are in line will strengthen the organization's commitment to achieving the outputs and outcomes that have been set. All components within the institution will come together and help each other in carrying out their roles intensely and closely to achieve goals and carry out the values of the institutional organization. Workers are actively involved in the organization and have a strong desire to become members of the organization and do maximum work to increase value for the organization. The organizational commitment built by the company management will align the company's goals with workers in the non-profit industry; this impacts employees' morale to work seriously to achieve company goals.

Employees give the organizational commitment in the form of an attitude to achieve the goals and expectations set by the organization. The commitment of corporate members has an emotional connection because people want to work continuously to contribute to the organization. The motivation given by employees to the company will shape an increase in employee commitment to the company, which will have an impact on reducing turnover intention [8]. It will motivate employees to remain in the organization because it provides excellent benefits to the organization. It will not make them leave to move to another organization. The commitment shown by employees is working routinely and even outside the predetermined working time. Employee motivation will increase employee contributions to the company through an affective commitment. Employees will feel happy working in the organization and constantly innovate and contribute continuously to the organization.

By the vital role of authentic leadership and employee confidence in its leaders, organizational commitment will increase good Organizational Citizenship Behavior (OCB) for employees in the Chinese hospitality industry [9]. Leaders in the company will be able to direct the work activities of employees, and reciprocally employees who believe in the abilities and strategies determined by the leadership will be able to provide strong teamwork and increase

OCB effectively to achieve the goals set by the organization. This condition gives employees consistently delivering jobs that have a positive impact on the company. The organizational commitment provided by employees in the form of practical dedication, continuance commitment, and normative commitment can increase organizational citizenship behavior in organizations on an ongoing basis [10], [11].

Organizational citizenship behavior in companies could be effective when employees in the company are motivated to work hard and improve. Company employees have an internal motivation that comes from the employees themselves, namely work behavior and attitudes of employees towards work [12], and comes from outside the employees, which are the organization's roles and company leaders related to employment creation. Employees who have met their needs from the organization where they work will be motivated to work with enthusiasm and even always display OCB behavior beneficial to the organization. Such conditions mean that management in the company can pay attention to ways to increase employee motivation in the organization so that OCB behavior could be continuous and even provides efficiency and effectiveness for the organization. The description of organizational citizenship behavior is shown by employee motivation. The bonus opportunities indicate that employees get when they are more productive. The increased performance and individual work results impact improving employees' work in their departments, encouraging colleagues, and helping them create new and effective ways of doing work [13].

Organizational citizenship behavior can increase the quality of work produced by employees, discipline, innovative employees, employee relations, employee knowledge of employees doing work so that strong teamwork can improve job performance [14]. OCB can make employees form good cooperation to improve performance through good customer responses and improve service quality which refers to satisfaction and loyalty [15]. OCB can positively impact the hospitality industry's performance because the company can build new socialization between employees, respond to customer requests quickly, and build collaboration between customers [16].

Motivation is the driving force to raise enthusiasm (internal motivation) to improve the quality of a lecturer [2]. Motivation can foster a commitment to the organization [17]. Commitment is something that makes someone responsible for achieving organizational or institutional goals [18]. Corporate commitment to education based on religion can impact Organizational Citizenship Behavior (OCB) due to the large amount of work carried out by lecturers in producing predetermined performance. Three main objectives of the role of lecturers in Indonesia are

lecturing research and community engagement. Christian education must center on God, a means and form of living out faith and participating in establishing the kingdom of God as a work of salvation for all humankind. A teaching approach that emphasizes Christian education's characteristics will bring students to have a personality that imitates God.

Based on the results of previous research, there are still links between the two construct variables between motivation and OCB commitment to motivation [7], [8], commitment to OCB [9], [10]; commitment to performance [8], [11]; motivation with performance [13], [19] and OCB with performance [12], [13], [16]. Several previous studies connected the three variable constructs between commitment, motivation, and OCB [12], [13]. Morales-Sanchez & Pasamar [13] focus on manufacturing companies and industrial services, but not much on education. There has been no previous research that discusses the four variables simultaneously, especially the lecture-performance on religious education, to the researcher's knowledge. This study aims to provide theoretical contributions in developing OCB theory for lecturers based on Christian values by doing work that exceeds their responsibilities and the leadership of Christian Education Institutions to commit to developing educational institutions through improving lecturer performance.

This research contributes to OCB education research, namely on Christian-based religious education. Based on the explanation, the study has objectives: to see the significant impact on the increase in management commitment to lecturer motivation, lecturer OCB, and lecturer performance. Second, to get the magnitude of the rise in the influence of lecturer motivation on lecturer OCB and lecturer performance, and third to grasp the importance of the impact of lecturer OCB on lecturer performance.

2. Literature Review

2.1. Management Commitment

Organizational commitment, which is a strong desire to remain a member of a particular organization, is indicated by a strong desire to strive according to the organization's wishes. This commitment manifests through the belief and acceptance of values and organization [19] Organizational commitment is a condition where a lecturer sides with a particular organization, and the goals and objectives of his desire to maintain membership in that organization, in this case, is a person's commitment to the organization where he works. Organizational commitment can also be said to what extent people know the organization as a place to work. It can express their concern for the organization and the success and continuous progress of the organization where they work [8].

Organizational commitment splits into three groups: affective dedication, normative commitment, and continuance commitment [11]. Affective commitment shows the level of psychological attachment to the organization based on how good they feel about the organization.

Continuance commitment is a willingness for organizational members to make extra efforts for the organization. This commitment is the investment of the individual [8]. Individuals who feel they have sacrificed or invested heavily in the organization will feel lost if they leave the organization. They will lose what they have been given so far, and they will not necessarily get something better than what they have gained so far.

Normative commitment is the individual's experiences before entering the organization (experience in the family or cultural outreach) and socialization experiences while in the organization [8]. Normative commitment can be high if information that emphasizes loyalty to the organization is obtained before entering the organization [15]. Organizational commitment is a psychological state that characterizes the relationship between employees and the organization or its implications on whether employees will remain in the organization. Research conducted by lecturers is essential in advancing higher education as one of the lecturers' commitments in carrying out their work [4]. The measurement items used are a pleasure to work in this organization, happy to be involved in completing work, not wanting to leave the organization, the obligation to carry out tasks appropriately and to be responsible for the assigned task.

2.2. Motivation

Motivation is the desire to do something that benefits the organization by carrying out work activities by utilizing resources according to organizational needs, taking actions that lead to the organization, and building solid relationships between employees to coordinate well [19]. Motivation is also a voluntary action or the willingness of employees to spend a high level of effort for organizational goals, conditioned by the ability to meet an organizational need based on the skills possessed by individuals or individual contributions to the organization in the form of solid commitment.

Motivation is the willingness to carry out levels of effort at the highest peak to achieve organizational goals as required by the ability of these efforts to satisfy several individual needs [17]. In this case, motivation is a condition that moves employees directed to achieve work goals or goals of the organization. Motivation can give someone to do activities well through a movement that arises from within the soul. This impulse is a motive that moves people to take practical actions to achieve

organizational goals. Motivation defines as a process that leads to the achievement of a predetermined plan. Motivation can influence someone or other people to do a job as expected.

In education, work motivation for lecturers is essential, considering that the quality of education relies on the role of the lecturer in improving the goals [18]. Lecturers have the motivation from within themselves and demand themselves to carry out innovative and creative activities in providing student learning and research. Intrinsic motivation is required for creativity, finding something new, and always persistent in doing work that positively impacts development [19]. The measurement items used in the lecturer motivation variable are getting feedback at work, maximum work performance in the organization, trust from the leadership in position, and establishing teamwork among colleagues.

2.3. Organizational Citizenship Behavior (OCB) in Theological Seminary

Organizational Citizenship Behavior (OCB) is a behavior shown by trying to exceed what the company expects [14], [15]. OCB is a form of behavior that becomes individual choice and initiative, not related to the organization's formal reward system but in aggregate to increase organizational effectiveness [17]. There are five primary dimensions of the different roles of Organizational Citizenship Behavior (OCB), which are as follows: Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue. Altruism is the caring behavior of employees in helping colleagues who experience difficulties in the situation they are facing, both regarding tasks in the organization and other people's problems [14]. This dimension leads to prioritizing the interests of others, providing assistance that is not an obligation [20]. Give up on his schedule to help someone in need or help other employees whose work is overloaded. Galatians 6: 2 Carrying one another's burdens! In this way, you will fulfill the law of Christ.

Conscientiousness is a behavior shown by exceeding what the company expects Basu et al. 2017 [1]. Voluntary behavior is not an employee's obligation or duty. Provide support for various kinds of regulations that exceed each minimum standard set. This dimension reaches far above and far ahead of the call of duty, leading to awareness. Aware of his responsibilities, he can arrive early, leave late, be ready to work when the work schedule has not started. Matthew 5:41 "And whoever forces you to walk one mile, walk with him two miles." Sportsmanship is behavior that tolerates less than ideal circumstances in an organization without raising objections Basu et al. 2017 [14]. Sportsmanship is an impact made by individuals directly on the organization. Someone who has a high level of sportsmanship will increase a positive climate among employees. Employees will be more polite and cooperate with others to create a more pleasant work environment. Philippians 2:13 for it is God who works in you, both to want and to work according to His will.

Courtesy is a behavior of empathy, maintaining good relationships with colleagues to avoid interpersonal problems [14]. A person who has this dimension is a person who respects and cares for others, actions that prevent work-related issues, and others. Acts 18: 3 *And because they were doing the same work, he stayed with them.* They worked together because they were both campers. Civic Virtue is a behavior that indicates responsibility for organizational life [14] by following changes in the organization, taking the initiative to recommend how administrative operations or procedures can be improved, and protect the resources owned by the organization. Civic virtue is an impact made by individuals directly on the organization. This dimension leads to the behavior of participating in and caring about the institution's life, the responsibility given by the organization to a person to improve the quality of the occupation field. Hebrews 10:24 *And let us care for one another so that we encourage one another in love and good works.* This study uses research indicators, namely altruism, conscientiousness, sportsmanship, courtesy, and civic virtue, and includes 10 question items.

2.4. Lecturers Performance

Performance is produced by an organization or individual worker in carrying out its activities, and measurement of achievement is carried out in a certain period compared with the targets set. Organizational performance relates to financial performance and organizational, operational performance [11]. Performance in an organization in the form of an outcome depends on the role of corporate management and executive individuals. Administrative management relates to controlling the organization's size, corporate profit, and profit generated by individuals. Meanwhile, the individual performance measurement in OCB relates to the individual's ability to contribute to the organization through the power of a person to help his colleagues, not compare to other companies, and comply with the organization's rules and regulations.

Employee performance in an organization will contribute to organizational performance. On an ongoing basis, individual employee performance is being assigned by the leader to him promptly and quickly to adjust to the organization's demands; employees contribute significantly to organizational development. Employee performance in doing their work by making innovation and effectiveness by producing quality work, understanding the work, managing work and finish it, discipline, having good integrity, being proactive in position, and working in teamwork. Companies should give employees who work in the research and department section special

attention and reward because they have a unique role in the organization with high skills and abilities to justice for employees. Conditions will provide good creativity for employees in producing the targets set by the company [19].

The role of lecturers in job characteristics consists of the appearance and mastery of material teaching [2], teacher preparation and how to teach in class; [4], competence in teaching, and wise decision making [5], [21]. Lecturers as teaching staff will provide academic performance for students and academic achievement for higher education [1]. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community engagement. The indicators set for lecturer performance are achieving the competence of graduates of the specified courses, meeting the applicable statutory requirements, understanding well the assessment system. The graduates should be able to research according to standards, publishing research results according to the set standards, and community engagement according to the standards set at higher education.

2.5. Research Concept Framework

Higher education organizational management can build organizational commitment properly by making clear rules and regulations acceptable to lecturers in the organization and increasing the responsibility of all components in the organization. Increased responsibility will impact increasing the work motivation of lecturers and OCB employees and affect improving lecturer performance. This condition provides an increase in organizational performance.

Based on Figure 1, nine research hypotheses can be determined as follows:

H_1: Management commitment has a positive impact on the work motivation of lecturers at a theological seminary in Jakarta.

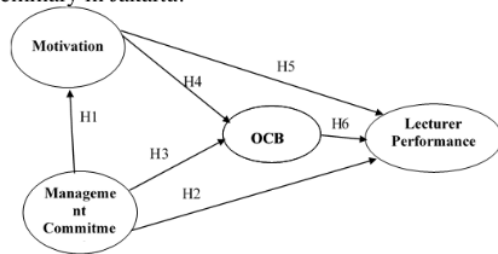
Fig. 1 Research concept framework

H_2: Management commitment positively impacts Organizational Citizenship Behavior (OCB) for lecturers at the Theological Seminary in Jakarta.

H_3: Management commitment has a positive impact on the performance of lecturers at the Theological Seminary in Jakarta.

H_4: The motivation of lecturers to work can positively impact Organizational Citizenship Behavior (OCB) at the Theological Seminary in Jakarta.

H_5: The motivation of lecturers to work can positively impact the performance of lecturers at the Theological Seminary in Jakarta.

H_6: Lecturer Organizational Citizenship Behavior (OCB) can positively impact the performance of lecturers at the Theological Seminary in Jakarta.

H_7: Management commitment to lecturer performance with motivation as the mediating variable.

H_8: Management commitment to Lecturer performance with lecturer Organizational Citizenship Behavior (OCB) as a mediating variable.

H_9: Management commitment to lecturer performance with motivation and lecturer Organizational Citizenship Behavior (OCB) as mediating variables.

3. Research Methods

The quality of lecturers was measured in tri dharma activities, namely, education, research, and community engagement. It is primarily determined by motivation, commitment, and Organizational Citizenship Behavior (OCB). Higher education, which is engaged in the field of religion at the Theological Seminary, follows the applicable regulations in determining the performance of lecturers related to education, research, and community engagement. The Theological Seminary is a Christian institution as a nursery for scientists who fear God so that what he finds strengthens his faith in God. Christian education is a divine and humane effort carried out modestly and continues to provide knowledge, values, attitudes, skills, sensitivity, and behavior consistent with the Christian faith. Education strives to renew and reform individuals, groups, and structures by the Holy Spirit's power so that they are by God's will as stated in the Scriptures.

This research uses a quantitative method, namely testing the hypothesis between the research variables using statistical tools. The population in this study were lecturers from Theological Seminary in Jakarta whose study programs had been accredited by BAN-PT. The people of Theological Seminary lecturers in Jakarta obtained from several data sources, and the Theological Seminary website was 383 lecturers from 25 Theological Seminaries in Jakarta. The researcher conducted a preliminary survey to determine that the lecturer had done minimal activities from the three aspects of tri dharma. Questionnaires were distributed to teaching staff in Jakarta and selected each respondent who had carried out the three education, research, and community engagement performances. In the study, the criteria for determining the sample by judgmental sampling technique were lecturers who had done tri dharma for the last three years. These lecturers had worked for at least two years to assess organizational commitment and properly implement

Organizational Citizenship Behavior (OCB) in organizations. These lecturers taught religious subjects, not general subjects. The results of distributing questionnaires to lecturers obtained were 53 respondents.

In this study, data collection techniques used a questionnaire, through filling in the questions posed to lecturers from Theological Seminary in Jakarta to obtain information based on reports about the lecturers themselves or the personal knowledge and beliefs of the subjects or respondents studied. Collecting data using a questionnaire with Likert scale approach, where the answers are given between one (strongly disagree) to five (strongly agree). To perform a Likert scale, researchers used a questionnaire to test the model's validity and research. The questionnaire contains questions made by the researcher. The distribution of the questionnaire was by printed hard copy to the respondent to answer. The data obtained using a closed questionnaire filled in clearly defined questions to answer only one definite answer from several alternative solutions. Researchers used the data used by researchers to test the hypotheses provided by using the Structural Equation Modeling technique (SEM), Partial Least Square (PLS) program, and the SmartPLS software. PLS is a program to analyze the magnitude of the influence between one variable and another Khan et al., 2019 [6]. PLS testing is to test the outer model to obtain a validity test with the aim that the research indicators can use as a measuring tool for research variables. Reliability tests used exterior model testing. The reliability test aims to measure stability and consistency where the instrument can measure concepts and help to judge them appropriately. The reliability test on PLS is used to get the composite reliability value with an acceptable value greater than 0.7.

4. Result and Discussion

Based on the distribution of questionnaires at Theological Seminary in Jakarta, the number of respondents based on gender is 43 male respondents with 81 percent and ten female respondents with 19 percent. It indicates that there are more male lectures than female lectures at Theological Seminary in Jakarta. Lecturers in Theological Seminary in Jakarta are more attractive to the male gender as a work profession and at the same time as God's calling in preaching the word. Characteristics of respondents when viewed from the education side with a doctoral or Ph.D. education qualification amounting to 30 percent, and the rest have a master's education qualification. Characteristics of respondents in terms of length of work obtained between 2 years and three years amounting to 19 percent of lecturers, between 3 and 5 years amounting to 40 percent, a distance of work between 5 to 10 years 15 percent and have more than 10 years of work experience in Theological Seminary year amounted to 26 percent. The distribution of

questionnaires also considered the respondents' community engagement as lecturers with a place or object of service in the church as much as 60 percent, youth services 11 percent, children's services 2 percent, and the rest as missionary services.

4.1. Research Descriptive Analysis

Descriptive analysis was obtained from distributing questionnaires to respondents by measuring each research variable through research measurement items. The research variables determined were the management commitment variable measured by 5 question items, lecturer motivation variable with 4 question items, Organizational Citizenship Behavior (OCB) with 10 question items, and lecturer performance consisting of 6 question items. Based on these measurements, the research descriptive statistical value is as shown in Table 1.

Table 1 Descriptive research analysis

Variable/Indicators	Mean	Loading Factor
Management commitment	**4.2604**	
Composite Reliability = 0.818		
Happy to work in this organization (X11)	4.5472	0.713
Pleased to be involved in getting work done (X12)	4.3077	0.705
No desire to leave the organization (X13)	3.8302	0.720
Obligation to carry out duties properly (X14)	4.6415	0.687
Responsible for assigned tasks (X15)	4.2453	0.612
Lecturer Work Motivation	**4.4858**	
Composite Reliability = 0.719		
Get feedback on work (X21)	4.6038	0.796
Maximum work performance in the organization (X22)	4.8679	0.521
Trust from the leadership at work (X23)	3.8868	0.805
Establish teamwork with colleagues (X24)	4.5849	0.749
Organizational Citizenship Behavior (OCB)	**4.2755**	
Composite Reliability = 0.861		
Altruism (X31)	3.8396	0.509
Conscientiousness (X32)	4.3491	0.795
Sportsmanship (X33)	4.2925	0.774
Courtesy (X34)	4.5472	0.777
Civic virtue (X35)	4.3491	0.838
Lecturer performance	**4.2987**	
Composite Reliability = 0.874		
Achieve the competence of graduate courses (X41)	4.4528	0.775
Meet the requirements of the applicable legislation (X42)	4.5283	0.815
Good understanding of the scoring system (X43)	4.4906	0.713
Conduct research according to standards (X44)	3.8679	0.680
Publication of research results according to standards (X45)	4.1321	0.700
Community engagement according to standards (X46)	4.3208	0.705

Based on Table 1, the result shows that the average value on the management commitment variable has the lowest score on item X13 (Not wanting to leave the

organization). It shows that some lecturers at Theological Seminary still want to go and get a better job, but the majority still want to remain in the organization. The highest value for the management commitment variable is in the item "obligation to carry out tasks well" (X14) of 4.6415. It shows that the lecturers have worked well to achieve the targets set by the organization. The loading factor values were obtained from 0.612 to 0.720 so that all were above 0.5, so it has met the validity testing requirements. Meanwhile, the value of composite reliability is obtained with a value of 0.818; more significant than the required value of 0.7, it also met the reliability test requirements.

The lecturer work motivation variable obtained the lowest score at X23 (Trust from the leadership in work) with an average value of 3.8868. It is included in the excellent category. Lecturers who work at Theological Seminary in Jakarta have won the trust of good organizational leaders. The highest score is obtained at X22 (maximum work performance in the organization) of 4.8679. It shows that the lecturers at Theological Seminary in Jakarta have high motivation to work and enthusiasm to produce value-providing activities for the organization. The loading factor value has met the validity requirements because it is above the required value of 0.500 with 0.521 to 0.805. The composite met the reliability test requirements with 0.719.

Study on the variable Organizational Citizenship Behavior (OCB) with the lowest value on altruism (X31) 3.8396 and has been in a suitable category. It shows that employees' caring behavior from employees in helping colleagues experiencing difficulties in the situation at hand, both regarding tasks in the organization and other people's problems, has gone well. However, the other indicators obtained very well. It shows that OCB has run very well in the organization, with a score of 4.2755. The loading factor value has met the predetermined requirements because it was obtained from 0.509 to 0.838 and above 0.500. The reliability test result has met the conditions that have been set with a value of 0.861 and has been above 0.700.

The lecturer's performance variable as the study's objective obtained the lowest score on the item of researching according to the standard (X44) of 3.8679. It shows that lecturers have difficulty analyzing because it requires a considerable work ethic and requires an extensive research budget. The highest score meets the applicable statutory requirements, where all lecturers are required to have a minimum education of a master's and have research and service with a score of 4.5283. When viewed from the loading factor, the lowest value is 0.680 to the highest value is 0.815; it has fulfilled the requirements for the validity test, and the composite reliability value is obtained at 0.874, which is stated to have met the reliability requirements. All variables have met the reliability requirements, and each measurement item on the variable has met the validity requirements.

4.2. Inferential Analysis Research

The statistical hypothesis for the inner model is exogenous to endogenous latent variables. The first hypothesis (H1) of this study states that there is an assumption that management commitment affects employee motivation. Statistically, this hypothesis is related to the test results against g1, which can be formulated with a statistical hypothesis.

H_0: $\gamma1 = 0$, There is no significant effect of management commitment on employee motivation.

H_1: $\gamma1 \neq 0$, There is a significant effect of management commitment on employee motivation.

Based on Table 2, the gamma coefficient (γ_1) is 0.566. The T-statistic is 7.427> T table is 1.96; H0 is rejected, and H1 is accepted, indicating a significant effect of management commitment on lecturer motivation. This condition illustrates that management commitment can motivate Theological Seminary in Jakarta to work well to achieve the goals set by the organization.

Table 2 Research hypothesis test

Hypothesis Test	Original sample estimate	Standard deviation	T-Statistic
Commitment Management -> Motivation	0.566	0.076	7.427
Motivation -> OCB	0.397	0.113	2.447
Commitment Management -> OCB	0.691	0.096	7.162
Motivation -> Lecturer Performance	0.512	0.141	5.639
Commitment Management -> Lecturer Performance	0.240	0.126	1.980
OCB -> Lecturer Performance	0.438	0.138	3.176

Based on Table 2, the second hypothesis is that management commitment to Organizational Citizenship Behavior (OCB) has a t-statistic value of 7.162. It is more significant than 1.96, so the second hypothesis is accepted. It shows that management commitment has an effect of 0.691 on Organizational Citizenship Behavior (OCB), so that increasing organizational commitment will impact improving Organizational Citizenship Behavior (OCB). The third hypothesis states that management commitment affects lecturer performance, with a t- statistic value of 1.980 and more significant than 1.96. It shows that the third hypothesis (H3) is accepted. Management commitment at Theological Seminary in Jakarta can affect improving lecturer performance.

The fourth hypothesis in Table 2 states that the work motivation of lecturers affects. Organizational Citizenship Behavior (OCB), which obtained an at-statistic value of 2.447, and greater than 1.96, resulted in the fourth hypothesis being accepted. As a result, the work motivation of lecturers can increase

Organizational Citizenship Behavior (OCB) in Theological Seminary in Jakarta. The fifth hypothesis (H5) states that the work motivation of the lecturers affects the lecturer's performance. The t-statistic value obtained is as significant as 5.639> 1.96.

Therefore, the fifth hypothesis is accepted, and the result shows that the work motivation of lecturers can significantly improve lecturer performance. The last hypothesis, namely the hypothesis, states that Organizational Citizenship Behavior (OCB) affects lecturer performance, obtained with a t-statistic value of 3.176 and more excellent than 1.96. It shows that Organizational Citizenship Behavior (OCB) has a positive and significant effect on lecturer performance. Based on Table 2, all hypotheses are accepted and shown in Figure 2.
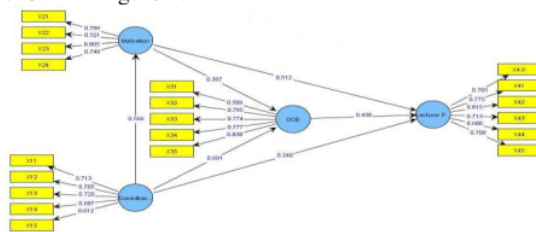

Fig. 2 Research hypothesis results

Table 1 and Figure 2 show that commitment management significantly impacts lecturers' work motivation (H1). Management commitment in building a system that empowers lecturers to be happy in a university organization. The lecturers could do their responsibilities and work in higher education organizations. They can also get feedback. Effective work methods can motivate lecturers. This study supports the research results by Zhang et al. [7], who state that organizational commitment to establishing policies and regulations in organizations always aims to motivate employees in the company. The reciprocal awards given by the organization to employees can increase a more substantial organizational commitment.

Management commitment impacts organizational citizenship behavior (OCB) at Theological Seminary in Jakarta (H3). Management commitment to higher education organizations by making lecturers part of an organization that has a role and a sense of belonging to the higher education organization will have an impact on increasing a positive climate among employees; employees will be more polite and cooperate with others so that it will create a more pleasant work environment. It will also be able to maintain good relations with colleagues. This research is in line with the study conducted by Qiu et al. [9]. It claims that organizational commitment shows vital corporate roles through authentic leadership, and employee confidence in their leaders will be able to provide an increase in OCB implementation. The organizational commitment given by employees can increase organizational citizenship behavior in organizations on an ongoing

basis [10]. This study also supports the research that organizational commitment can increase OCB and motivate employees to produce value-added performance.

Management commitment has an impact on lecturer performance at Theological Seminary in Jakarta (H3). The ability of lecturers to be actively involved in the achievement of higher education organizations and lecturers to carry out their activities properly will impact improving lecturer performance, especially in providing correct assessments to students and carrying out jobs by applicable regulations in higher education organizations. This study is in line with Imran et al. [8], which states that organizational commitment could express its concern for the organization and the success and continuous progress of the organization where it works. The organization's ability seeks to meet individual needs or individual contributions to the organization in improving its performance.

Employee motivation inside the organizations of the Theological Seminary in Jakarta can influence Organizational Citizenship Behavior (H4). Lecturers can build a togetherness to generate good work performance. The involvement of lecturers in solving problems faced by the organization will influence a good work environment in higher education organizations and good working relationships among lecturers so that strong teamwork grows. This research states that employee motivation will increase employees' contribution to the company through affective commitment, where employees contribute continuously to the organization. Work motivation for employees impacts increasing the effectiveness of employees' work in their department and encourages colleagues to help create new and effective ways [13]. Intrinsic motivation is required for the level of creativity; to do work that positively impacts development [19].

Employees' motivation influences lecturer's performance in Theological Seminary (H5). Employee motivation with the enthusiasm of the lecturers to be involved in organizational achievements and the achievements achieved by lecturers will impact a sound teaching system, increasing the number and quality of research and increasing the amount of service. The motivation of lecturers at Theological Seminary in Jakarta will provide an increase in higher education rankings. This study is in line with research conducted by Tien et al. [21], who state that the ability of lecturers to motivate students will produce excellent academic outcomes.

Organizational Citizenship Behavior (OCB) at the Theological Seminary in Jakarta can significantly influence lecturer performance (H6). It shows the ability of higher education organizations to build a positive climate among lecturers and the existence of relationships between lecturers and the willingness of lecturers to participate in helping other lecturers when

facing problems will have an impact on increasing research, dedication, and the ability of lecturers when teaching and conduct an objective assessment. The results of this study are in line with the results of research conducted by Lin et al. [12], who assumes the ability to empower employees individually and in groups to be able to do extra work and increase high work efficiency, good work effectiveness, and work productivity. Organizational citizenship behavior in companies is motivated to improve company performance. Organizational citizenship behavior that is determined to provide an increase in the quality of work with the formation of solid teamwork can improve job performance [14]. OCB in the organization can positively impact the performance of the hospitality industry [16]. The ability of higher education organizations to build management commitment and employee commitment forms a strong motivation for lecturers to make full-time contributions that exceed corporate expectations. Thus, an increased lecturer performance can be achieved.

Based on the research results in Table 1, the value of the mediation relationship between the variable commitment management and lecturer performance is obtained. These results indicate that it is found that commitment management has a significant impact on lecturers' work motivation (H1), and Employee motivation influences lecturer performance in Theological Seminary (H5), so can state that the seventh hypothesis (H7) can be accepted. Lecturers' work motivation is an intermediary variable for the management commitment to lecturer performance. It shows that the role of commitment management has an indirect impact on lecturer performance through employee motivation of 0.290. The eighth hypothesis (H8) stated that the management commitment to Lecturer performance with Lecturer Organizational Citizenship Behavior (OCB) as a mediating variable is acceptable. The management commitment shows this has an impact on Organizational Citizenship Behavior (OCB) at Theological Seminary in Jakarta (H3), and Organizational Citizenship Behavior (OCB) at the Theological Seminary in Jakarta can significantly influence lecturer performance (H6). Management can consistently commit to improving lecturer performance through Organizational Citizenship Behavior (OCB) of 0.303. Can accept the impact of management commitment on lecturer performance through lecturers' work motivation, and OCB as the ninth hypothesis (H9) as 0.098. Management commitment as driving motivation for lecturers. Their motivation can improve the Organizational Citizenship Behavior of lecturers to be able to do extra work and have an impact on lecturer performance.

4.3. Practical Implications

This research provides practical contributions for practitioners in the world of education and top management in Christian education to understand well and create values for educators to improve the quality and excellence of higher education by improving lecturer performance. Some of the suggestions below for practical implementation in improving lecturer performance: Based on the discussion results, OCB has an impact on enhancing lecturer performance in teaching, research, and community service. Through top management in Christian higher education, an educational organization builds an organizational system with clear duties and responsibilities and clear work procedures. Organizations also need to develop togetherness among lecturers in services, a forum for sharing, fellowship, and mutually strengthening one another. In addition, it is necessary to ensure that there is a forum for conveying aspirations quickly to the leaders in the organization regarding each lecturer's complaint, and it is essential to add or increase the role of the spiritual unit and the counseling unit.

Lecturer work motivation can improve lecturer performance. Organizations in higher education need to increase motivation for their lecturers by providing an adequate salary with a decent amount in the region. The organization carries out all obligations in a normative manner. It even exceeds its obligations following applicable regulations so that all lecturers focus on their work and are always motivated to improve their performance. Higher education institutions need to provide awards for lecturers who work with extraordinary achievements adjusted to the capabilities of the education organization. Lecturers who have excellent contributions are prioritized as key persons in the organization as role models for other lecturers. The lecturer's work motivation can provide improvement for OCB. The inspiration built by educational organizations with a specific system will provide professionalism among lecturers and joint performance improvement. Collaboration among lecturers is well established with a transparent motivation system so that between one lecturer and another lecturer, there will not be unhealthy competition.

Running all systems in a Christian college organization is under the commitment of top management. The results showed an important role of top management in improving lecturer performance, OCB, and the work motivation of lecturers. Management commitment in building systems in the organization will lead to happiness and loyalty from organizational components in carrying out a good job. As a component in the organization, Lecturers always carry out their obligations and are responsible for their work. However, some lecturers who are not doing their job correctly need to be gathered and given direction from the organization's management. Lecturers who can achieve extraordinary achievements are given awards on the organization's anniversary so that the lecturers are motivated and able to maintain the

performance or even improve performance. The role of top management commitment in running the organizational system determines the work motivation of lecturers, building OCB and lecturer performance.

4.4. Limitations and Future Research

As far as researchers understand, the model of commitment management to lecturer performance with lecturers' work motivation and OCB tested is one of the research models capable of improving lecturer performance as a significant component in enhancing university ranking quality. Limited abilities and limited research scope in building a conceptual commitment to management, work motivation of lecturers, OCB, and lecturer performance cannot cover all the criteria for increasing higher education rankings. It requires improvement in the future. In this study, the measurement of lecturer performance is still broad. It is necessary to increase the grants obtained by lecturers, scientific publications accepted by lecturers, the achievement of student graduates on time, collaboration with other reputable universities, the collaboration between lecturers, and business renewal teaching materials on an ongoing basis. Increasing the research size will enrich and enhance lecturer performance, which will increase universities' ranking.

The role of top management is huge in running the organizational system in higher education. It is necessary to detail the construct to provide a more detailed contribution and make it easier to map the implementation in tertiary institutions. There is a need for improvement with management commitment by making a continuous commitment to the willingness of every member of the organization to give extra efforts to the organization. Individual engagement with the organization will strengthen and create loyalty and long-term work service. Retrieval of data at Christian higher education institutions located in Jakarta, so it is necessary to add research objects to universities in Indonesia to provide an overall picture of how the religious education system improves lecturer performance. Increasing the population and research samples as new objects will provide enrichment and improvements to better research results.

5. Conclusion

Top management abilities build higher education organizational commitment and commitment from lecturers. This commitment can provide an excellent working atmosphere conducive to improving organizational performance and higher education organizational outcomes. In conclusion, based on the analysis and understanding of the research, first, the higher education organization at the Theological Seminary in Jakarta can build exemplary organizational commitment and increase the work motivation of lecturers. It is because lecturers are actively involved in the organization and can participate in increasing

lecturer motivation. Second, organizational commitment can provide a conducive atmosphere and environment for lecturers and strong relationships between fellow lecturers to form solid teamwork and create organizational citizenship behavior. Third, top management of higher education organizations can improve the performance of lecturers in producing teaching, research, and community engagement. Fourth, motivation from internal lecturers and the role of higher education organizations in motivating lecturers can impact organizational citizenship behavior in organizations. This result was achieved because fellow lecturers would help each other carry out their work, mutually supporting one another on an ongoing basis. Fifth, the motivation provided by the organization in the form of adequate rewards and facilities can improve lecturer performance under applicable regulations in Indonesia. Sixth, organizational citizenship behavior (OCB) is a behavior of lecturers to help colleagues, and the ability of lecturers to contribute to the minimum target set by the organization, behavior that is following ethics in the company, the ability to carry out tasks, and responsibilities can provide an increase in university performance. This study provides the development of organizational theory to build corporate excellence through teamwork in the company on an ongoing basis by implementing organizational citizenship behavior.

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