THE EFFECT OF AFFECTIVE COMMITMENT AND JOB STRESS THROUGH LECTURER PERFORMANCE
(CASE STUDY OF THE UNIVERSITY OF TANGERANG RAYA)

Didik Setiyadi[*)][1]**, Luluh Abdillah Kurniawan**[*)]**, Umi Narimawati**[*)]**, Mohammad Sidik Priadana**[*)]**,
Azhar Affandi**[*)]

[*)]Management Science Doctoral Program, Pasundan University
Jl. Sumatera No. 41, Bandung, Indonesia

Abstract: Lecturer performance greatly influences the formation of student quality and campus performance. The management of University of Tangerang Raya is expected to be able to provide support to lecturers so that they can maintain their existence working in the organization. Therefore, it is important to maintain the performance of lecturers with all the workload and motivation they have. The purpose of this study was to analyze the direct effect of the relationship between job stress and affective commitment on lecturer performance. This quantitative research is explanatory study by using a questionnaire with a Likert scale. The research population is all lecturers at the University of Tangerang Raya, both permanent and non-permanent. The research sample is 167 lecturers who have carried out the tri dharma of higher education. Data analysis using the Structural Equation Model (SEM)-PLS. The analytical tool used in this study consisted of 2 stages namely; test the quality of the instrument consisting of validity and reliability test and structural model (inner model). As for the structural model orinner model by calculating the value R-square. The results showed that affective commitment had a direct positive effect on performance, so the job stress had also had a direct positive effect on performance of Lecturer. This means that the campus must always evaluate and monitor the condition and performance of lecturers so that their performance can be maximized.

Keywords: affective commitment, high education, job stress, lecturer performance, SEM

Abstrak: *Kinerja Dosen sangat mempengaruhi pembentukan kualitas mahasiswa dan performa kampus. Pihak manajemen diharapkan dapat memberikan dukungan kepada Dosen sehingga mereka dapat mempertahankan eksistensi bekerja pada organisasi. Oleh karena itu penting untuk menjaga kinerja Dosen dengan segala beban kerja dan motivasi yang dimilikinya. Tujuan penelitian ini adalah untuk menganalisis pengaruh langsung hubungan antara tekanan kerja dan komitmen afektif terhadap kinerja Dosen. Penelitian kuantitatif ini bersifat explanatory study dengan menggunakan kuesioner dengan skala Likert. Populasi penelitian adalah seluruh Dosen di Universitas Tangerang Raya baik yang tetap maupun tidak tetap. Sampel penelitian adalah 167 Dosen yang telah melakukan tri dharma Perguruan tinggi. Analisis data menggunakan Structural Equation Model (SEM)-PLS. Alat analisis yang digunakan dalam penelitian ini terdiri dari 2 tahap yaitu; menguji kualitas instrumen yang terdiri dari uji validitas dan reliabilitas dan model struktural (inner model). Model struktural atau inner model dilakukan dengan menghitung nilai R-square. Hasil penelitian menunjukkan bahwa komitmen afektif berpengaruh langsung secara positif terhadap kinerja, begitu juga dengan tekanan kerja yang berpengaruh signifikan terhadap kinerja Dosen. Hal ini berarti pihak kampus harus selalu melakukan evaluasi dan monitoring terhadap kondisi dan kinerja Dosen agar kinerja mereka bisa maksimal.*

Kata kunci: *komitmen afektif, pendidikan tinggi, tekanan kerja, kinerja dosen, SEM*

[1]Corresponding author:
 Email: ddk.setiyadi20@gmail.com

INTRODUCTION

Lecturers as human resources are one of the most important assets for a tertiary institution, because lecturers are a tool for a tertiary institution to be able to realize and implement its goals ideally. Therefore, it is important for organizations or universities to be able to maintain their existence working in organizations by providing support to lecturers (Untari & Satria, 2021). This support is believed to increase productivity, form positive attitudes and loyalty to the organization (Salehzadeh et al. 2014). There are several essential factors such as work environment, compensation and motivation which can systematically affect the performance of employees (Mogi et al. 2022). Appropriate approach in providing support is one of the important things because it can have a positive impact on the psychological and emotional conditions of employees (Tjahjono et al. 2019).

Tangerang Raya University is one of the tertiary institutions that is very committed in terms of developing the quality of human resources. The university, which was established on October 6 2020, has 2 Undergraduate Faculties (S1) and 1 Postgraduate (S2) study program with more than 3000 students and 172 lecturers. Based on the data, there is no significant ratio between students and lecturers. According to Undang-Undang Pendidikan Tinggi (2012). that the ideal ratio between lecturers and students is 1:30 for exact sciences and 1:45 for social sciences. Based on the data, this condition can of course affect the performance of the lecturer because the workload exceeds the specified standard and can cause pressure or stress. Stress this work and emotional fatigue will indirectly have a negative impact on the organization (Johnson & Rohde, 2022). Income was the important thing that relate with the level of job stress (David, 2016).

Apart from workload, there are several factors that influence employee performance, including affective commitment (Ariyani & Sugiyanto, 2020). Affective commitment is something that is very important in an organization or college, because this affective commitment will later be able to show how much sense of belonging Lecturers of universities have (Wong & Wong, 2017). This effective commitment is also needed so that lecturers can be motivated to always actively participate in every higher education academic activity and as a tool to form lecturer loyalty to be able to achieve

university goals together. Lecturer's commitment has become an important asset for organizations because of its positive benefits, such as increased intention to stay, job involvement, job satisfaction, loyalty and dedication to the organization (Jamal, 2016). Lecturer performance can be measured through the tridharma of higher education including teaching, being active in research and community service (Kusuma et al. 2018). Every Lecturer wants to reach the goal of an educational career and also the Lecturer certification by providing the tridharma. But the situation at Tangerang Raya University is different. In 2021, the research of the Lecturer at the University of Tangerang Raya is not optimal enough. It is known that only 122 out of 172 people actively publish their scientific articles. Even though this scientific publication is an obligation of the lecturer's workload determined by the Directorate General of Higher Education. In addition, the number of lecturers who are active in community service programs as well is relatively small, namely 76 people. This identified that not all lecturers at the University of Tangerang Raya were motivated to play an active role in academic activities.

Employee performance, job stress and affective commitment are crucial in management research related to organizational behavior. This study aims to analyze the effect of affective and commitment job stress on the performance of lecturers at the University of Tangerang Raya. Based on the research background, the purpose of this study was to analyze the direct effect of the relationship between job stress and affective commitment on lecturer performance. This study is expected to help educational practitioners to obtain information and become a reference for solving problems. As for academics, this research is expected to provide useful information regarding lecturer performance.

METHODS

The research method used in this research is a quantitative method and the nature of this research is explanatory study. Research respondents were selected using a simple random sampling technique (simple random sampling). Simple random sampling is a method that is closest to the definition of probability sampling, namely random sampling from the population based on the probability frequency of all members of the population (Utama, 2016). The research population

is permanent lecturers at the University of Tangerang Raya. The number of respondents is 167 permanent lecturers at Tangerang Raya University in which the characteristics of the respondents are determined.

This research is explanatory study. The data collection method used a purposive sampling with deep interview using the Likert scale questionnaire to 167 lecturers at the University of Tangerang Raya. Purposive sampling is a technique with certain considerations (Utama, 2016). This method is used in many populations with smaller and more homogeneous sample sizes. The first data analysis is the formation of input data with SPSS, then analyzed through the Structural Equation Model (SEM)-PLS analysis method.

The analytical tool used in this study consisted of 2 stages namely; test the quality of the instrument and structural model (inner model). The instrument quality test consists of validity and reliability tests. As for the structural model or inner model is to calculate the value R-square. Score R-square is a coefficient of determination in endogenous constructs (Andreas Wijaya, 2019). In the Smart-PLS program, in assessing the inner model it starts with looking at the value R-square for all dependent variables which is the predictive power of the inner model. Value change R-square can be used to explain whether certain independent variables have a substantive effect on the dependent variable. According to Chin (1998), values R-square 0.67, 0.33 and 0.19 indicate strong, moderate and weak models.

A hypothesis is an honest analysis resulting from scientific evidence obtained to provide an explanation or information about a fact that describes a general gap whose process is complex to form a new theory or test (Gasparyan et al. 2019). There has not been much research on job stress and affective commitment to performance in higher education settings. Most research is conducted in corporate environments. As research conducted by (Enshassi et al. 2015; Jamal, 2016; Tjahjono et al. 2018; Uraon & Gupta, 2020) which on average takes the company's employee population. In this study, researchers proposed several hypotheses, including:

1. There is a positive influence between job stress on performance

Research on the relationship between job stress and performance has been carried out by many previous researchers. In research conducted by (Jamal, 2016). Jamal's research (2016) found that there is a significant influence between job stress and performance. Research with the same results was also carried out by (Kambur, 2021; Paramita & Sudhartio, 2022). Both also produce the same thing: job stress and performance are inseparable. The higher the working pressure, the lower the performance. This is different from the research conducted by Enshassi et al. (2015); Hanim (2016); and Hendriyaldi (2021) whose research results show that work stress has proven to have no significant effect on performance.

2. There is a positive influence between affective commitment to performance

Previous research regarding the influence relationship between affective commitment to performance has also been carried out by Ribeiro et al. (2021), Uraon & Gupta (2020) and Bizri et al. (2021) who used a sizable sample of employees in their research. These researches resulted in that there are positive effects between affective commitment on performance. Different results were obtained by research conducted by El Maula & Ratnawati (2021) which resulted in that there was no significant effect between affective commitment (affective commitment) on employee performance (employee productivity).

Based on the hypothesis, the research framework used can be seen in Figure 1. In this study, the variables consist of affective commitment, job stress and performance. For variable job stress, Johnson & Rohde (2022) divides variables into 2 dimensions, namely; anxiety and time pressure. As for affective commitment, the researcher refers to the research of Allen & Meyer (1990), namely; being part of campus, emotional closeness, sense of belonging, college problems are my problem, pride of work, meaning of work place, attachment to workplace and spending time working at work. As for the lecturer performance variable, it is divided into teaching performance, research performance and community service performance.

RESULTS

From the results of data processing, it was found that the value of loading factor for all variables have a value > 0, so it can be concluded that all indicators have met the convergent validity criteria, because there are no indicators for all variables that have been eliminated from the model. Construct validity testing can be seen by comparing values Average Variance Extracted (AVE) with correlations between other constructs in the model. If the AVE value is > 0.50, it means discriminant validity achieved (Junaidi, 2021).

In Table 1 it can be seen that all values loading factor is above 0.7 so that it can be said that the data is valid. The validity of the data can also be known from the AVE value in Table 2. It is known that the AVE value is in the job stress variable), affective commitment and performance the values are 0.731, 0.780 and 0.802 respectively. So that it can be said that the AVE value is > 0.50, which means that the measurement model is valid based on discriminant validity. For the reliability test (Table 3), it was found that the Cronbach alpha value was > 0.6 and the value composite reliability

(CR)> 0.7, it means that the data is reliable (Tjahjono et al. 2021).

After the results of the data test are declared valid and reliable, the next step is to evaluate the structural model. Structural model or inner model is a pattern of relationship between research variables. The evaluation uses the reliability value of the indicator or R-square for the dependent construct with the t-statistical value of the path coefficient test. The higher the value R-square the better the predictive model of the research model being studied. As for value path coeffisien shows the level of significance in the proposed hypothesis.
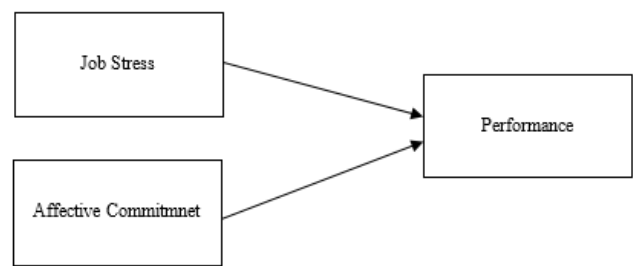

Figure 1. Research framework

Table 1. Outer Loading

Indicators	Indicator Information	Performance (K)	Affective Commitment (KA)	Job Stress (TK)
K2	Community service	0.829		
K3	Publication in acredited/non acredited journal	0.880		
KA1	Part of the workplace		0.904	
KA2	Emotional closeness with the workplace		0.861	
KA3	Sense of belonging of the workplace		0.877	
KA4	The company's problems are my problem		0.827	
KA5	Enjoy discussing the workplace with others		0.903	
KA6	The workplace has a personal meaning		0.905	
KA7	Easily bonded with other companies such as the current company		0.900	
TK1	Spend a lot time at work			0.894
TK2	Do not have time for other activities other than campus activities			0.898

Table 2. AVE Value

	Average Variance Extracted (AVE)
Performance	0.731
Affective Commitment	0.780
Job Stress	0.802

Table 3. Reliability Test

	Cronbach's Alpha	Composite Reliability
Performance	0.634	0.844
Affective Commitment	0.954	0.961
Job Stress	0.754	0.890

The value R-square for the performance variable a value of 0.116 is obtained (Table 4), which means that this value can identify that performance can be explained by the constructs of job stress and affective commitment of 11.6%, while the remaining 88.4% is influenced by other constructs that are not contained in the research model used in this study this. While on the value of path coefficient (Table 5) it is known that the variable job stress on performance is positive, so it can be said that the direction of the relationship between job stress on performance is positive. Likewise, the relationship between affective commitment to performance is also positive.

In Figure 2, the results of bootstrapping the highest is part of the campus which is equal to 39.338 while the lowest value is time pressure with a coefficient of 9.698. Overall, the results obtained from this test are positive, which shows that all the influences that occur are positive.

Testing the research hypothesis was carried out on the 2 hypotheses proposed. This test is done by using the t-value with a significance level of 0.05 for a direct relationship. If value cr $\geq$ 1.654 then H0 is rejected. In the affective commitment and job stress variables, the values obtained are 3.658 and 3.607 respectively or greater than the t table, which means that there is a positive and significant influence between affective commitment to performance as well as job stress to performance (Table 6). So, it can be said that H1 is rejected.
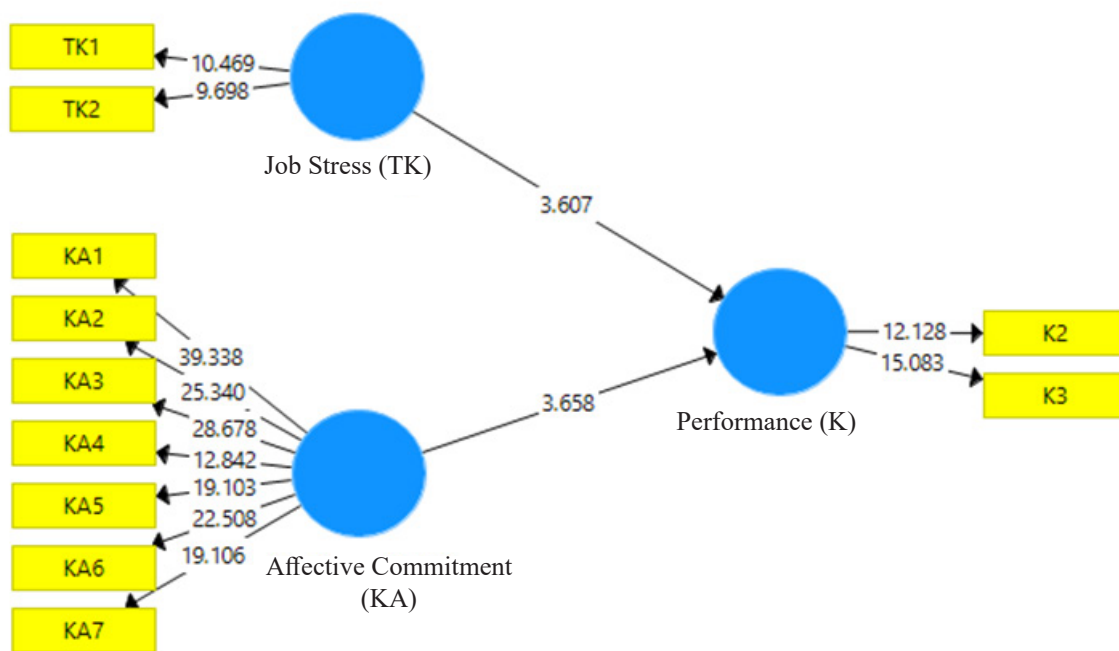

Figure 2. Bootstrapping

Table 4. R-Square

	R Square
Performance	0.116

Table 5. Path Coeffisien

	Performance
Performance	
Affective Commitment	0.217
Job Stress	0.240

Table 6. Bootstrapping

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	Information
Affective Commitment → Performance	0.217	0.231	0.059	3.658	Accepted
Job Stress → Performance	0.240	0.240	0.067	3.607	Accepted

Managerial Implication

The managerial implication for the University of Tangerang Raya is expected to be able to improve the variables that are considered sufficient to affect the performance of lecturers. In addition, the University of Tangerang Raya is expected to improve the most crucial indicator, namely that lecturers feel part of the campus through improving the relationship between campus management and lecturers. The campus can hold events, family gatherings, make pro-lecturer policies or giving appreciation to outstanding lecturers. Lecturer work stress levels can be reduced by providing compensation or bonuses so that lecturers can work more enthusiastically and make the real contribution desired by the campus.

Campus management also always has to do monitoring and evaluation of the performance of lecturers so that the campus can accurately and quickly make decisions on matters that are considered important or crucial to be repaired or developed immediately. The campus also needs to evaluate several factors for lecturer recruitment, namely paying more attention to the personal side which includes certain personality traits, age and years of service, marital status, work involvement and work stress. In addition, the campus can also do some elaboration or conduct comparative studyes to other campuses to conduct benchmarks and look for information about lecturer performance standardization up to date.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Hypothesis one (H1) is accepted, namely job stress has a direct positive effect on performance. The effect of work stress on the performance of lecturers at the University of Tangerang Raya is a direct influence. In this case the campus demands lecturers to be responsible for their work so that the results are maximized and make a meaningful contribution to the campus. If the campus wants the performance of its employees to increase, efforts must be made to reduce the lecturer's work stress first. Hypothesis two (H2) is accepted, namely affective commitment has a direct positive effect on performance. This shows that if affective commitment increases, lecturer performance will increase, and vice versa if affective commitment decreases, lecturer

performance will decrease. If the campus wants the performance of its employees to increase, efforts must be made to build the lecturer's sense of belonging to the workplace.

Recommendations

Tangerang Raya University management, it is expected to improve the variables that are felt to be sufficient to affect lecturer's productivity and maintain variables that are in line with this research. The campus management also can fulfill the proposed managerial implications criteria. Research that will be carried out further can continue research on the effect of job stress and affective commitment variables on performance after repairs or improvements have been made. Besides that, further research can also use other independent variables that are felt to influence performance. Other researchers can use other dependent variables such as motivation, turn over or lecturer productivity, because it is also very important for the existence of the campus. In addition, further research can also be carried out for campuses with the same characteristics for different regions, or campuses or universities that are different according to the region.

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