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The Effect of Organizational Commitment on Performance through Good University Governance in Private Universities in Medan City

¹Zulia Hanum, ²IskandarMuda, ³Rina Bukit, ⁴Muhyarsyah

¹²³⁴Faculty of Economics and Business, accounting study program, Universitas Sumatera Utara, Indonesia

¹iskandar1@usu.ac.id, ²zuliahanum75@gmail.com, ³rina.bukit@gmail.com;
⁴otanjung@yahoo.co.id

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ABSTRACT

The purpose of this study was to analyze and test the effect of organizational commitment on good university governance, organizational commitment to higher education performance through good university governance, the research design used to test the hypothesis in this study was causal-comparative (Causal-Comparative Research), the population of all universities. in the city of medan, a sample of 25 private universities in the city of medan. Data collection techniques are how to arrange interview instruments, perform data triangulation. Interviews were carried out later and the data obtained were analyzed using statistical analysis. The data were processed using Smart PLS data processing tools. The results showed that the influence of Organizational Commitment on PTS performance through good university governance.

Introduction

Higher education is one of the educational institutions that have the potential for human resources, and needs to empower its resources. The existence of private universities (PTS) cannot be separated from the existence of State Universities (PTN). The performance improvement of PTS cannot be separated from the problems that exist in PTN. Substantially, the management of education, both educational units under government management and private management, has a similarity point, namely public services, this is the factor that creates the need for public accountability and good governance. Higher education is the spearhead of

innovation, creativity, innovation and responsive human development. . Universities or tertiary institutions are expected to improve their quality and relevance by reforming their organizational governance from time to time. This needs to be done to answer various challenges and rapid changes in an ever-evolving environment. (Januri et al., 2017).

These educational objectives can be achieved if the quality of education offered by Indonesian universities is also good. The quality of this education can be seen from the performance of the college itself. The performance of higher education in Indonesia can be seen from the ranking of universities conducted by the Ministry of Research and Technology, Directorate of Higher Education. (Kemenristekdikti) based on academic and non-academic assessments. Table 1.1. shows that private universities in the city of North Sumatra in 2019 only 5.56% of private universities were accredited A, namely Muhammadiyah University of North Sumatra (UMSU), 50% were accredited B and the remaining 44.44% were still accredited "C". This situation is an indication that the performance of private universities in Medan is still low.

Table 1.1. Accreditation of Private Universities (PTS) in North Sumatera in 2019

NO	University	Accreditation
1	UniversitasAlwashliyah	C
2	Universitas Amir Hamzah	C
3	UniversitasDarmaAgung	C
4	UniversitasDharmawangsa	C
4	Universitas HKBP Nommensen	B
5	Universitas Islam Sumatera Utara	B
6	Universitas Methodist Indonesia	B
7	UniversitasMuhammadiyah Sumatera Utara	A
8	Universitas Muslim Nusantara Al-Washliyah	B
9	UniversitasPelitaHarapan	B
10	Universitas Pembangunan Panca Budi	B
11	UniversitasPembinaanMasyarakat Indonesia	C
12	UniversitasPotensiUtama	C
13	Universitas Prima Indonesia	B
14	UniversitasSisingamangaraja XII Tapanuli Utara	B
15	UniversitasSimalungun	B
16	UniversitasEfarina	C
17	Universitas Islam LabuhanBatu	C
18	UniversitasMuhammadiyahTapanuli Selatan	B

Source : Directorate of Higher Education (Dikti), 2019

Likewise, the condition of private university (PTS) accreditation in North Sumatra in 2019 based on BAN PT Dikti data, there are still a lot of private universities accredited with "C" and "B" scores, for those who get an "A" score do not exist. The performance of private universities (PTS) in the form of accreditation becomes a reference in its continuity and operation or should be stopped. From

Table 1.2. It can be seen that from 2017 to 2019 the number of private universities in Medan has decreased from 278, and in 2019 to 248. The change in the number of private universities is because some are closed and some have changed their status from high school to private university (PTS).

Table 1.2 Changes in the number of Private Universities in Medan City

No	Description	Year 2017	Year 2018	Year 2019
1	University	30	35	33
2	High School	95	91	90
3	Institute	5	7	9
4	Academy	116	112	101
5	Polytechnic	16	16	13
Total Number		278	261	248

Source : Private University DirectoryLLDiktiRegion 1 North Sumatera, 2019

A large number of private universities in Medan has resulted in a fairly tight competition in getting students, making it possible for the university to continue its operations. Improving the quality of education in each private university is absolutely necessary so that it can increase the number of students and increase the performance of the higher education institution, so that sanctions in the form of revocation of higher education licenses can be avoided. The change in the number of private universities each year indicates that there are private universities that have good performance as well as poor ones.

One of the factors that influence performance in private universities as organizational commitment [Aini (2019); Dirwan, (2015); Razak, (2016); Wiratno et al., (2010)], Organizational performance can also be influenced by organizational commitment, namely the relationship between individuals and parties in the organization. Individuals have the confidence to carry out the values and goals of the organization, are willing to use their efforts seriously for the benefit of the organization, and have a strong desire to remain part of the organization. In private colleges or private universities, lecturers and education personnel will devote themselves to the university where they belong and will participate in realizing the goals of the college.

Individual commitment affects a person's behavior in implementing organizational effectiveness. Organizational commitment can be used as a strength to identify individual commitments to an organization and measure their involvement in the organization. (Adhima, 2013) states that organizational commitment is an individual's value orientation towards performance which shows that individuals are concerned with their work because work offers the individual status and meaning life. Organizational commitment also refers to the behavioral tendency of personnel to maintain their position in the organization. Organizational commitment can be used as a sense to identify the belief in organizational values, a sense of involvement (willingness to put the best effort into the organization's interests) and loyalty (commitment to remain a member of the organization) expressed and promised by staff to their organization. Organizational commitment

reflects the relationship of an identification of a person's involvement in his involvement in the organization.

Organizational commitment according to Kotler (2016) is the nature of an individual's relationship with an organization that allows him, with high commitment, to show a strong desire to become a member of the organization, be willing to do his best, and accept the values and goals of the organization. This definition expresses two types of commitment, namely first, commitment to organizational goals or where the organization is directed. If this commitment is high, the organization will retain its membership. Second, a commitment to values, norms, and organizational culture that impose limits on what is or should not be done. This commitment will show a firm commitment to the organization to its members, and conversely, the members will show a firm commitment to the organization where they work.

A strong and centered commitment to the task at hand is a characteristic of a well-performing individual. The individual will do all his work in order to get the maximum results. This commitment is a form of effort or special encouragement from within the individual to achieve the desired goals. This indicates that work success depends not only on intellectual factors but also on individual commitment, namely the urge to complete tasks regularly and with discipline. So it can be concluded that this factor is related to the responsibility and personal discipline to do and complete a job that has become a commitment. Commitment is a psychological condition that describes the individual's relationship with the organization and has implications for the decision to continue or not be a member of the organization.

In a private university, the commitment of lecturers in carrying out their duties and responsibilities will make the lecturers work more diligently and disciplined to get good results. The difference between successful and unsuccessful people is determined by their commitment to solving problems. Commitment can also be in the form of a pledge or commitment to an action that becomes an internal drive, thereby directing the individual's ability to improve performance. This is in line with previous research which found that commitment is a strong predictor of performance, organizational commitment has a positive and significant effect on performance [Aini, (2019); Dirwan, (2015); Razak, (2016); Wiratno et al., (2010)]. Different results were obtained by Januri et al., (2017) where commitment has no effect on higher education organizational performance.

An equally important factor that is thought to affect performance is Good University Governance (GUG). Good organizational governance in organizations or universities refers to good management of all activities in a university. Good governance of the university is related to the management of administrative and academic functions, a concise and fast bureaucratic process, a more open university, good communication, and an understanding of academic culture (Barzelis, 2017). The rationale for implementing Good University Governance includes 1) The implementation of good university governance must be from an institution, so that universities can use the autonomy given properly; 2) The adoption of good governance in higher education must be in line with the new public management philosophy; 3) The implementation of good university

governance will be able to protect the institution from fraud or mismanagement by the management (Azhar, 2016).

Good university governance has an effect on higher education performance due to management competence and strong commitment from management, internal policy factors consisting of internal audit effectiveness, the effectiveness of accounting practices, and decision-making authority also affect higher education performance (Januri et al., 2017). This shows that with good and correct governance, each university can improve its respective performance.

The challenge faced by universities in Indonesia is that quality cannot compete with other universities in the world. As reported by the Ministry of National Education, the quality of higher education in Indonesia is still low when viewed from the number of tertiary institutions accredited A because accreditation is the standard used to measure the quality of higher education institutions whose assessment process is carried out by BAN-PT. That is why, in its strategic plan, the Directorate of Higher Education has determined the importance of creating organizational health in order to improve the quality of higher education, the health of this higher education organization is measured by the application of the principles of good governance. The nine standards that must be applied in the management of higher education include: 1) Vision, mission, goals, and strategies; 2) Pamong governance, governance, and cooperation; 3) Students; 4) Human resources; 5) Finance, facilities, and infrastructure; 6) Education; 7) Research; 8) Community service; 9) Outputs and achievements of higher education tridharma.

Private universities face very tough challenges related to improving performance according to the standards formulated by BAN-PT. Private universities must continually develop their institutions following the paradigm developed in national education by relying on three main things, namely independence, accountability, and assurance. From the explanations above, it is very important for private universities to realize Good University Governance (GUG). The results show that Good University Governance (GUG) affects university performance positively and significantly [Amilin, (2016); Astrina, (2016a); Muktiyanto, (2016); Mulyawan, (2009); Wiratno et al., (2010)].

LITERATURE REVIEW

Goal-Setting Theory

Goal-setting theory is a theory of how an entity's performance can be affected by the "difficulty and clarity" experienced by the entity. The theory states that the more difficult and specific the goals to be achieved, the more achievements the entity produces. However, in entities with high complexity, the more difficult and specific the goals to be achieved, the performance will tend to decline (Early, P. Christopher., Lee, Cynthia. & Hanson, 1990; Gibson et al., 2001). In other words, difficult and specific goals will have an impact on performance when the work environment in the organization is not supportive because there is no support from all organizational devices.

Locke & Latham, (1991) show that specific, high (hard) goals lead to a higher level of task performance rather than easily carrying out obscure abstract goals or goals such as the urge to do (Latham; Yulk, 1975) do the best. . "As long as a

person is committed to a goal, has the necessary abilities to achieve it, and does not have conflicting goals, there is a positive linear relationship between goal difficulty and task performance. Goals refer to future valued outcomes, goal setting is first and foremost. is an inappropriate process It implies dissatisfaction with a person's current condition and the desire to achieve an object or outcome Goals are related to influence in goals that set the ultimate standard for self-satisfaction with performance High goals, or difficult to motivate because they need someone to achieve more to achieve being satisfied than to undertake low or easy goals. The feeling of success in the workplace occurs to the extent that people see that they are able to grow and meet job challenges by pursuing and achieving that goal is important and meaningful.

Organizational Commitment

Organizational commitment is the relative strength of individuals who identify and influence an organization. This definition shows that organizational commitment means more than just passive loyalty, but involves active relationships and the desire of employees to make meaningful contributions to the organization. Robins and Judge (2011) state that organizational commitment is the level where employees define the same goals and expectations. with the organization. Organizational commitment is the degree to which an employee sides with a particular organization and its goals and has the intention to maintain membership in that organization. A clearer picture of the definition of organizational commitment is that suggested by (Allen & Meyer, 1997) that organizational commitment reflects the individual's orientation to the organization and what aspects are considered to remain in the organization.

According to Allen & Meyer, (1997) Reflecting the relative strength of a person's individual identification in their involvement in the organization, organizational commitment consists of affective commitment, normative commitment, continuous commitment. Indicators used to measure the internal control system according to (Allen & Meyer, 1997; Davis, 2013). ; Larsen, 2004; Mowday et al., 1982) are as follows:

Table 1.3 Research Indicator

Dimensions	Indicator
Affective Commitment	1. someone's emotional involvement in their organization 2. identification of employees in the organization, and 3. employees involvement in the organization
Continuous Commitment	1. considerations in choosing another job, 2. motivation in pursuit of benefits, 3. consideration of the cost of moving jobs.
Normative Commitment	1. the belief to be loyal to the organization, 2. a belief in the right ethics of action.

Source: Allen & Meyer, (1997)

Good University Governance

University governance is defined as a constitutional form and process when the university regulates its own affairs (Shattock, 2006). *Governance* is the way in which power or authority is used by organizations in allocating and managing resources. Governance involves policies and procedures for decision making and control over the direction and management of the organization to be effective (Carnegie, 2009). This refers to practices that require supervision, control, disclosure, and transparency (Harris & Cunningham, 2009), university structure, delegation and decision-making, planning, organizational coherence and direction (Considine, 2004). The indicators used in this study according to Januri et al., (2017); are as follows:

Table 1.4 *Good University Governance* Indicator

Dimensions	Indicator
Transparency	<ol style="list-style-type: none"> 1. Realizing management of financial transparency based on a predetermined annual budget 2. The transparency mechanism is realized through the disclosure of information to stakeholders regarding the position and management and real conditions in the environment 3. It open and guarantee access to various information regarding the policy process, learning, support activities, monitoring and implementation of policies, and all other supporting activities
Accountability	<ol style="list-style-type: none"> 1. 1. Have a clear mission and objectives of the private university (PTS), in line with the mandate of the government (community) and the organizing agency. 2. 2. Always take care of permits to establish higher education institutions and to organize study programs 3. 3. The Internal Quality Assurance System always performs its functions properly 4. 4. Always strive to achieve the performance indicators promised in Restra and RKA 5. 5. The Internal Control Unit (SPI) is always responsible to the Rector 6. 6. Always implement a system of financial governance and financial management that can be audited properly 7. Making academic annual reports and financial annual reports that are audited by a public accountant and announced to the public.
Responsibility	<ol style="list-style-type: none"> 1. In its statute, it describes the position, function, duties, responsibilities, and authority of each element of the organization adequately 2. There is a clear job description of personnel and standard operating procedure (SOP) and it is implemented adequately
Independence	<ol style="list-style-type: none"> 1. In its statute, it describes the position, function, duties, responsibilities, and authority of each element of the organization adequately 2. There is a clear job description of personnel and standard operating procedure (SOP) and it is implemented adequately
Justice	<ol style="list-style-type: none"> 1. The appointment of officers and officials is always based on competencies

and track record
2.The merit system (incentives and disincentives) was implemented adequately

Source: Januri et al., (2017)

Performance

Mulyadi (2001) states that performance is the periodic determination of the operational effectiveness of the organization, its parts of the organization, and its employees based on predetermined goals, standards, and criteria. Performance is a description of the level to be achieved on the implementation of activity in realizing the goals, objectives, mission, and vision of the organization as outlined in the strategic planning of an organization. Performance measurement is the process of assessing the progress of the work which is compared with the goals and objectives of the organization that have been previously determined. The measurement of organizational performance will be based on information about the efficient use of resources in producing goods and services, the quality of goods and services, the results of activities compared to the desired objectives, and the effectiveness of actions in achieving goals (Sudiyono&Qomariyah, 2018). The indicators used in this study are according to the Decree of the Minister of Education and Culture Number 754 / P / 2020); Kaplan, (2000). are as follows:

Table 1.5 Private University (PTS) Performance Indicator

Dimensions	Indicator
Customer perspective	1.Student satisfaction 2.Lecturer satisfaction with administrative services 3.Stakeholder satisfaction with the private university(PTS) services
Internal Process Perspective	1. The productivity of lecturers and employees 2. Cooperation and partnership 3.Efficient administrative procedures 4.Student achievement 5. Use of information 6.The realization of good internal control 7.The realization of an accountable, efficient, and accountable planning system 8.The quantity and quality of new student 9.Teaching and learning process
Learning and Growth Perspective	1. Improve the welfare of lecturers and administrative staff 2.Improve continuing education programs for lecturers and administrators 3.Improve learning innovation training for lecturers 4. Research methods training 5.Improve training in using ICT for lecturers and administrative staff 6.Lecturers with Doctoral (S3) degree
Financial	1. Have the ability to obtain and manage student education donations 2. Efficient use of funds through good internal

	3. Transparency and accountability of financial management through a computerized accounting system (SIA)
	4. Transparency and accountability of financial reports
Justice	1. The appointment of employees and officers is always based on competence and track record
	2. Implementation of the merit system (incentives and disincentives) is carried out adequately

Source :Kaplan, (2000)

The Effect of Organizational Commitment on Good University Governance

Attribution Theory describes a person's motives for behavior (Gibson, 1994). This theory describes the ways of assessing people differently, depending on what meaning is linked (attributed) to a particular behavior [Kelly, (1992); Robbins and Judge, (2008)]. The theory also explains the causes of a person's behavior towards other people or himself which will be determined whether from internal or external and how it affects individual behavior Luthans, (2008). [Reed, (2008); Steers, (1985)] states that the existence of "attributes" will naturally apply internally in an organization which will affect employee attitudes, especially those related to their work and organizational commitment.

The Effect of Organizational Commitment on Good University Governance is that every increase in organizational commitment for each item affects the improvement of Good University Governance because the commitment has a very strong role in encouraging the realization of Good University Governance, especially in strengthening the institutional governance of private universities. The results of this study are in line with research conducted by Wiratno&Pratiwi (2013) which shows that organizational commitment has a positive and significant effect on the implementation of good governance. According to several research results (Figure 3.3) several studies show the effect of Organizational Commitment on GUG (Betty &Sudirman), (2016); Aini&Maswanto, (2019)].

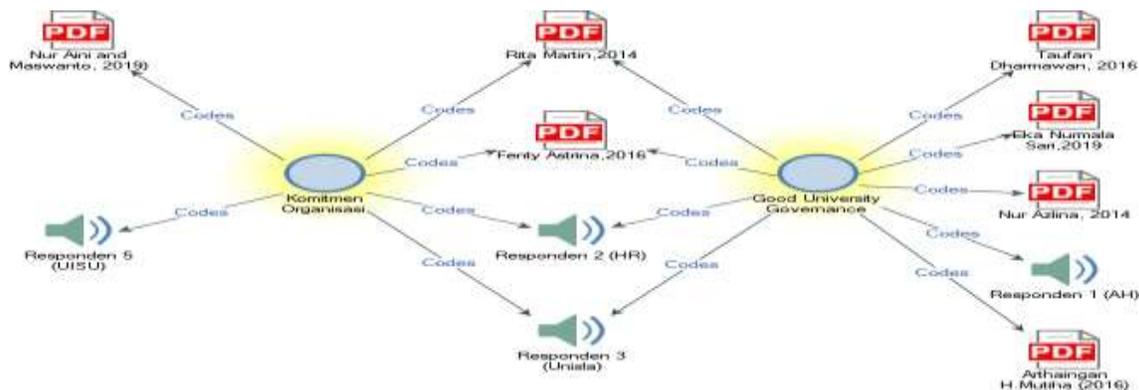


Figure 1.1 Organization Commitment to Good University Governance

Based on this explanation, this research will be carried out with the provisional assumption that universities that have a good organizational commitment will improve *Good University Governance*.

Effect of Organizational Commitment on performance through Good University Governance

Good University Governance is able to explain the effect of organizational commitment on the performance of private universities. This study supports the results of the study showing that Good University Governance Mediates the Effect of Internal Organizational Commitment on Higher Education Performance [(Oliviani, (2013); Wiratno et al, (2010)]. which has a high organizational commitment will improve the performance of private universities through *Good University Governance*.

RESEARCH METHODS

Population

The population in this study were all private universities (PTS) in the city of Medan totaling 25 PTS.

Sample

Based on the above, all of the population, namely 25 private universities in Medan City, were sampled in the study. Respondents for each include: Rector, Dean and Head of study programs / Head of departments at Private Universities in Medan, the total number of respondents is 327 people.

Variable Operational Definition

No	Variable	Variable operational definition	Dimensions
1	Performance	Performance is the performance of private tertiary institutions is the accreditation of higher education obtained by BAN PT / LAN, measured by a Balance Score Card (Decree of the Minister of Education and Culture Number 754 / P / 2020); Kaplan, (2000)	1. Financial perception 2. Customer perception 3. Internal Business perception 4. Perception of Learning and Growth
2	Organization Commitment	Organizational commitment is reflecting the relative strength of individual identification of a person in his involvement in the organization (Allen & Meyer, 1997; Davis, 2013; Larsen, 2004; Mowday et al., 1982)	1. Affective Commitment 2. Continuous Commitment 3. Normative Commitment
3	Good University Governance	Good University Governance is a strong governance system that is essential to enable organizations to operate effectively and carry out their	1. Transparent 2. Accountability 3. Responsibility 4. Independence

responsibilities with regard to 5. Justice transparency and accountability to the people they serve. Given their important role in society and in national economic and social development, as well as their great dependence on public and private funding, good governance is especially important in the case of universities.

[Higher Education Authority, (2012); Januri et al., (2017); Man & Ciurea, (2016); Muktiyanto, (2014); Oliviani, (2013)]

Research Model

This research model can be formulated as follows : $KPTS = \lambda 1SIA + \lambda 4GUG$ Outer model or outer relation or measurement model defines each indicator block in relation to its latent variable. The basic equation model of the model or outer model according to Ghazali&Fuad (2014). The conceptual framework of this research is as follows:



Figure1.2 Conceptual Framework

Data analysis

The data in this study were analyzed using descriptive statistics using Smart PLS.

RESULTS AND DISCUSSION

RESULTS

Respondent Description

Questionnaires were distributed to 327 samples with a total return of 260 samples, while 200 samples could be processed. Table 1.6 describes the number of samples that can be processed.

Table 1.6 Number of Questionnaires

Description	Amount	%
Questionnaires sent	327	100
Questionnaires not returned	90	27,5
Questionnaires returned	237	72,5
Incomplete Questionnaires	10	4,2

Damaged Questionnaires	<u>27</u>	75,5
Total Questionnaires that can be processed	200	84,4
	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
	237	100,0

Source : Research Data (2020)

Data description

The results of data processing show that the loading factor values of all indicators are in good condition, where the indicator category is accepted if all loading factor values are above 0.7 and the p-value is significant (<0.05) (Hair et al. In Mahfud and Ratmono, 2013 : 65). However, in some cases, the loading requirements above 0.7 were often not fulfilled, especially for newly developed questionnaires. Therefore, loading between 0.40-0.70 must be considered to be maintained (Mahfud and Ratmono, 2013: 66).

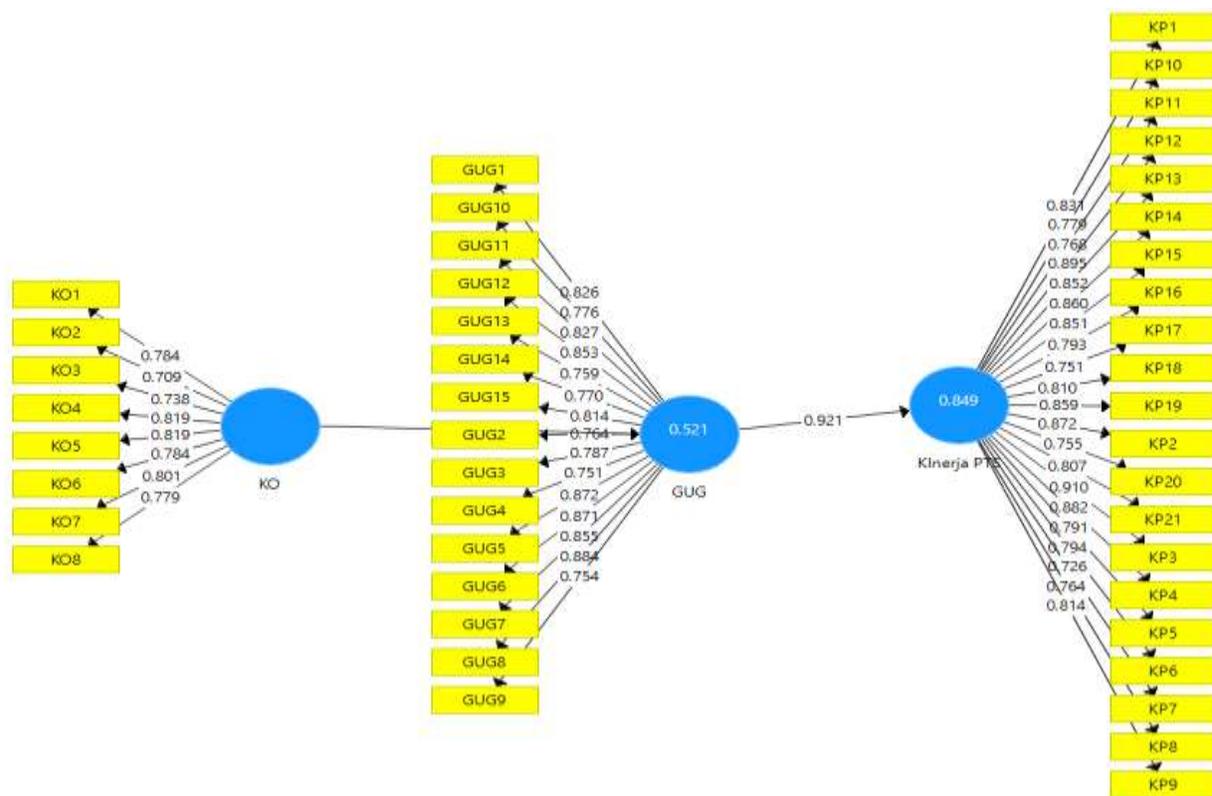


Figure 1.3 Loading factor

Table 1.7 Cronbach'Alpha, Composite Reliability, Average Variance Extracted

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
GUG	0,963	0,964	0,967	0,660
PTS Performance	0,975	0,976	0,977	0,671
KO	0,908	0,908	0,925	0,608

Source: Processed Data (2020)

Table 1.7 shows the value of Cronbach'Alpha, Composite Reliability, Average Variance Extracted. The recommended AVE value is above 0.5 (Mahfud and Ratmono, 2013: 67). It is known that all AVE values are > 0.5, which means that they have met the validity requirements based on AVE. Furthermore, reliability testing is carried out based on the composite reliability (CR) value. The recommended CR value is above 0.7 (Mahfud and Ratmono, 2013: 67). It is known that all CR values are > 0.7, which means that they have met the reliability requirements based on CR. Furthermore, reliability testing was carried out based on Cronbach's alpha (CA) value.

The recommended CA value is above 0.7 (Mahfud and Ratmono, 2013: 67). It is known that all CA values are > 0.7, which means that they meet the reliability requirements based on Cronbach's alpha. Furthermore, the discriminant validity test was conducted using the Fornell-Larcker approach. Table 1.8 presents the results of the discriminant validity test.

Table 1.8 Discriminant Validity Testing

	GUG	PTS Performance	KO
GUG	0,812		
PTS Performance	0,921	0,819	
KO	0,722	0,673	0,780

Source: Processed Data (2020)

In discriminant validity testing, the value of the square root AVE of a latent variable is compared with the correlation value between the latent variable and other latent variables. It is known that the square root value of AVE for each latent variable is greater than the correlation value between these latent variables and other latent variables. So that it is concluded that it has met the requirements of discriminant validity. Table 1.9 below presents the results of the path coefficient and the significance test for direct and indirect effects.

Table 1.9 Testing the Significance of Direct and Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
GUG -> PTS Performance	0,921	0,921	0,014	64,810	0,000
KO -> GUG	0,722	0,720	0,048	15,177	0,000
KO -> GUG ->PTS Performance	0,665	0,663	0,049	13,657	0,000

1. KO (X1) has a significant effect on GUG PTS (Z) with a P-Values value of $0.00 < 0.05$
2. The indirect effect of Organizational Commitment (X1) on PTS Performance (Y), through Good University Governance (M) is significant with a P-Values

value of $0.000 < 0.05$. In other words, Good University Governance (M), significantly mediates the relationship between Organizational Commitment (X1) and PTS Performance (Y).

DISCUSSION

Organizational Commitment to Good University Governance

The results of the study found that there was a positive influence on organizational commitment to GUG. Effective Commitment, Continuous Commitment, and Normative Commitment are indicators that support organizational commitment. GUG with transparent indicators, accountability, responsibility, independence, justice can be realized when PTS has a high commitment. When the organization fosters a feeling of belonging, feels sufficient, and considers that private university (PTS) is able to guarantee life and well-being, the organization will behave in an effort to create values aimed at achieving organizational goals. One mechanism that can guard organizational goals is when applying the principles of GUG. When organizational commitment is very strong, GUG will be carried out well and organizational goals will be achieved.

Attribution Theory describes a person's motives for behavior (Gibson, 1994). This theory describes the ways of assessing people differently, depending on what meaning is linked (attributed) to a particular behavior [Kelly, (1992); Robbins and Judge, (2008)]. The theory also explains the causes of a person's behavior towards other people or themselves which will be determined whether from internal or external and how it affects individual behavior (Luthans, 1998). Steers (1997) and Reed (1994) state that the existence of "attributes" will naturally apply internally in an organization which will affect employee attitudes, especially those related to their work and organizational commitment.

The relevance of Attribution theory in this study is how organizational behavior in achieving performance is associated with the emergence of a feeling of belonging, feeling sufficient, and assuming that the private university (PTS) where they work is able to guarantee life and welfare. The GUG variable in the end provides space for the formation of organizational commitment because of the atmosphere that supports the expectations of the community. A transparent atmosphere, supported by a high level of accountability, produces maximum responsibility as the relevance of implementing fair conditions for the entire community. In the end, the most significant impact with the implementation of GUG is the formation of behavior in an effort to create values aimed at achieving organizational goals. The results of this study are in line with Betty & Sudirman, (2016); Aini & Maswanto, (2019) who found that there was an effect of organizational commitment on GUG.

The Influence of Organizational Commitment on the Performance of Private Universities through Good University Governance

Based on the results of testing with GUG as a mediating variable, it is known that the *P-Values* value is $0.003 < 0.05$, so Good University Governance significantly mediates the effect of organizational commitment on the performance of private universities, this shows that good university governance mediates affect organizational commitment on performance. Good university governance is a

concern, or in other words, good university governance is able to clarify the effect of commitment on the performance of private universities in Medan.

One of the measurements of private universities' performance is accreditation by the National Accreditation Board. According to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia (PEMTRISTEKDIKTI) number 32 of 2016 article 2 describes the purpose of accreditation, namely determining the feasibility of Study Programs and Higher Education based on criteria that refer to the National Higher Education Standards; ensure the quality of Study Programs and Higher Education externally both in academic and non-academic fields to protect the interests of students and society. Pemristekdikti implicitly states that accreditation is a means for users to protect their rights.

In fact, Pemristekdikti No. 32 of 2016 article 3 paragraph 2 explains that Accreditation consists of elements a) independent; b) accurate; c) objective; d) transparent; and e) accountable if we relate it to the principles of GUG, then this rule shows that GUG is under accreditation. It can be concluded that accreditation is the final result of the GUG process. When it is associated with management's commitment to the accreditation process, when all elements of the organization are committed, it will produce good campus accreditation. The higher the commitment, the better the accreditation obtained by private universities.

According to the results of processing using NVIVO from several studies, it shows that this research supports the results of research showing that Good University Governance mediates the effect of organizational commitment on performance (Wiratno et al., 2010).

Conclusion

Based on the analysis of the results of data processing and the relationship with theory, it can be concluded in this study as follows:

1. The Effect of Organizational Commitment on Good University Governance there is a positive influence on organizational commitment to GUG. Effective Commitment, Continuous Commitment, and Normative Commitment are indicators that support organizational commitment. GUG with transparent indicators, accountability, responsibility, independence, justice can be realized when a private university (PTS) has a high commitment. When the organization fosters a feeling of belonging, feels sufficient, and considers that the private university (PTS) is able to guarantee life and well-being, the organization will behave in an effort to create values aimed at achieving organizational goals.

2. The influence of organizational commitment on higher education performance through Good University Governance. Accreditation is the final result of the GUG process. When it is associated with management's commitment to the accreditation process, when all elements of the organization are committed, it will produce good campus accreditation. The higher the commitment, the better the accreditation the private university (PTS) will get.

Practical and Theoretical Implications

Practically when the organization is able to meet employee expectations, the employee will be more loyal to the organization. The higher the loyalty, the higher the commitment given. High commitment will encourage the organization to behave together in achieving the desired performance. Therefore it can be stated that the organization must create an atmosphere that meets the expectations of employees such as providing appropriate salaries, and other welfare and providing rewards both material and non-material.

Theoretically, this study provides additional theories regarding the role of Good University Governance which is able to mediate the effect of organizational commitment on performance. Because there is a contribution of a new theory where through the application of Good University Governance is able to strengthen the influence of performance organizational commitment on private universities.

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