

The Effects of Academic Experience, Organizational Commitment and Motivation on Work Readiness in the Era of the Industrial Revolution 4.0

Bahdin Nur Tanjung

Faculty of Economics and Business, Universitas Muhammadiyah Sumatera Utara, Indonesia.

E-mail: bahdinnur@umsu.ac.id

Elfrianto

Education Management Science, Universitas Muhammadiyah Sumatera Utara, Indonesia.

Received September 13, 2021; Accepted December 12, 2021

ISSN: 1735-188X

DOI: 10.14704/WEB/V19I1/WEB19179

Abstract

The Industrial Revolution 4.0 has many demands, opportunities and threats that arise. Many types of work that have been carried out by human resources but have now been replaced with information technology. On the contrary, there are many weaknesses and obstacles as well as learning obstacles that have been faced but have now been overcome by utilizing information technology. However, not all universities are ready to face the era of the industrial revolution 4.0, not even all lecturers are ready to face the demands of work in this era of the industrial revolution 4.0. This research uses associative descriptive method that is analyzing the effect of independent variables on the dependent variable. In this case there are three independent variables namely Academic Experience (X1) and Organizational Commitment (X2) and Motivation (X3) and one dependent variable is Work Readiness (Y). In this case it can be stated that the constant 14.41 is the score of the lecturer job readiness score (Y) if academic experience (X1), organizational commitment (X2) and work motivation (X3) are absent. The three independent variables have a significant positive effect on performance (Y) at the significance level $\alpha = 5\%$. Thus it can be said that it is proven significantly that academic experience (X1), organizational commitment (X2), work motivation (X3) have a positive and real influence on the work readiness of lecturers (Y), and this gives meaning that this study accepts the research hypothesis.

Keywords

Revolution 4.0, Organizational, Lecturer, Education.

Introduction

In the face of free competition in the workforce, the higher the level of competition, the public's expectation of higher education as a producer of human resources is even higher, even higher education must have been run based on market oriented (Marginson, 2004). Likewise universities must now be ready to face technological changes that directly impact the world of education and the readiness of universities to make adaptations and educational changes that demand the seriousness of all parties of educational institutions for the survival of higher education by increasing the quality and performance of the institution itself (Olsen & Maassen, 2007). At this time serious education problems being faced by Indonesia are revolving around the quality of education, the readiness of educators, facilities and employment. Universities that produce human resources must pay attention to the academic experience of human resources (lecturers) in the teaching learning process. The effort to improve university performance is inseparable from the performance of all lecturers who are the core actors in the teaching and learning process (Blume, 2019).

Academic experience of lecturers in the teaching and learning process is not only looking at the ability to teach in the classroom, but must involve the Tri Dharma College (Sumantri, Sulistiowati & Fuad, 2019). Organizational commitment is one component in an organization, including educational institutions such as universities (Collquitet *et al.*, 2009). That is, the smooth operation of organizations such as universities is largely determined by the high and low levels of organizational commitment of the academic community, especially lecturers as implementing educators at the university, in addition to the employees as academic implementers. Thus the lecturer is an important element in carrying out the duties and functions of the university in organizing effective lectures and educating the human resources within the university (Ministry of National Education, 2015). With the entry of the industrial revolution 4.0 era, competition in all aspects has become tighter.

Mone (2015) Lecturers who have strong organizational commitment will have high loyalty in their work thereby increasing their performance and productivity. A person's commitment to the organization is often an important issue because it is very decisive whether or not the organization's goals are achieved. The organizational commitment itself is influenced by many factors including supervision, leadership, welfare, work environment, compensation and so on. These factors will affect the commitment of lecturers to the institutions where they work (Ridwan, Mulyani & Ali, 2020; Elfrianto *et al.*, 2020; Al-Khowarizmi *et al.*, 2020). The industrial revolution 4.0 But there are also

risks that might arise, for example the reduction in human resources because they are replaced by machines or robots (Zaini *et al.*, 2020). The world today is indeed closely watching the 4.0 industrial revolution. Learning in various fields with the help of technology in the Industrial Revolution 4.0 era emphasized the automation of systems that are mutually integrated to carry out their functions with the help of technology or the internet can bring new innovations in the process of academic implementation within the university (Yerkebayeva *et al.*, 2020). Organizational commitment also greatly affects the performance of lecturers, where commitment reflects the level of identification and involvement of individuals in their work that is the process of teaching and learning, responsibilities in work, and unwillingness to leave the institution or remain in the institution (Rooney, Unwin, & Shah, 2019). With the highest commitment, it will certainly improve the performance of lecturers not only in the field of tri dharma of tertiary institutions but also understanding and supervision of tasks, discipline, able to solve problems, able to work together, in making decisions (Collquit *et al.*, 2009). The rapid development in the Industrial Revolution 4.0 era has many demands, opportunities and threats that arise. Many types of work that have been carried out by human resources but have now been replaced with information technology (Iriana *et al.*, 2020). On the contrary, there are many weaknesses and obstacles as well as learning obstacles that have been faced but have now been overcome by utilizing information technology (Handayani, Bangun & Zauhar, 2020). However, not all universities are ready to face the era of the industrial revolution 4.0, not even all lecturers are ready to face the demands of work in this era of the industrial revolution 4.0 (Mutohar & Trisnantari, 2020). The results of preliminary research are still quite large in the number of lecturers and private tertiary institutions who are not ready to face technological progress in the era of the industrial revolution 4.0, so work readiness cannot be achieved satisfactorily. This has an impact on student learning outcomes which of course will determine the quality of graduates. Therefore it is necessary to conduct research regarding the readiness of lecturers' work by taking into account the determinant variables y.

Literature Review

Academic Introduction

Lecturers become important in lectures because they are channeling knowledge to develop students. Each lecturer certainly has an academic readiness as a basis for carrying out his duties as an educational staff in higher education. Academic experience consists of many factors, such as education, work experience which includes tenure, positions held, training, upgrading, Forum Group Discussions, certifications, seminars, conferences and

publications he has done. This academic experience is summarized in a series of abilities which come as competence. This is very important in supporting the success of lecturers in order to improve the quality of the lecturing process that they do which will ultimately determine the quality of student learning outcomes. A lecturer must have competent competence in the field of education. This can be seen when lecturers carry out learning activities in class with their students. Lecturers also have an important role in determining the academic quality of their students. Therefore the notion of competency needs to be understood in advance in order to improve the quality of learning.

Meaning of competence from the point of term covers a variety of aspects, not only related physically and mentally, but also spiritual aspects. According to Mulyasa, work experience is the level of mastery of knowledge and skills of a person in his work that can be measured from the working period and from the level of knowledge and skills they have. Lecturers who have academic experience can do a variety of ways in teaching, such as giving instructions, suggesting, urging, persuading, encouraging, guiding, pointing, speaking, commanding, telling, telling, telling, delivering material, demonstrating, training, testing, researching, criticizing, correcting, directing, honing skills, and other things that do not hamper student understanding. Lecturers also need to understand the potential that exists in students. The potential is buried within students and is innate in accordance with the inheritance of their parents' heredity. There are several factors that lecturers have in their academic experience while working in the world of Education, namely (a) personal background, including education, courses, exercises, work. To show what someone has done in the past. (B) Talent and interest, to estimate one's interest and capacity or ability. (c) Attitudes and needs (attitudes and needs) to predict one's responsibilities and authority. (d) Analytical and manipulative abilities to learn assessment and analysis skills. (e) Technical skills and abilities, to assess the ability to carry out technical aspects of work (Foster, 2001; Elfrianto *et al.*, 2020).

Commitment

Commitment underlies the spirit of someone against the organization where he shelter. This commitment will also determine how much sensitivity, love and struggle for the organization (Collquit *et al.*, 2009; Utaminingsih, 2014). Therefore, an employee's commitment to the organization where he works is a behavioral dimension that can be used to measure and evaluate the strength of the employee in maintaining and carrying out his obligations to the organization. Commitment is seen as a value orientation towards organizations that shows individuals think about and prioritize their work and organization. Individuals will try to give all their business in order to help the

organization achieve its goals. Many definitions of organizational commitment. Mathis and Jackson (2001) state organizational commitment as the degree or level of trust and acceptance of a person towards organizational goals that have a desire to remain in the organization as reflected in the statistics of absenteeism and turnover.

Another opinion was expressed by Monahan *et al.* (2001) which defines organizational commitment as a condition where an employee sided with a particular organization and its objectives, and intends to maintain membership in the organization. This partiality is caused by high work involvement in his work which is at the same time partial to the organization in which he works. Similarly, Mowday, Steers and Porter (Sofyandi & Garniwa, 2007) define organizational commitment as the relative power of one's alignments and involvement with an organization. The form of commitment that arises in the employee is not only passive. This is what distinguishes commitment from attachment (attachment). Attachment is a form of low commitment, where individuals in joining and helping organizations are very dependent on the existence of rewards (feedback) received.

From the definition as described above, it can be concluded that organizational commitment is a person's attitude towards employee loyalty to their organization, and is an ongoing process in which organizational participants express concern for the organization and continued success. This is in line with several other opinions. Manetje and Martin stated that organizational commitment is a reflection of attitudes, identification and loyalty attachment to the organization. In line with that, Collquit *et al.* (2009) stated organizational commitment as an attitude of characterization of the positive cognitive and affective components about organization. Organizational commitment has three main components (Sopiah, 2008), namely Affective commitment, which is a commitment that occurs when someone wants to be part of an organization because of an emotional bond. Continuance commitment, the commitment that appears when someone wants to stay in an organization because it requires other benefits, or because the employee does not find another job. Normative commitment, namely commitment arising from values in a person. Someone will remain a member of the organization because of the awareness that commitment to the organization is what should be done.

Motivation

Lots of notions about motivation. Motivation is defined as an impetus that arises in a person to take an action with a specific purpose. Cohen (2005) define motivation as something that makes people act or behave in certain ways. Motivation can also be interpreted as a strength in a person who underlies to do and behave well regarding the

shape, direction, intensity, and time period (Malayu & Hasibuan, 2007). This is in line with Daft (2005) which states that motivation is a set of strengths that originate from within and from outside the individual which is the basis of a person's work behavior, both form, direction of intensity and duration. In line with the above opinion Durham *et al.* (2006) defines motivation as a psychological process that determines the direction and purpose of one's behavior. Kreitner's definition emphasizes motivation as a psychological process that directs someone to do something. Edenborough (2007) defines motivation as the drive to do better to achieve achievement. While Luthan *et al.* (2008) defines motivation as a process in someone to do something beneficial or beneficial to the organization, and motivation in it consists of effort, persistence and direction. Characteristics of someone who has high motivation is characterized by several traits such as working hard, carrying out their work in earnest, and directing his behavior to achieve goals.

Based on the definitions above it can be concluded that motivation is a psychological process that encourages and directs a person's behavior towards a particular goal in terms of shape, direction, intensity and the length of time it does. Encouragement or energy according to Armstrong is the movement of the soul and body in a person to do something so that motivation is a driving force that appears in two basic forms, namely artificial motivation that comes from outside (extrinsic motivation) and intrinsic motivation that comes from within a person (intrinsic motivation) (Tanjung, 2016). Work motivation can also be interpreted as factors that encourage individuals to do their work so that work activities can be more effective (Manetje & Martin, 2009). In the field of education, employee motivation is an encouragement that directs employees to carry out their duties and obligations, in the preparation or planning of learning, teaching-learning processes and carrying out evaluations. Work motivation is influenced by intrinsic (internal) and extrinsic (external) factors. Intrinsic factors, namely factors that arise from within an employee himself such as the desire to progress, achievement, have a personal life and so on. While extrinsic factors are factors from outside the employee who influence his enthusiasm in working, such as working conditions, work status, workplace, job security, decent salary or income, recognition and appreciation received, superior leadership, administrative policies and other factors.

From the description above it can be said that motivation arises because of the needs that must be met in a person. Likewise, employee work motivation that arises because of the need, both intrinsically and extrinsically. This work motivation will affect employee work activities. Indicators of work motivation consist of eight indicators is encouragement of welfare, encouragement of authority, encouragement of emotions, encouragement of self-

actualization, encouragement of cooperation, encouragement of work performance, the drive of loyalty, and the drive of power. In this paper employee work motivation is based on three indicators is direction of Behavior or work behavior direction, level of Effort or effort in working or problem solving, and level of Persistence or perseverance in working.

Working Readiness

Readiness is a willingness to provide a response or reaction. That readiness comes from within the student and is also related to maturity. Readiness is very important to be considered in a process, because if students have prepared, then the results will be satisfying. According to Nasution (2003) states that Readiness is a condition that precedes the activity itself, without this readiness or willingness mental processes do not occur. Meanwhile, in the opinion of Slameto (2010) states that Readiness is the overall condition of a person who makes him ready to give a response or answer in a certain way to a situation. Readiness is the main capital for someone to do work so that the readiness they have will get maximum work results. According to Hasibuan (2003) Work is the sacrifice of services, body and mind to produce goods or services by obtaining certain rewards. Agus Fitriyanto (2006) states that "Work readiness is a condition that shows the harmony between physical, mental maturity and experience so that individuals have the ability to carry out certain activities in relation to work.

As according to Mittal *et al.* (2018) that to achieve work readiness is influenced by three things including: (a) Level of maturity Level indicates the process of development or perfect growth, in the sense of being ready for use. Readiness is divided into physical readiness associated with physical growth and mental readiness associated with psychological aspects. (b) Experience Experience is experience gained related to the environment, available opportunities, and accidental outside influences. Experience is one of the determinants of readiness because it can create an environment that can be influenced by the development of one's readiness. (c) Mental conditions and matching emotions Mental conditions and matching emotions include critical states, having logical, objective considerations, being mature and emotionally controlled, willingness to work.

Factors from within oneself include, intelligence, skills and abilities, talents, abilities and interests, motivation, health, psychological needs, personality, ideals, and goals at work, while factors from outside oneself include, family environment (home), the world of work, a sense of security at work, opportunities for advancement, coworkers, relationships with leaders, and salaries. In line with that the factors that influence mental readiness of work are learning achievement, parents' economic condition, social guidance, career

guidance, and work experience "Readiness includes three aspects, namely From these three aspects it can be explained that physical conditions include temporary physical conditions (fatigue, circumstance, and sense organs) and permanent ones (bodily defects). Mental conditions related to intelligence, for example people who have talent or high intelligence will allow for higher tasks. Emotional conditions will also affect someone's readiness to do something. While the needs, motives and goals are a unit that affects each other.

For example if someone has a need it will encourage business, in other words there will be a motive, and this motive will provide the goal of achievement. Besides that it is also clear that skills and knowledge are needed by someone to achieve readiness in carrying out something. Someone who has work readiness has the following characteristics is has motivation, honesty, maturity is indicated by a calm, systematic and directed attitude, ability to cooperate, and able to make decisions fast and logical. Readiness is related to several factors is physiological equipment and growth, such as sensory devices and intellectual capacity, motivation, which involves the needs, interests and goals of individuals to maintain and develop themselves, motivation is related to the system needs in human self and environmental pressures. Furthermore, according to Makki et al (2015) the notion of work readiness is the skills, knowledge and attitudes that will make it possible to help new graduates to be able to contribute productively to the achievement of organizational goals in the place where the individual works.

Someone who has work readiness has the following characteristics is The condition of the person in a state that includes a critical attitude, has logical and objective considerations, has the ability and willingness to cooperate with others, have the courage to accept individual responsibility, easy to adapt to the environment, and ambitious to move forward. The various opinions above can be summarized that work readiness is a condition of someone who is ready based on the level of development of maturity to carry out activities and be able to respond in certain ways in a particular situation. It is also a matching condition between physical, mental maturity and student experience so that students are able to carry out certain activities or behaviors that are related to work. As for achieving work readiness levels include: Logical and objective considerations, ability and willingness to cooperate, critical attitude, ability to adapt to the environment, courage to accept responsibility and have knowledge about the world of work.

Methodology

This research uses associative descriptive method that is analyzing the effect of independent variables on the dependent variable. In this case there are three independent

variables namely Academic Experience (X1) and Organizational Commitment (X2) and Motivation (X3) and one dependent variable is Work Readiness (Y). (A) Place and Time of Research This research was conducted at Private Universities (PTS) in the city of Medan. While the research time was the academic year 2019/2020. (B) Operational Definitions (1) Academic Experience Lecturer academic experience is the experience possessed by lecturers in the academic field which includes formal education, non-formal education such as training, workshops, FGD, seminars, conferences, publications and office experience, years of service, and other experiences related to academic fields that have been held by lecturers. (2) Person's attitude towards employee loyalty to their organization, and is an ongoing process in which organizational participants express concern for the organization and continued success. (3) Motivation Motivation as an encouragement that underlies a lecturer to do work. Indicator of motivation refers to the theory as presented in Chapter II, namely hard work, future orientation, high ideals, task orientation, efforts to progress, perseverance and correct use of time. (4) Work Readiness Work readiness is the ability of lecturers.

The population in this study were all lecturers in private university (PTS) in the city of Medan. Three universities were randomly selected, namely University of Muhammadiyah Sumatera Utara (UMSU) Medan, University of Sari Mutiara and Panca Budi of University, Medan. In this case the research sample was randomly assigned to a total of 80 lecturers. The lecturers as respondents of this study were permanent lecturers who had worked for more than 3 years as lecturers at the current universities. (C) Research Instruments The study used instruments in the form of a questionnaire with a Likert scale to collect data, both for independent variables namely Academic Experience, Organizational Commitment and Motivation and for the dependent variable namely Work Readiness in RI 4.0 era. (E) Data Analysis Techniques Data analysis techniques using correlation analysis. To test the first, second and third hypotheses used a simple Product Moment correlation from Pearson, while to test the third hypothesis using multiple correlation analysis (Burns, Bush & Sinha, 2014). Furthermore, a multiple regression analysis is performed to form the regression line equation. Hypothesis testing is done after passing the test the analysis requirements are normality test and linearity test.

Result and Discussion

This research was conducted with the aim to find out and analyzed how the work readiness of PTS lecturers in the city of Medan in the face of the industrial revolution era 4.0. In addition, the research also aims to find out the academic experience they have, the organizational commitment of the lecturers and work motivation. More specifically the

research objectives can be stated as follows. (1) Determine the effect of academic experience on the work readiness of lecturers in the era of the industrial revolution 4.0 on PTS lecturers in the city of Medan. (2) Determine the effect of organizational commitment on work readiness in the era of the industrial revolution 4.0 on PTS lecturers in the city of Medan. (3) Determine the effect of motivation on work readiness in the era of the industrial revolution 4.0 on PTS lecturers in the city of Medan. (4) Knowing the effect of academic experience, organizational commitment, and motivation together on work readiness in the era of the industrial revolution 4.0 on PTS lecturers in the city of Medan. Furthermore, with the success of this research, several benefits will be obtained, including the following: (1) Adding scientific repertoire in the field of human resource management (HRM), especially relating to academic experience, organizational commitment, motivation and work readiness in the era of the industrial revolution 4.0. (2) Providing input to private universities, especially in improving work readiness of lecturers in the era of the industrial revolution 4.0. (3) As a reference material and comparison for other relevant researchers.

Based on the results of data analysis, the regression line equation developed from this study is $Y = 0.21 X1 + 0.26 X2 + 0.49 X3 + 14.41$. In this case it can be stated that the constant 14.41 is the score of the lecturer job readiness score (Y) if academic experience (X1), organizational commitment (X2) and work motivation (X3) are absent. The three independent variables have a significant (significant) positive impact on performance (Y) at the significance level $\alpha = 5\%$. Thus it can be said that it is proven significantly that academic experience (X1), organizational commitment (X2), work motivation (X3) have a positive and real effect on the readiness of lecturer work (Y), and this gives meaning that this study accepts the research hypothesis. Referring to the results of data analysis and discussion of the research has been carried out by accepting the proposed hypothesis.

Conclusion

In summary, the results of the study can be concluded as follows: (1) Academic experience has a positive influence on the readiness of lecturers' work. The impact is positive and real at the 5% significance level. Thus the academic experience gives a convincing positive influence on the increase in job readiness of lecturers in the Republic of Indonesia era 4.0. (2) Organizational commitment has a positive and significant influence on the work readiness of lecturers. Thus organizational commitment becomes the determining factor that gives a linear influence on the work readiness of lecturers in RI 4.0 era. (3) Work motivation gives positive and significant influence on the readiness of lecturers' work. Thus motivation can be said to be a determining factor or a positive

influence on the work readiness of lecturers. (4) Together it can be proven that academic experience, organizational commitment and motivation have a positive influence on the work readiness of lecturers. These impacts are simultaneously significant. (5) Contributions of the independent variables together namely academic experience, organizational commitment, and motivation towards the work readiness of lecturers are expressed with a coefficient of determination of 0.682. This means that the contribution of X1, X2 and X3 together with Y is 68.2%, while the remaining 21.8% is determined by other variables. (6) From the results of the analysis formed a regression line equation as an estimate of employee performance based on leadership and motivation. The equation of the formed regression line is $Y = 0.21 X1 + 0.26 X2 + 0.49 X3 + 14.41$.

References

- Al-Khowarizmi, A.K., Nasution, I.R., Lubis, M., & Lubis, A.R. (2020). The effect of a SECoS in crude palm oil forecasting to improve business intelligence. *Bulletin of Electrical Engineering and Informatics*, 9(4), 1604-1611.
- Blume, W. (2019). *Toward international tele-education*. Routledge.
- Burns, A.C., Bush, R. F., & Sinha, N. (2014). *Marketing research* (Vol. 7). Harlow: Pearson.
- Cohen, D. (2005). *Clifford Lynch and Jonathan Band on Google Book Search*.
- Colquitt, J., Lepine, J.A., & Wesson, M.J. (2014). *Organizational Behavior: Improving Performance and Commitment in the Workplace* (4e). New York, NY, USA: McGraw-Hill.
- Daft, R.L. (2005). *The Leadership Experience*. USA South Western: The Thomson Corp.
- Durham, (2006). *Leadership and Success in Organizations, Culture and Ethics*. ulsa, Penerbit Dream Point.
- Edenborough, R. (2007). *Assessment methods in recruitment, selection, and performance: a manager's guide to psychometric testing, interviews, and assessment centres*. Kogan Page Publishers.
- Elfrianto, Dahnial, I., Al-Khowarizmi and Tanjung, B.N. (2020). The Antecedents of School Medical Room Management System in Preventing the Presence of COVID-19 in Indonesia to Improve the Health Quality of Students: A Systematic Review. *International Journal of Advanced Science and Technology*, 29(06), 3659 - 3668.
- Elfrianto, Tanjung, B.N., Dongoran, F.R., & Pulungan, L.H. (2020). The development of models of instructional leadership in teacher training and education at muhammadiyah university Sumatera Utara. *International Journal of Innovation, Creativity and Change*, 12(10), 88–103.
- Foster, T.R. (2001). *The art and science of the advertising slogan*, AD Slogans Unlimited.
- Handayani, T.D., Bangun, W., & Zauhar, S. (2020). The Dynamics of Policy Implementing Online Transportation Quota Limits in Surabaya City. *Talent Development & Excellence*, 12(1), 1517-1525.

- Irina, K., Pavel, L., Nadezhda, Z., Inna, S., Gulnara, Y., & Elena, Z. (2020). Fourth Industrial Revolution-Engineering Innovations for Labor Productivity Increasing. *Journal of Talent Development and Excellence*, 12(3s),477-487.
- Kemendiknas, Law Number 14 of 2015 concerning Teachers and Lecturers, 2015.
- Luthans, F., Avey, J.B., Avolio, B.J., & Peterson, S.J. (2010). The development and resulting performance impact of positive psychological capital. *Human resource development quarterly*, 21(1), 41-67.
- Malayu, H.S., & Hasibuan, P. (2007). Basic Human Resource Management and Key to Success, Jakarta: PT Toko Gunung Agung, 2007.
- Marginson, S. (2004). Competition and markets in higher education: A 'glocal' analysis', *Policy futures in Education*, 2(2), 175-244.
- Mathis, R.L., & Jackson, J.H. (2001). Human Resource Management, Thomson Learning.
- Mittal, S., Khan, M.A., Romero, D., & Wuest, T. (2018). A critical review of smart manufacturing & Industry 4.0 maturity models: Implications for small and medium-sized enterprises (SMEs). *Journal of manufacturing systems*, 49, 194-214.
- Monahan, J., Steadman, H.J., Silver, E., Appelbaum, P.S., Robbins, P.C., Mulvey, E.P., & Banks, S. (2001). Rethinking risk assessment: The MacArthur study of mental disorder and violence. Oxford University Press.
- Mutohar, P.M., & Trisnantari, H.E. (2020). The Involvement of Supply Chain Management In Religious Culture Development in Shaping the Character of Elementary School Students in the Era of Industrial Revolution 4.0. *Journal of Talent Development and Excellence*, 12(1), 1452-1465.
- Olsen, J.P., & Maassen, P. (2007). European debates on the knowledge institution: The modernization of the university at the European level. *In University dynamics and European integration*, 3-22.
- Regulation of the Minister of Research, Technology and Higher Education Number 20 of 2017 concerning Lecturer Professional Allowance and Honorary Professor Allowance, 2017.
- Ridwan, M., Mulyani, S.R., & Ali, H. (2020). Perceived Organizational Support in Efforts to Improve Organizational Commitments and its Impact on Employee Performance. *Journal of Talent Development and Excellence*, 12(1), 210-223.
- Rooney, J.M., Unwin, P.F., & Shah, P. (2019). Keeping us grounded: academic staff perceptions of service user and carer involvement in health and social work training. *Journal of Further and Higher Education*, 43(7), 929-941.
- Sofyandi, H., & Garniwa, I. (2007). *Organizational behavior*, Yogyakarta: Graha Ilmu.
- Sumantri, M.S., Sulistiowati, H., & Fuad, N. (2019). A Concern Towards the Society and Internalization of Academic Ethics for Primary Education Students: Perspective of Lecturers' Role'. *In 1st International Conference on Innovation in Education (ICoIE 2018)*. Atlantis Press.
- Tanjung, B.N. (2016). The Influence of Career and Leadership Systems on Lecturer Performance Universitas Muhammadiyah Sumatera Utara. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 2(2).

- Utaminingsih, A. (2014). *Organizational Behavior: Theoretical & Empirical Studies on Organizational Culture, Leadership Style, Trust and Commitment*, Universitas Brawijaya Press.
- Yerkebayeva, S.Z., Kyyakbayeva, U., Bulshekbayeva, A., Nurgaliyeva, D.A., & Ibraeva, M.K. (2020). Formation of Communicative Skills in Children of Senior Preschool Age: Experience of Kazakhstan. *Journal of Talent Development and Excellence*, 12(1), 1006-1014.
- Zaini, B.J., Mansor, R., Yusof, N., & Sarkawi, N. (2020). Satisfaction and Loyalty Model for University Students Based on Industrial Revolution 4.0 Management. *Journal of Talent Development and Excellence*, 12(2s), 1087-1100.