

# University Governance and Organizational Commitment to Build Competitive Advantage in Islamic Higher Education

Rofiq Faudy Akbar<sup>1\*</sup>, Nur Ahmad<sup>2</sup>

<sup>1</sup>Islamic Educational Management Department, Institut Agama Islam Negeri Kudus,  
Central Java, Indonesia

<sup>2</sup>Islamic communication and Broadcasting Department, Institut Agama Islam Negeri Kudus,  
Central Java, Indonesia

Email: rofiq@iainkudus.ac.id<sup>1</sup>, ahmadnur@iainkudus.ac.id<sup>2</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v8i1.6716>

Received: 24 August 2023

Revised: 7 October 2023

Accepted: 9 January 2024

## Abstract:

This study aims to investigate 1) Implementing university governance at State Islamic Religious College (hereinafter abbreviated as PTKIN) on the north coast (Pantura) of Central Java, 2) Differences in organizational commitment, 3) The effect of establishing university governance on organizational commitment, and 4) Higher education's competitive advantage seen from implementing university governance and organizational commitment. This study employed a quantitative approach with a questionnaire as a data collection tool. The research results demonstrated that, first, the principles of university governance at PTKIN in Central Java, especially in Kudus, Semarang, and Pekalongan, have been effectively implemented. Second, the analysis test revealed no noteworthy difference in the organizational commitment among the PTKIN managers. Third, the university governance variable (X) influenced organizational commitment (Y). In other words, the better the university governance implementation, the higher the structural officials' organizational commitment. Fourth, for an organization to thrive and achieve exceptional performance, it must possess advantages beyond mere cost-based and product-based advantages. Despite some deficiencies, the implementation of university governance and organizational commitment exposed effectiveness and efficiency. As such, State Islamic Universities in these areas have the potential to develop and progress.

**Keywords:** *University Governance, Organizational Commitment, Competitive Advantage*

## Abstrak:

Penelitian ini bertujuan untuk mengetahui tentang; 1). Implementasi university governance pada Perguruan Tinggi Islam Negeri di pantai utara (Pantura) Jawa Tengah, 2). Perbedaan komitmen organisasi para pengelola Perguruan Tinggi Islam Negeri, 3). Pengaruh penerapan university governance terhadap komitmen organisasi, 4). Keunggulan kompetitif Perguruan Tinggi ditinjau dari implementasi university governance dan komitmen organisasi para pengelola Perguruan Tinggi Islam Negeri. Penelitian ini menggunakan pendekatan kuantitatif dengan kuesioner atau angket sebagai alat pengumpul data. Hasil penelitian menunjukkan bahwa; Pertama, prinsip-prinsip university governance di Perguruan Tinggi Islam Negeri khususnya di wilayah pantai utara Jawa Tengah yakni Kudus, Semarang, dan Pekalongan telah diterapkan dengan baik. Kedua, secara umum tidak terdapat perbedaan yang signifikan komitmen organisasi para pejabat struktural Perguruan Tinggi Islam Negeri. Ketiga, variabel university governance (X) berpengaruh terhadap komitmen organisasi (Y). Semakin

bagus penerapan university governance maka semakin meningkat komitmen organisasi para pejabat struktural. Keempat, suatu organisasi dapat bertahan dan unggul jika memiliki lebih dari keunggulan atas biaya dan produk. Penerapan university governance dan komitmen organisasi menunjukkan hasil yang baik dan efisien meskipun ada beberapa kekurangan. Perguruan Tinggi Islam Negeri di daerah tersebut memiliki potensi untuk berkembang dan maju.

**Kata Kunci:** *Tata Kelola Universitas, Komitmen Organisasi, Keunggulan Kompetitif*

*Please cite this article in APA style as:*

Akbar, R. F., Ahmad, N. (2024). University Governance and Organizational Commitment to Build Competitive Advantage in Islamic Higher Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(1), 116-132.

## INTRODUCTION

Education has the ability to generate skilled and capable individuals. High-quality resources will be ready to build a national civilization. Reflecting on developed countries, nearly all possess an efficient and organized education system (Pee & Vululleh, 2020; Mishra et al., 2020). To establish an efficient and organized education system, many factors must be considered. These include not only aspects related to curriculum, teaching staff, or welfare issues but also the crucial element of good governance, which plays a pivotal role in the successful implementation of education. Ideally, good governance should be applied across all levels of education, with particular emphasis on the tertiary level. Higher education has privileges compared to other educational institutions. This distinguishing feature lies in its basic functions encapsulated in the Tri Dharma of higher education, which encompasses education and teaching, community service, and efforts to develop scientific innovation and discoveries through research. These functions are then perceived by Pujiono and Setyawan (2011) as defining the role of universities in society. Through good governance, universities will be able to prepare skilled workers to be deployed in society and the industrial world.

In general, the fundamental elements of good governance comprise accountability, transparency, effectiveness, efficiency, participation, and equality. Accountability can be said to be all organization members' real role and responsibility through structured measurement. Ensuring accountability at a higher education institution is of utmost importance, as it pertains to the university's responsibility to society. Apart from this, universities must continue to provide room for autonomy and freedom from the academic platform for lecturers. The discussion regarding university governance, specifically according to Shattock, refers to the parties that carry out higher education governance, how they function, the relationship between governance and management (i.e., between the governance body and the executive), as well as their responsibilities in determining university strategy (Shattock, 2016 in Zulkifli et al., 2021). In addition, the principles of university governance include authority, consultation, representation, roles and responsibilities, and participation.

Katola (2014), as cited in Teeradej et al. (2022), found that good governance can enhance employee organizational commitment. In the researcher's view, organizational commitment goes beyond passive loyalty; commitment involves active relationships and the employee's desire to make a meaningful contribution to the organization. Mowday, Porter, and Steers (Kolompoy et al., 2019) suggest

that commitment is characterized by 1) a strong belief and acceptance of the organization's goals and values, 2) readiness to work hard, and 3) a strong desire to stay in the organization. This commitment encompasses attitudinal or affective commitment since it relates to the extent to which individuals feel their personal values and goals are in accordance with the values and goals of the organization. The greater the conformity/harmony between individual values and goals and the organization's values and goals, the higher the member's commitment to the organization. Commitment, in Steers' view, will be more meaningful if it is related to job characteristics related to an individual's position or role within an organization. Job characteristics can include job challenges, role conflict, and role ambiguity (Ayuni & Khoirunnisa, 2021). In this context, commitment refers to the role of organizational managers as the main structure driving other organizational elements.

The characteristics of commitment as above, if present in a university, can make it a dynamic institution capable of continuous improvement. Higher education management must be aimed at anticipating a life full of uncertainty, paradox, and competition. Continuous improvement will create a competitive advantage for universities to develop in the challenging era of globalization and free markets. Globalization and the opening of the world through information technology are changing people's life patterns to become increasingly dynamic and complex. The power of technology and globalization, as asserted by Fitriani and Naamy, has changed various aspects of life, such as media, communication, banking, and finance, and it has also changed higher education. Although college buildings may look sturdy and permanent today, an impending storm of change threatens their existence (Fitriani & Naamy, 2019). Consequently, higher education institutions must continue to improve their existing governance systems because of the increasingly complex dynamics they will encounter.

In Indonesia, one form of higher education is the State Islamic Religious College (hereinafter abbreviated as PTKIN). According to regulations, PTKIN is under the Ministry of Religion of the Republic of Indonesia, which differs from general universities under the supervision of the Ministry of Education, Culture, Research, and Technology. Currently, PTKIN has undergone many transformations, one of which is the transformation of its institution's form, starting from a college to an institute (STAIN to IAIN) and from an institute to a university (IAIN to UIN). The change in the form of this institution is a response to the community's desires and needs for good quality education. In this research, the subjects were PTKINs situated along the north coast of Central Java (Kudus, Semarang, and Pekalongan). PTKINs are required to address globalization's challenges by implementing good higher education governance. The governance system is, in fact, an essential aspect of an organization. To effectively carry out their responsibilities to their communities, universities must establish and enforce effective university governance.

Experts have conducted much research on the implementation of governance in higher education, including Ritonga et al. (2021), Zulkifli et al. (2021), Ayumiati and Jalilah (2023), Remach (2019), Wolhuter and Langa (2021), Guba (2022), and Guan and Yan (2020). However, these studies have not

specifically linked university governance and organizational commitment variables. Teeradej et al. (2022 and other Thai researchers have researched the effect of implementing university governance on organizational commitment in Thai private universities. In their research, Teeradej et al. analyzed the application of university governance principles, the organizational commitment of university personnel, and the relationship and influence of the application of university governance on the organizational commitment of university personnel. Similar research has also been carried out (Syamsudin et al., 2016) through their research entitled "University Governance and Organizational Commitment." They surveyed 120 respondents, including deans, rectors, vice-rectors, and senators from 19 Muhammadiyah universities throughout Indonesia. The research results uncovered that university governance positively affected affective commitment and continuance but did not significantly affect normative commitment.

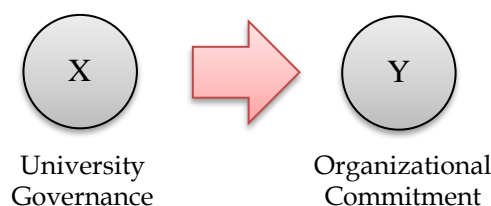
This research also seeks to determine the effect of implementing university governance on organizational commitment. In contrast to Teeradej et al., who used administrators, lecturers, and employees as participants in their research, the respondents in this research were higher education administrators, including the senate and structural officials (deans, heads of departments, heads of study programs, and others). This research wants to see how the university governance system implemented so far influences the commitment of higher education management organizations, i.e., the senate and structural officials. Fundamentally, the commitment of higher education management will encourage the adoption of internal policies that prioritize values and are based on achieving organizational goals. This assumption is based on institutional theory, stating that individuals and organizations will tend to equate form with the environment to gain legitimacy (DiMaggio and Powell, 1983 in Handika, 2020). Without prioritizing policies that highlight values and achieving organizational goals, the progress of higher education will be slow or even experience setbacks. This serves as the biggest threat to a university.

## RESEARCH METHODS

This research employed a quantitative approach and is a type of field research. The data collection method used was the participant observation with the observational behavioral scale's technique (Kothari, 2004), utilizing a questionnaire as a data collection tool. The population of all subjects in this research was members of the senate and structural officials (deans, heads of departments, heads of study programs, and others) of PTKINs in Kudus, Semarang, and Pekalongan. The number of samples involved in this research was 73 people. In addition, the university governance research instrument was broken down into five principles for achieving good university governance: transparency, accountability, responsibility, independence, and justice (Ritonga et al., 2021). Meanwhile, to measure organizational commitment, the researchers adopted and modified the research instrument previously employed by Akbar (2018).

Several analysis models were used in this research. While descriptive analysis was used to describe the implementation of university governance and organizational commitment, comparative analysis was used to determine differences in the implementation of university governance principles and

organizational commitment in each region. Besides, regression analysis was performed to determine the effect of the implementation of university governance on the organizational commitment of the senate and higher education structural officials. The relationship between research variables can be depicted as follows:

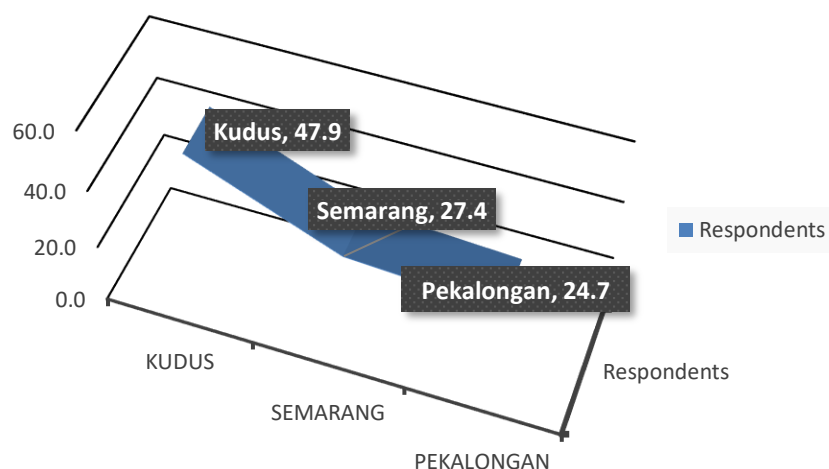


**Figure 1. Relationship between Variables**

## RESULTS AND DISCUSSIONS

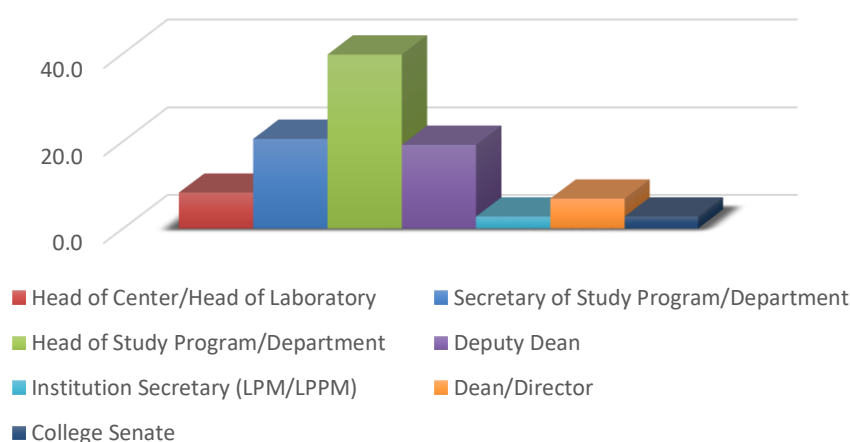
Research on the implementation of university governance and organizational commitment of PTKIN managers was conducted in the Kudus, Semarang, and Pekalongan areas located on the north coast (pantura) of Central Java. The subjects or respondents of this research were structural and senate officials of PTKINs. In the findings, respondents in this study were dominated by structural officials between 39 and 48 years of age. The number of respondents in this age range was 35 people, or 47.9% of the total research sample. The categorization of respondents based on age was grouped into three sections/ranges: respondents aged between 29-38 years, research respondents aged between 39-48 years, and research respondents aged between 49-58 years.

Meanwhile, based on gender, 69.9% were dominated by male respondents, followed by 30.1% of female respondents. These figures denote that most structural officials at PTKIN in the northern coastal area of Central Java are men. Figure 2 below illustrates the data collection results in the field, where the data obtained in the Kudus area was 37.9%, in the Semarang area was 27.4%, and in the Pekalongan area was 24.7% of total samples responded to the research questionnaire distributed by the researchers.



**Figure 2. Respondents by Research Area**

The structural and senate officials at PTKIN were mostly drawn from lecturers with at least a Strata II/master's degree. As time passes, lecturers are required to develop their education level to a higher level, namely Strata III/Doctorate. Currently, many lecturers have completed their doctoral education. In this study, the number of lecturers who held structural positions with a doctoral degree was higher than those who held structural positions with a Strata II/master's degree. There were 34 respondents with a Strata II/master's degree, or 46.6%, while 39 had Strata III/Doctorate, or 53.4%. In addition, the structural officials who were respondents in this research consisted of 8.2% Head of Center/Head of Laboratory (Kapus/Ka Lab), 20.5% Secretary of Study Program/Secretary of Department (Sekprodi/Sekjur), 39.7% Head of Study Program/Head of Department (Kaprodi/Kajur), 19.2% Deputy Dean (Wadek), 2.7% Institution Secretary (LPM/LPPM), 6.8% Dean/Director, and 2.7% College Senate.



**Figure 3. Respondents by Structural Position**

Further, 54% of the structural officials who were respondents in this research had held the functional position of Lector/Assistant Professor. This number is linear with the number of officials at the level of Head of Study Program or Head of Department who were research respondents, where one of the requirements for occupying a structural position at the level of Head of Study Program/Head of Department is having a functional position of at least Lector. This indicates that structural officials at PTKIN have been appointed following the functional lecturer position. The respondents' propositions based on functional positions in this study consisted of 11% having the functional position of lecturer, 54.8% having the functional position of Assistant Professor, and 34.2% having the functional position of Associate Professor.

### 1. Analysis of Prerequisite Test

Validity tests are used to measure an item in a questionnaire or scale. Item validity is shown by the correlation or support for the total item (total score). The calculation is done by correlating the item score with the total score. Correlation calculations measure a question item's validity level and determine suitability (Priyatno, 2010). If the value of  $r\text{-count} > r\text{-table}$  is positive, the variable is declared valid. In this study, the data validity test on the university

governance variable revealed valid results for each research question item. Valid indicators could be seen from the significance value of each question item, which is less than 0.05, and the r-count value, which is greater than the r-table value. Likewise, with the organizational commitment variable, the research data test uncovered valid results for all question items.

Following that, the reliability test is utilized to determine the consistency of the measuring instrument. Reliability testing is carried out to measure a questionnaire, which is an indicator of a variable or construct. According to Ghazali, a questionnaire is said to be reliable if a person's answers to the questions given are consistent or stable over time (Ghozali, 2018). The reliability test on the university governance variable showed reliable results, with a Cronbach alpha value of 0.911, greater than 0.70. Meanwhile, the reliability test results yielded a Cronbach alpha value of 0.883 for the organizational commitment variable, higher than 0.70.

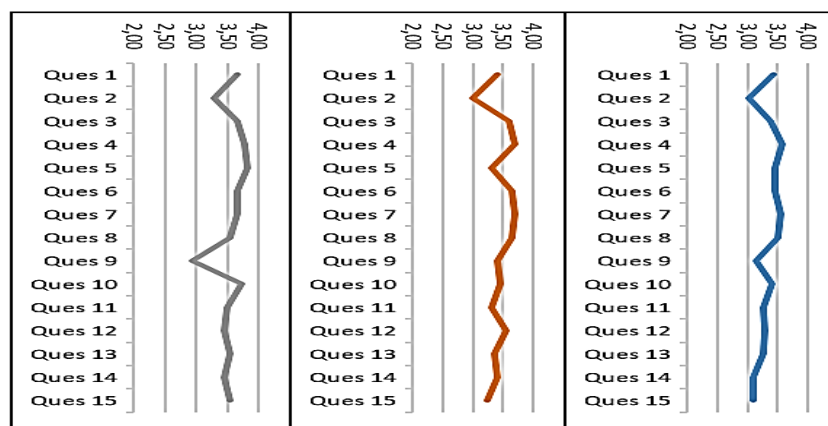
Then, the classical assumption test is a test that served as a condition for using the regression method. The linearity and normality test results of the two variables demonstrated that variable X (university governance) and variable Y (organizational commitment) had a linear and normal relationship. This could be seen from the significance value of deviation from linearity in the ANOVA table, showing that 0.350 was greater than 0.05. Likewise, the significance value in the one sample Kolmogorov-Smirnov test showed a figure of 0.466, more significant than 0.05.

## **2. Descriptive Statistics on the Implementation of University Governance**

Five basic principles that can be used to see the achievement of implementing university governance have been mentioned. They are transparency, accountability, responsibility, independence, and justice. First, transparency is the ability of universities to apply the principles of openness in the field of finance, systems and procedures for admitting new students, accounting systems and procedures, financial reporting, and others. Second, accountability, clarity of function, implementation of duties, and accountability of all elements of the organization are essential so that institutional management is carried out effectively. Universities must have clear job descriptions (SOP) and responsibilities.

Third, responsibility, namely the description of the position, function, responsibility, duties, and authority of each element of the organization. Every individual who plays a role in managing higher education must be responsible for their work in accordance with the job description of organizational personnel and clear standard operating procedures (SOP). The fourth is independence; in carrying out their roles and responsibilities, higher education administrators must be free from all conflicts of interest so that decision-making can be carried out independently, free from various forms of pressure. Independence ensures that every decision is made in the interests of the university. Fifth, fairness and justice here take the form of fair and balanced treatment of stakeholders: lecturers, students, the community, and non-academic employees.

In this research, identification of the application of the five basic principles was represented by 15 questions used to explore data, regarding implementation of checks and balances mechanisms to avoid conflicts of interest and dual positions, control systems carried out by tertiary and faculty senates, vision, mission and goals of tertiary institutions in line with government/community mandates, efforts to improve the accreditation of tertiary institutions and study programs, the function of the Internal Quality Assurance System, achievement of performance indicators set out in the Strategic Plan and RKA-KL, accountability of the Internal Control Unit, a financial governance system that can be properly audited, annual academic and financial reports audited by a public accountant and announced to the public, statutes describing the position, function, duties, responsibilities, and authority of each element of the organization, clear job descriptions and standard operating procedures, decision making that is always oriented towards achieving the vision, mission, and goals of the organization, independent decision making by universities, systems appointment of employees and officials based on competency and track record, as well as the implementation of a merit system (incentives and dis-incentives).



**Figure 4. Graph of University Governance Implementation in Kudus, Semarang, and Pekalongan**

Descriptively, the research results exhibited that the average number of implementations of university governance in PTKIN in the Kudus area was 3.33. The average respondent's answer indicates that the good category and the principles of university governance have been implemented in higher education. The same results were also shown by respondents' answers in the Semarang and Pekalongan areas; only the average value of respondents' answers in these two areas was higher than the respondents' regarding implementing university governance in the Kudus area. In Semarang, the average respondent's answer was 3.45, while in Pekalongan, the average respondent's answer was 3.55. In several research questions that received low average scores, respondents usually gave varying answers to the question items. Researchers analyzed respondents' varied answers and got a low average score. Several question items that received low average scores and varied respondents' answers were questions regarding a) The function of the



college and faculty senate in exercising control over the rector and dean, b) Preparation of annual academic and financial reports audited by a public accountant and announced to community, c) Appointment of employees and officials that is always based on competency and track record, and d) Implementation of a merit system (incentives and disincentives) which is carried out adequately.

In simple terms, good university governance is seen as applying the basic principles of the good governance concept in higher education institutions through various adjustments. Adjustments are made by considering the values that must be upheld in higher education administration. All these principles should be established to realize good higher education governance. Generally, the principles of university governance in PTKIN, especially on the north coast of Central Java, namely Kudus, Semarang, and Pekalongan, have been implemented well.

Furthermore, universities need to improve the application of university governance principles because several indicators still have lower scores than the average value of all indicators. In this research, the data were collected from respondents directly connected with higher education administration, namely the senate and structural officials. The answers given by respondents reflected the actualization of university governance principles at their respective universities. As such, universities need to improve their good predicate to very good predicate.

### **3. Differences in Organizational Commitment of PTKIN Managers**

The comparative test in this research was used to determine whether there were differences in organizational commitment from the structural officials of PTKINs in Kudus, Semarang, and Pekalongan. This test was a comparative test of three samples of ordinal data. Therefore, the comparative test employed in this study was the median extension test. The median extension test tests the comparative hypothesis of media "k" independent samples with ordinal data. In comparative tests in this test, the number of samples does not have to be the same. After carrying out the median extension analysis test, it could be seen that, in general, there was no significant difference in the organizational commitment of PTKIN structural officials in the Kudus, Semarang, and Pekalongan areas. This could be observed from the test statistical value, showing the number  $2.476 > 0.103$  table value, and the meaning value was  $0.290 > 0.05$ . Hence, it can be concluded that  $H_0$  was accepted, and  $H_a$  was rejected.

As stated above, the analysis test results exposed that, in general, there was no significant difference in the organizational commitment of the structural officials of PTKIN in the Kudus, Semarang, and Pekalongan areas. However, the frequency distribution table shows that, individually, there were differences in the organizational commitment scores of university managers. Several respondents had commitment scores equal to or below average. This suggests that not all structural officials were highly committed to managing

higher education, especially in implementing university governance principles.

In various studies, organizational commitment is always associated with emotional involvement and belief in an organization's values and goals. The terminology of commitment has been put forward by many experts, including Mowday, Steers, and Porter, who were the early pioneers of the conceptualization of organizational commitment (A & Venkatesh, 2014). According to Porter et al. (1974), organizational commitment is a strong belief in the values and goals of the organization and the willingness to exert sufficient effort on behalf of the organization (Metz et al., 2016). Mathieu and Zajac agree that organizational commitment has behavioral and attitudinal elements due to their meta-analysis conducted by compiling many studies (Sirin et al., 2013).

In this research, organizational commitment was identified through aspects of affective commitment, normative commitment, and continuance commitment (Suhartini, 2018). Several indicators derived from these variables include: 1) Respondents feel happy to spend the rest of their career at college now; 2) Respondents make college problems into their personal problems; 3) Respondents are involved in every activity at college; 4) Respondents feel it is very difficult to leave college at this time; 5) Respondents feel that they will suffer a loss if they leave their current university; 6) Respondents feel that what gained from their current university is greater than other jobs; 7) Respondents feel loyal to the institution because it can provide prosperity; and 8) Respondents feel of guilt if they leave the university.

Of the several question items, three indicators were highlighted in this research. This is because these three indicators had an average value below 3.00. The three indicators of organizational commitment were indicators 2, 3, and 6. They are: a) Respondents do not make university problems their personal problems, b) Respondents feel that they are not fully involved in every activity at the university, and c) Respondents feel that what they get from university currently is not greater than other jobs.

Two of the three indicators above were more related to the respondent's relationship with the organization, and two were influenced by organizational factors. The last indicator was related to non-organizational factors. Related to that, Steers stated several major factors that can influence a person's commitment to an organization: personal factors, which comprise job expectations, psychological contracts, job choice factors, and personal characteristics. Organizational factors include initial work experience, job scope, supervision, and goal consistency. Non-organizational factors encompass the availability of alternative jobs (Sopiah, 2008); (Akbar, 2019).

Therefore, organizations can use the three indicators above to improve higher education management. Indicators directly related to the organization or factors outside the organization are, in fact, also related to organizational management. Organizations can take steps so that organizational goals are aligned with the personal goals of organizational members. In this way, it is hoped that it can foster attachment between members and the organization and

that organizational members make organizational problems like their personal problems. Organizational redistribution (leader-member exchange) or delegation of tasks to members aims to make all members feel fully involved in managing higher education. Universities must also reorganize the merit system implemented so that respondents feel that what they currently get from higher education is greater and sufficient to meet their needs.

#### **4. The Influence of University Governance on Organizational Commitment**

This analysis was carried out to test whether there was an influence between university governance and organizational commitment variables. The influence of the university governance variable (X) on organizational commitment (Y) was 27.3%, while the other 72.7% were influenced by other variables not included in this research. As such, many variables besides university governance variables could influence organizational commitment. The better the implementation of university governance, the greater the organizational commitment of structural officials. In addition, the constant value of the unstandardized coefficients was 6.119, indicating that if there is no implementation of university governance, the value of organizational commitment is 6.119.

Meanwhile, the regression coefficient figure of 0.376 indicates that for every 1% additional implementation of university governance (X), structural officials' organizational commitment (Y) will increase by 0.376. The direction of influence of implementing university governance is positive, so it can be said that university governance has a positive effect on the organizational commitment of senate members and structural officials. The significance value was indicated by 0.000, less than 0.05, meaning that the implementation of university governance (X) influenced organizational commitment (Y).

Other research results also disclose a relationship between the implementation of university governance and organizational commitment. Hanum (2021), in his research, found that the role of the Internal Audit Unit influences university governance, organizational commitment influences university governance, and the Accounting Information System influences university governance. Implementing a good Internal Control Unit and Accounting Information System manifests the application of university governance principles. In comparison, the regression analysis test in this research revealed that applying university governance principles could influence organizational commitment. The respondents of this research were members of the senate and structural officials in the higher education environment, so the application of university governance principles could influence the organizational commitment of higher education managers.

Further, commitment will be more meaningful when linked to characteristics of a particular position or role in an organization. The characteristics referred to here include job challenges, role conflict, and role ambiguity. Role conflict, role ambiguity, and unclear division of tasks can give rise to conflicts that have a negative impact on organizational commitment. Mathieu dan Zajac (in Kingkin et al., 2020 and Ayuni & Khoirunnisa, 2021)

revealed that highly committed employees positively impact the company, including productivity, quality of work, job satisfaction, and reduced turnover intensity.

## 5. Competitive Advantages of Higher Education Viewed from the Implementation of University Governance and Organizational Commitment

Dynamic globalization requires a university to think not only about how to survive but also about how to be competitive amidst existing competition. A university requires continuous improvement to build a competitive advantage and answer existing challenges. According to Porter (1993), three strategies to achieve organizational excellence are cost advantage, differentiation, and focus. Cost advantage is represented through low prices/costs but does not compromise the quality of the product/service. Differentiation is a special characteristic or difference between a product/service and other products/services. Focus is more detailed segmentation of certain products/services (Lenggogeni & Ferdinand, 2016, p. 2). From this, it can be said that a university will be able to survive and excel if it has more than a cost-based advantage and a product-based advantage. While cost-based advantage reflects that the university operates efficiently, product-based advantage indicates that the university continues to conduct research and scientific development.

Cost-based and product-based advantages in higher education will be achieved if the principles of university governance are implemented well by higher education (Henard & Mitterle, 2010). Davis et al. (1997, as cited in Ayumiati & Jalilah, 2023) stated that implementing good university governance would protect institutions from fraud or mismanagement by autonomy rights holders (managers) and even be able to provide suggestions for improvement. This analysis of university governance and organizational commitment implementation at PTKINs in the Kudus, Semarang, and Pekalongan areas uncovered good results. This suggests that they have operated efficiently despite some shortcomings. Efficiency means that university financing is managed well. Good financing management reflects that universities have a cost advantage. Thus, universities in these areas have the potential to develop and advance.

Trackman (2008, as cited in Hanum, 2021), in his book *Modeling University Governance*, formulates five governance models that can be applied in higher education. 1) Faculty governance means that the relationship between faculties and universities is collegial, where faculties have broad authority or have representatives at the senate level. 2) Corporate governance denotes that higher education institutions consist of a trustee, chancellor, and chief executive officer with financial and managerial responsibilities. This model is a business model for universities. 3) Trustee governance refers to a relationship of trust between the trustee and the beneficiaries. 4) Stakeholder governance is based on identifying interest groups involved in higher education governance to secure a balanced system based on their voices. Stakeholder members cover students, academics, staff, alumni, corporate partners, government, and the community. 5) The amalgam model combines

the above four models, and the pattern needs to be more explicit. The amalgam model usually involves a readiness to experiment with innovation in higher education governance, such as by providing ample opportunities for consultation regarding decision-making and environmental protection.

Specifically, university governance is defined as the constitutional forms and processes when universities regulate their affairs. Governance is also how an organization uses power or authority in allocating and managing resources. Governance involves policies and procedures for decision-making and control over the direction and management of an organization to be effective and efficient. Good university governance is the implementation of Good Corporate Governance by universities. Good management can improve quality and performance. Besides, good governance in higher education can be viewed as transparency, accountability, responsibility, independence, and justice. Good university governance is believed to guarantee continuity because universities are managed well. Implementing university governance in higher education is also expected to minimize abuse or misuse by increasing supervision.

Porter (1985) believes that cheap labor and abundant resources are insufficient (in Andersen, 2013, cited by Rezaee & Jafari, 2016). In higher education management, making strategic policies regarding costs to encourage increased resources must receive top priority. Improving the quality of resources will encourage creativity to create innovation in the products/services produced. Increasing the quality of resources will be achieved if the organization fosters a commitment to its members. The management of an educational organization has the task of making strategic decisions that require the managerial ability to integrate and develop various relevant elements into the overall situation of the educational institution. Strategic decisions that become policies of higher education administrators must reflect organizational interests, accountability, autonomy, and protection and increase lecturers' academic freedom. Quinn and Hilmer 1994 (in Rochaety et al., 2010) put forward two strategies that can be combined to create competitive advantage: a) Concentrating resources to achieve excellence and providing unique value for customers and b) Seeking more strategic external resources.

Concentrating resources to achieve excellence in the view of resource dependence theory means that the organization will depend on its board members (in this case, university administrators) to manage resources to make them better. Meanwhile, according to Preffer and Salancik (1978 in Putri, 2020), the emphasis of Resource Dependence Theory is not on how to use resources but rather on how these resources can be accessed and obtained. Resource Dependence Theory views the board (university management) as an important information and resource tool for the institution. Since the role of structural officials as university managers is vital, their commitment to the organization is a major concern in managing higher education.

The second option is seeking more strategic external resources. This second option can be done if the optimization of existing resources does not

meet expectations for achieving a competitive advantage for higher education. Applying university governance principles is not significant in growing member organizational commitment. In that condition, organizations need to carry out an open system, i.e., interacting with their environment to obtain new resources or even allowing members to leave the organization if they feel that other places (alternative jobs) are more comfortable than the current organization. Availability of alternative jobs is a non-organizational factor that can reduce members' commitment to the organization. Workload, long working hours, and long distances to work can also cause stress and work-life balance. Work-life balance, as revealed in research by Jaya et al. (2023), can indirectly influence turnover intention.

The results of this research will directly provide an overview to the highest policy makers in organizations, especially PTKINs, regarding members' perceptions of the governance carried out so far. Likewise, regarding organizational members' ideals, hopes, difficulties, and dissatisfaction. The results of this research can provide insight to organizational leaders to take better policies in the future. Theoretically, the results of this research strengthen the findings of Syamsudin et al. (2016) and Teeradej et al. (2022) that applying university governance principles to organizational commitment has a positive and significant influence. While respondents in this research came from PTKINs, respondents in Syamsudin's research came from private Islamic universities. These two pieces of research will enrich the body of knowledge and theory in discussing governance and management of Islamic education at the tertiary level.

## CONCLUSION

Research data indicates that the principles of university governance in PTKINs, especially in the northern coastal areas of Central Java, namely Kudus, Semarang, and Pekalongan, have been implemented well. The comparative analysis test also exhibited no significant difference in the organizational commitment of the structural officials of PTKINs in the Kudus, Semarang, and Pekalongan areas. The influence of the university governance variable (X) on organizational commitment (Y) was 27.3%, while the other 72.7% were influenced by other variables not included in this research. In addition, the constant value of the unstandardized coefficients was 6.119, indicating that if there is no implementation of university governance, the value of organizational commitment is 6.119. Meanwhile, the regression coefficient figure of 0.376 shows that for every 1% additional application of university governance principles (X), the organizational commitment of structural officials will increase by 0.376. The regression analysis test also uncovered that applying university governance principles could influence organizational commitment.

Although the study's results on applying university governance principles and organizational commitment generally show good results, several indicators still need to be reorganized by universities. An organization can survive and excel if it has more than cost-based and product-based advantages. Two strategies that can be combined to create competitiveness are, first, concentrating resources to achieve excellence, which means the organization will depend on higher education

administrators to manage resources to improve. The role of structural officials as university managers is crucial; therefore, their commitment to the organization is a major concern in managing higher education. The second option is seeking more strategic external resources. This second option can be done if the optimization of existing resources does not meet expectations for achieving a competitive advantage for Islamic higher education.

## ACKNOWLEDGEMENT

The authors would like to thank the lecturers and structural officials in Kudus, Semarang, and Pekalongan for their willingness to complete the questionnaires provided and all parties who have helped carry out this research.

## REFERENCES

- A, Lissy. T., & Venkatesh, J. (2014). Factors That Influence The Organizational Commitment - A Case of Paramedical Staff at Private Hospitals. *International Journal of Multidisciplinary Approach and Studies*, 01(6), 195–206.
- Akbar, R. F. (2018). *Studi Perilaku Guru, Analisis Faktor-Faktor Komitmen Organisasional dan Pengaruhnya terhadap Kinerja Guru Madrasah Swasta di Jawa Tengah*. UIN Raden Intan Lampung.
- Akbar, R. F. (2019). Pengaruh Faktor Personal terhadap Komitmen Organisasional Guru Madrasah. *Quality*, 7(2), 1–16.  
<https://doi.org/10.21043/quality.v7i2.6153>
- Ayumiati, A., & Jalilah, J. (2023). Sistem Pengendalian Internal dan Penerapan Good University Governance terhadap Kualitas Laporan Keuangan pada Perguruan Tinggi Keagamaan Islam Negeri di Aceh. *Jurnal Samudra Ekonomi Dan Bisnis*, 14(1), 129–140.  
<https://doi.org/10.33059/jseb.v14i1.5319>
- Ayuni, A. Q., & Khoirunnisa, R. N. (2021). Perbedaan Komitmen Organisasi Ditinjau Berdasarkan Masa Kerja Pada Karyawan. *Jurnal Penelitian Psikologi*, 8(1), 84–98.
- Fitriani, M. I., & Naamy, N. (2019). Menyoal “The Slow Death of University”, Telaah Konsep, Tantangan dan Strategi Perguruan Tinggi Perspektif Teori Disrupsi. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 14(2), 375–404.  
<https://doi.org/10.21043/edukasia.v14i2.5034>
- Ghozali, I. (2018). *Analisis Multivariate dengan Program SPSS*. Penerbit UNDIP.
- Guan, P., & Yan, F. (2020). The Configuration of Action Space in the Governance Structures of Chinese Universities: An Analysis of Interview Data. *Chinese Education & Society*, 53(4), 175–186.  
<https://doi.org/10.1080/10611932.2020.1823803>
- Guba, K. (2022). Building a World-Class University in Russia: Redefining the Relationship between Academic and Managerial Governance. *Demokratizatsiya: The Journal of Post-Soviet Democratization*, 30(1), 85–106.  
<https://doi.org/10.2139/ssrn.3822375>

- Handika, R. F. (2020). Aliansi Strategis dan Kinerja Perusahaan: Perspektif Teori Institusional. *Jurnal Manajemen Strategi dan Simulasi Bisnis (JMASSBI)*, 1(2), 83–90. <https://doi.org/10.25077/mssb.1.2.83-90.2020>
- Hanum, Z. (2021). *Determinan Kinerja Perguruan Tinggi Swasta di Kota Medan*. Universitas Sumatera Utara.
- Henard, F., & Mitterle, A. (2010). *Governance and Quality Guidelines in Higher Education*. OECD.
- Jaya, F. P., Wahab, A., Aspiannor, A., & Wardhana, Z. F. (2023). Employee Engagement: Strategies for Reducing Turnover Intention at Mosque Marbot. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 07(01), 41–55.
- Kingkin, P., Rosyid, H. F., & Arjanggal, R. (2020). Kepuasan Kerja dan Masa Kerja Sebagai Prediktor Komitmen Organisasi pada Karyawan PT Royal Korindah di Purbalingga. *Jurnal Psikologi Proyeksi*, 5(1), 17–32. <https://doi.org/10.30659/p.5.1.17-32>
- Kolompoy, D., Adolfini, & Palandeng, I. (2019). Pengaruh Beban Kerja, Disiplin Kerja, Kepuasan Kerja dan Komitmen Organisasi terhadap Turnover Intention. *Jurnal Riset Bisnis Dan Manajemen*, 7(4), 393–412.
- Kothari, C. R. (2004). *Research Methodology, Methods & Techniques*. New Age International (P) Ltd., Publishers.
- Lenggogeni, L., & Ferdinand, A. T. (2016). Faktor-Faktor yang Mempengaruhi Keunggulan Bersaing dalam Upaya Meningkatkan Keputusan Pembelian. *Diponegoro Journal of Management*, 5(3), 1–12.
- Mete, E. S., Sökmen, A., & Biyik, Y. (2016). The Relationship between Organizational Commitment, Organizational Identification, Person-Organization Fit and Job Satisfaction: A Research on IT Employees. *International Review of Management and Business Research*, 5(3), 870–901.
- Mishra, L., Gupta, T., & Shree, A. (2020). Online Teaching-Learning in Higher Education during Lockdown Period of Covid-19 Pandemic. *International journal of educational research open*, 1, 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>
- Pee, S., & Vululleh, N. (2020). Role of Universities in Transforming Society: Challenges and Practices. *International Perspectives on Policies, Practices & Pedagogies for Promoting Social Responsibility in Higher Education*, 67–79.
- Priyatno, D. (2010). *Paham Analisis Statistik Data dengan SPSS*. Mediakom.
- Pujiono, & Satyawan, M. D. (2011). Menciptakan Mutu Perguruan Tinggi (Higher Educations) Berskala Internasional melalui Strategi Penerapan Tata Kelola Universitas yang Baik (Good University Governance). *Akrual*, 3(1), 2502–6380. <https://doi.org/10.26740/jaj.v3n1.p59-69>
- Putri, W. E. (2020). Pengaruh Board Directors Diversity terhadap Nilai Perusahaan dalam Perspektif Corporate Governance. *Jurnal Riset Akuntansi Dan Keuangan*, 8(2), 307–318.
- Remache, A. (2019). Changing University Governance Paradigms in the Middle East and North Africa: The UAE Example. *TEM Journal*, 8(3), 1046–1057.
- Rezaee, F., & Jafari, M. (2016). The Effect of Knowledge Based View on Sustainable Competitive Advantage. *Accounting*, 67–80. <https://doi.org/10.5267/j.ac.2016.1.005>



- Ritonga, M., Pristiyono, & Muti'ah, R. (2021). Gambaran Penerapan Good University Governance dan Kinerja Perguruan Tinggi di Kabupaten Labuhanbatu. *Ecobisma (Jurnal Ekonomi, Bisnis, Dan Manajemen)*, 8(1), 21–39. <https://doi.org/10.36987/ecobi.v8i1.2066>
- Rochaety, Eti., Rahayuningsih, P., & Yanti, P. G. (2010). *Sistem Informasi Manajemen Pendidikan*. Jakarta: Bumi Aksara.
- Sirin, Y., Bilir, P., & Karademir, T. (2013). The Effect of Organizational Commitment on Job Performance: The Case of The Kahramanmaras Provincial Directorate of Youth Services and Sports. *International Journal of Academic Research*, 5(4), 65–71. <https://doi.org/10.7813/2075-4124.2013/5-4/B.9>
- Sopiah. (2008). *Perilaku Organisasional*. Yogyakarta: Penerbit Andi.
- Suhartini, Y. (2018). Analisis Dimensi Komitmen Organisasional Yang Mempengaruhi Organizational Citizenship Behavior Karyawan PT KAI DAOP VI Yogyakarta. *Jurnal Akuntansi & Manajemen Akmenika*, 15(2), 93–108. <https://doi.org/10.31316/akmenika.v15i2.1000>
- Syamsudin, Suhardjanto, D., & Lukviarman, N. (2016). University Governance and Organizational Commitment. *International Business Management*, 10(9), 1693–1700.
- Teeradej, S., Sukhumpong, C., Boontham, H., Wichai, C., & Suchart, K. (2022). An Application Of Good Governance Principle Influencing Organizational Commitment of Thai Private University Personnel. *Journal of Positive School Psychology*, 6(9), 3438–3448.
- Wolhuter, C. C., & Langa, P. (2021). Management and Governance in Higher Education: South African Universities under Siege. *Acta Paedagogica Vilnensia*, 46, 105–118. <https://doi.org/10.15388/ActPaed.2021.46.7>
- Zulkifli, Ratnasari, S. L., Munzir, T., Nasrul, H. W., & Ismanto, W. (2021). Good University Governance, Conflict of Interest Civitas Academica and Principal Administrator in Private University. *DIMENSI*, 10(3), 569–583. <https://doi.org/10.33373/dms.v10i3.3609>