INCREASING COMMITMENT TO PROFESSIONALS THROUGH EFFORTS TO STRENGTHEN SERVANT LEADERSHIP, INTERPERSONAL COMMUNICATION, PERSONAL VALUE AND JOB SATISFACTION OF PRIVATE UNIVERSITY LECTURERS IN SOUTH JAKARTA

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Abstract

This study aims to determine 1) the direct effect of Servant Leadership on Commitment to Profession 2) the direct effect of Interpersonal Communication on Commitment to Profession, 3) the direct effect of Personal Value on Commitment to Profession, 4) the direct effect of Job Satisfaction on Commitment to Profession, 5) direct effect of Serving Leadership on Job Satisfaction, 6) direct effect of Interpersonal Communication on Job Satisfaction, 7) direct effect of Personal Value on Job Satisfaction, 8) indirect effect of Serving Leadership on Commitment to the Profession through Job Satisfaction, 9) indirect effect of Interpersonal Communication on Commitment to the Profession through Job Satisfaction, 10) the indirect effect of Personal Value on Commitment to the Profession through Job Satisfaction. The research was conducted by private university lecturers in South Jakarta with a total sample of 288 lecturers. Data analysis used path analysis and SITOREM.

The results of the study show that 1) there is a direct effect of Servant Leadership on Commitment to Profession 2) there is a direct effect of Interpersonal Communication on Commitment to Profession, 3) there is a direct effect of Personal Value on Commitment to Profession, 4) there is a direct effect of Job Satisfaction on Commitment to Profession , 5) there is a direct effect of Serving Leadership on Job Satisfaction, 6) there is a direct effect of Interpersonal Communication on Job Satisfaction, 7) there is a direct effect of Personal Value on Job Satisfaction, 8) there is an indirect effect of Serving Leadership on Commitment to the Profession through Job Satisfaction, 9) there is an indirect effect of Interpersonal Communication on Commitment to the Profession through Job Satisfaction, 10) there is an indirect effect of Personal Value on Commitment to the Profession through Job Satisfaction.

Keywords: *commitment to professionals, servant leadership, interpersonal communication, personal values, job satisfaction*

INTRODUCTION

Higher Education as a provider of higher education has a very important role in national development as stipulated in the Law of the Republic of Indonesia Number 12 of 2012, article 4 states that higher education functions to develop knowledge and shape dignified national character and civilization to educate the nation's life. Improving the quality of Higher Education is necessary, so it needs to be supported by lecturers who are committed to their profession and competent to carry out the tri dharma of higher education (three main tasks), namely education, research and community service.

Lecturers are human resources in tertiary institutions as the key to success in an organization, as well as an important foundation for the operation of a tertiary institution. Therefore, it must receive primary attention in dealing with the progress of the increasingly rapid development of education. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. (Government of the Republic of Indonesia, 2009). As professional educators and scientists, lecturers are an important component within the framework of the education system in higher education. With the very strategic function, role and position of lecturers in the field of education as stated in Article 1 Paragraph 2 of the Law of the Republic of Indonesia Number 14 of 2015 it is explained that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating knowledge, technology, and art through education, research, and community service. Permanent lecturers are lecturers who work full time with status as permanent teaching staff at certain higher education units and are given a NIDN. (Government of the Republic of Indonesia, 2015).

High commitment to the profession intersects with low turnover, reduced inactivity, lower absenteeism and increased job satisfaction. Professionalism as a lecturer can be interpreted as having a commitment to his profession, having values of compassion, responsibility, and respectable behavior in accordance with applicable norms. The decline in the quality of education in building effective tertiary institutions is because lecturers no longer commit to carrying out their duties. The key to success in a person and organization lies in the commitment they have. Higher education statistics for 2019 at LLDIKTI Region 3 are recorded as having 291 private tertiary institutions, 1,635 study programs and 25,005 lecturers, with the form of institutions consisting of 52 universities, 21 institutes, 111 higher schools, 94 academies, 1 community academy and 12 polytechnics. (Kemenristekdikti RI, 2019).

With the increasing number of private tertiary institutions, efforts are needed to continue to improve the quality of education, especially the quality of lecturers. The government and various parties continue to carry out activities to improve the quality of lecturers as educators in various ways. These efforts include lecturer certification, further education scholarships, outstanding lecturer competitions, research grants and community service. An educator's certificate is formal evidence as recognition given to lecturers as professionals. This program is an effort to improve the quality of national education and improve the welfare of lecturers, by encouraging lecturers to continuously improve their professionalism. Lecturers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and meet other qualifications required by the higher education unit where they are assigned, and have the ability to realize national education goals (Government of the Republic of Indonesia, 2009).

It is further emphasized that permanent lecturers are lecturers who work full-time with the status of permanent teaching staff in certain higher education units. An educator certificate for lecturers is given after fulfilling the requirements of having work experience as an educator at a tertiary institution for at least 2 (two) years. The functional position of a lecturer is a lecturer's academic position, which is a position that shows the duties, responsibilities, authorities and rights of a lecturer in a higher education unit which in its implementation is based on certain expertise and is independent. Academic positions are positions of expertise with levels from the lowest to the highest, consisting of Expert Assistants, Lectors, Head Lecturers, and Professors.

Based on statistical data on higher education for 2019, there is an illustration that the number of permanent lecturers at PTS DKI Jakarta of 25,005 people is still not optimal for increasing functional positions regularly and educational background is still dominated by lecturers with undergraduate education backgrounds (S2). Based on data on the functional positions of lecturers in Jakarta in 2019, there were 11,174 lecturers without positions, 6,781 AA functional positions, 5,212 Lectors, 1,491 Head Lecturers and 347 Professors with a total of 25,005 people (Kemenristekdikti RI, 2019). Nationally, there are 712 lecturers and professors

spread throughout Indonesia. With a distribution of 5 people in the art group, 19 people in the humanities group, 28 people in the health group, 50 people in the MIPA group, 77 people in the agriculture group, 78 people in the economics group, 85 people in the engineering group, 94 people in the religious group, 132 people in the education group and 144 people in the social group (Indonesian education statistics 2018). The number of private higher education professors/professors in LLDikti Region III in November 2011 was 160 people. Then in 2019, the number of professors in DKI Jakarta Province was recorded at 347 people or that was 1% of the 25,005 lecturers.

In addition to the number of lecturers with the functional position of Lector Head and the number of professors which is still very small, the Higher Education Data Barn (EWS) application data shows an overview of research and community service carried out by lecturers in the 2016-2018 period. The number of PTS that have succeeded in obtaining research grants is still very small when compared to the number of PTS in LLDIKTI region 3 of 291 PTS. Data on the number of PTS recipients of research and community service grants spanning 2016 to 2018, there is still low lecturer activity in the field of research and community service.

Lecturers are expected to have beliefs about what is right, what is desired, or what they strive for, are broad-minded, responsible and behave as leaders who prioritize service for the benefit of others, are aspirational and harmonious with their environment. Thus the lecturer is a factor that influences student learning achievement, the quality of graduates and the improvement of the quality of their organization. The role of the lecturer is not only to teach material or transfer knowledge, but also to be able to motivate students to continue learning. Motivation is part of the values or character that is carried out by lecturers to students to develop learning achievement. Student motivation and achievement as a measure of the success of learning activities carried out by lecturers.

In addition to motivation, communication is also very important in the learning process in tertiary institutions, because effective communication greatly affects the quality of a lecturer's service to students and will affect learning outcomes which are also closely related to the quality of education in tertiary institutions. Furthermore, it can be interpreted that in teaching or transferring knowledge, the world of education is very closely related to communication, both verbal communication and nonverbal communication.

Based on Permenristekdikti Number 26 of 2015 and Permenristekdikti Number 2 of 2016, a lecturer who already has a National Lecturer Identification Number (NIDN), and the said lecturer is not a professor, will retire at the age of 65, except for those who already have a functional professor position who will retire at age 70. Lecturers who have entered retirement will automatically change their status from active to retired, without having to be proposed by the university. PP no. 37 of 2009 Article 10 stipulates that permanent lecturers are at most 65 (sixty-five) years old or 70 (seventy) years for lecturers with professorships who receive an extension of their term of office in accordance with statutory provisions.

Higher education statistics for 2019 show that the age group of permanent lecturers in DKI Jakarta in 2013/2014 was 26,271 people, there was a decrease from 2014/2015 to 2015/2016 of 6,231 people. Then it increased again in 2017/2018 by 23,612 people, until 2018/2019 the number of permanent lecturers was 25,005 people. Most age groups are at the age of 36 years to 55 years. Then the next concern is the reduction in the number of lecturers due to retirement age. (Kemenristekdikti RI, 2018, 2019).

Lecturers who have retired can still be recruited again as lecturers with a work agreement, and will receive a Special Lecturer Identification Number (NIDK) or can be proposed to obtain an Educator Serial Number (NUP) with the conditions for proposing NIDK and NUP can be seen in the Minister of Research, Technology and Higher Education.

Statistical data for 2019 shows the most academic positions from PTS lecturers in DKI Jakarta based on age group, as many as 11,174 lecturers with status without or without functional positions, AA functional positions as many as 6,781 people and Lectors 5,212 people. So that it can be seen that it is related to the existence of academic positions such as head lecturer and professors whose number is still lacking.

Nugroho & Haryanto's research (2019) concludes that there is a strong influence of job characteristic factors on commitment to the profession of educators. Zareena and Krithika's research (2019) and Habib's research (2019) conclude that personality factors have a strong influence on commitment to the profession of educators. These studies illustrate that today the issue of commitment to the profession has received a lot of attention.

Lecturers as individuals can be the key to the success of a higher education institution, so they need to be supported by the existence of good leaders, namely leaders who can provide the best service and can radiate character from within themselves that can be emulated by the entire academic community. Exemplary has its language or message that is very strong in every human being. Therefore, university leaders are expected to be able to build and develop themselves and the group of people they lead.

Servant leadership is leadership that begins with sincere feelings arising from a heart that desires to serve, namely to be the first to serve (Greenleaf, 2002). Servant leaders have a soul to serve. When the leader reprimands, the leader will do it by approaching and

solving it peacefully, and not forcing his will on others. Washington, Clayton, Sutton, Sauser, & Flowers (2007) stated that servant leadership is related to commitment, so commitment is closely related to servant leadership. Servant leaders have the responsibility to serve the interests of followers so that they become more prosperous, otherwise followers are fully committed to working to achieve organizational goals and the success of the leader. This is what makes the two of them related to each other (Mukasabe, 2004).

Furthermore, Meiyanto & Santhoso (2017), researched 470 employees and concluded that there was a significant positive relationship (r = 0.419 α = 0.05) between values and professional commitment. The higher the predicted value level, the higher the level of professional commitment. Restuningdiah's research (2009), regarding the effect of professional commitment on the job satisfaction of educator accountants through organizational commitment, by testing the effect of professional commitment on the job satisfaction of educator accountants shows a path coefficient of 0.566 at a significance level of p < 0.005 (H0 is rejected), so this indicates that commitment professional influence on job satisfaction. The direction of the positive path coefficient indicates that if organizational commitment increases, then job satisfaction also increases. Several factors are thought to have a relationship with increased professional commitment, such as servant leadership, values, and job satisfaction.

LITERATURE REVIEW

Commitment to the Profession

Commitment to the profession is a psychological relationship between an individual and his work that is based on an affective reaction to that job. A person with higher work commitment strongly identifies with and has positive feelings toward his job. (Goswami, Mathew, & Chadha, 2007). According to Sezgin & Ağar (2012), Commitment to one's work is related to profession and career, which defines as the relative strength of identification and involvement in a particular profession, as well as the willingness to exert effort on behalf of the profession and the desire to maintain membership in it. With dimensions: a) Affective Commitment Dimension, namely a person's emotional attachment to his work; b) The Normative Commitment Dimension, namely a person's sense of obligation to remain in his job; and c) Dimensions of Continuing Commitment, namely an individual's assessment of the costs associated with leaving his job.

Professional commitment is a psychological relationship between a teacher and his work which is based on affective and normative reactions to his work and continuous professional development. Khan & Qazi (2017), With dimensions: a) The Affective Commitment Dimension, namely the level at which an employee wants to stay in his work career because this is related to career goals and helps him achieve career goals; b) The Dimension of Continuing Commitment is the degree to which an employee feels he will remain in his current profession due to a lack of professional and beneficial alternatives; and c) The Normative Commitment Dimension is the level of employees who feel they are staying in the current organization because of a sense of responsibility and loyalty.

From the various theories above, it can be synthesized that commitment to the profession is a psychological relationship (identification and involvement) between an individual and his work which is defined as the relative strength of identification and involvement in the profession, characterized by having strong beliefs and accepting professional goals, willingness to do many things in the name of the profession, as well as a strong desire to maintain membership of the profession. The dimensions and indicators of commitment to the profession are as follows: a. The dimension of affective commitment to the profession, with indicators: 1) strong affection for the profession and its organization, 2) having a strong motivation to stay in the job, 3) being selfless and full of dedication in carrying out its duties, b. Dimensions of a continuing commitment to the profession, with indicators: 4) an individual's assessment of the cost of living when leaving work, 5) lack of alternative professions, 6) having obligations at work, c. Dimensions of normative commitment to the profession, with indicators: 7) maintaining stability/ togetherness between the morals of the community and their profession and a sense of responsibility for upholding the values of their profession, and 8) the moral obligation of lecturers to remain in their organization.

Servant Leadership

Servant leadership is the behavior of a leader who prioritizes service, namely service that arises from a person's desire to provide service to others, with the aim that the individual served can grow and develop, be healthy, independent, and have a soul of service (Dierendonck, 2011). According to Focht & Ponton (2015), describing servant leadership starts with the desire to provide services to individuals and then develops aspirations to direct individuals to certain goals. In other words, leadership behavior is based on the desire to serve and is driven by efforts to direct other individuals toward certain goals.

The indicators of servant leadership are as follows: 1) Value People, namely respecting individuals/other people as they are, 2) Humality, namely being humble, realizing the importance of other individuals to jointly achieve organizational goals, 3) Listening, namely the willingness to listen, understand other individuals, and learn from others, 4) Trust, namely trusting others to be trusted by others, 5) Caring, namely being friendly and caring for others: the needs and goals of others, 6) Integrity, namely honest and trusted

as well as developing noble values (honesty, trust, etc.) in his subordinates, 7) Service, namely prioritizing service to others, 8) Empowering, namely empowering other individuals to assume work responsibilities, 9) Serve other's Needs before Their Own, namely serving the needs of others before their own needs, 10) Collaboration: servant leadership is about pursuing a higher purpose for the good of the whole, and because a leadership by definition collaborative process (between leaders and followers), 11) Love, Unconditional Love. This category includes acceptance, acknowledgment, appreciation of others, trust and vulnerability, and 12) Learning: Servant Leaders know that they do not know it all so they are willing to learn from all directions in the organization. This includes comfort with ambiguity, intellectual energy and curiosity.

Irving (2005) describes Servant Leadership as a process in which leaders and followers work together to achieve the vision of the organization. With the following indicators: 1) Compassion is doing the right thing at the right time for the right reasons, 2) Empowerment is emphasizing cooperation, namely entrusting power to others, and listening, 3) Vision, which is the direction in which the organization and the people who are led will be brought by a leader, 4) Humility, namely showing respect for employees and recognizing the contribution of employees to the team, and 5) Trust, namely being a leader is a trust from God Almighty through an organization or government to lead.

Patterson (2003), describes the Servant leader as a guide in terms of goodness that describes the leader in the form of attitudes, characteristics and behavior. The indicators of servant leadership are as follows: 1) Compassion, namely doing the right thing at the right time for the right reasons, 2) Empowerment, namely emphasizing cooperation, namely entrusting power to others, and listening, 3) Vision, namely the extent to which the leader seeks the commitment of all members of the organization to a shared vision by inviting members to determine the future direction of the company, 4) Humility, namely realizing the importance of other individuals to jointly achieve organizational goals, 5) Trust, namely being a leader is a trust from God The Almighty through an organization or government to lead, 6) Putting other people's interests first, and 7) Service, namely the extent to which service is seen as the core of leadership and leaders show their service behavior to subordinates.

From the various theories above, it can be synthesized that servant leadership is a leader's behavior that originates from feelings and has the commitment to perform service consciously to direct individuals, prioritizing the interests of others, aspirational, harmonious, to build prosperity, completing tasks and achieving common goals. Servant leadership indicators are as follows: 1) Listening, namely behavior based on a deep commitment from a leader to listen actively and respectfully, ask questions to create knowledge, provide time for reflection and silence and, be aware of what is left unspoken; 2) Healing emotional turmoil, namely the behavior of leaders in creating emotional healing and relationships with themselves, or relationships with others, because relationships are a force for transformation and integration; 3) Actions of empathy, namely the behavior of leaders who try to understand co-workers and are able to empathize with others; 4) Transparency, namely leaders who emphasize openness and persuasion to build trust from others; 5) Wise Action, namely the behavior of a wise leader in making decisions; 6) Humble behavior, namely the behavior of leaders who are aware of the potentials of other people in fields that are in accordance with the other person's personal conditions; and 7) Making positive changes, namely behavior based on a strong desire to make positive changes and prioritizing the interests of others to make changes for the better.

Interpersonal Communication

Interpersonal communication is the essence of the organization because it creates a structure that then influences what else will be said and done, and by whom (Anderson & Holland, 2015). According to Singh, Kumar, Dave, & Mohan, (2015), interpersonal communication is the process of transmitting information and general understanding between one person and another. The dimensions of interpersonal communication: 1) Openness, namely the willingness to respond with pleasure to information received in dealing with interpersonal relationships; 2) Empathy is feeling what others feel. 3) Support is an open situation to support effective communication. 4) A positive feeling that a person must have positive feelings about himself, encourage others to participate more actively and create a conducive communication situation for effective interaction, and 5) Equality or similarity, namely the tacit acknowledgment that both parties value, are useful, and have something important to contribute. Communication (in interpersonal terms) is the verbal exchange of thoughts or ideas (Littlejohn & Foss, 2008).

Communication is an interpersonal process of sending and receiving symbols in the form of messages that are achieved by them. So this communication aims to convey messages quickly and briefly through symbols personally (Schermerhorn, John, Hunt., Osborn, & Uhl-Bien, 2011). The dimensions of interpersonal communication are as follows: 1) Self-image every human being has a certain picture of himself, his social status, strengths, and weaknesses. 2) The image of the other party. In addition to self-image, the image of the other party also determines the way and ability of people to communicate. 3) Physical environment. This factor influences communication. However, people who like to scream when they are at home alone, whisper more in places of worship, and 4) The social environment. The social environment is a communication process that occurs in a situation or person. If the situation or person is different, it will cause a different communication process to occur.

Interpersonal communication is the delivery and receipt of information and understanding that flows from individual to individual in various ways face to face and within a particular group in delivering messages quickly (Ivancevich, Matteson, & Konopaske, 2008). With indicators: 1) Trust, if someone has the feeling that he will not be harmed, will not be betrayed, then it will be easier for that person to open himself up. 2) Supportive behavior will improve the quality of communication. 3) Open attitude, ability to evaluate objectively, ability to differentiate easily, ability to see nuances, orientation to content, seeking information from various sources, willingness to change one's beliefs, professionalism, and others.

Interpersonal communication is communication that occurs between individuals in the form of face-to-face and group scope. Interpersonal communication (interpersonal communication) is communication between individuals (Gibson, Ivancevich, Donnely Jr, & Konopaske, 2009). With indicators: 1) The selection factor for the type of information or data to be conveyed. 2) Factors related to delivery techniques or data transmission. 3) Situational factors, namely conditions, and situations that impede communication, for example economic, social, political, and security situations. 4) Time constraints, namely often due to time constraints people do not communicate, or communicate in a hurry, which of course will not be able to meet the communication requirements. 5) Psychological distance/social status usually occurs as a result of differences in status, namely social status or status at work.

From the various theories above, it can be synthesized that interpersonal communication is the activity of sending and receiving messages reciprocally carried out by individuals who have close relationships through verbal and non-verbal interactions to achieve organizational goals. Interpersonal communication consists of the following indicators: 1) There is a face-to-face process, namely communication that occurs between individuals in the form of face-to-face and group scope, 2) It is direct, conveys messages quickly and briefly, and is open to support effective communication. 3) Takes place privately where they communicate, situations that are familiar or not familiar, formal or informal, serious or not serious., 4) There is the interaction between communicants and communicators, the process of transmitting information and general understanding between one person and another., 5) There is feedback from the communication process that occurs, Feedback, which is a form of interpersonal communication that can be used to effectively manage behavior and improve performance.

Personal Values

Values are one's personal beliefs about what one should strive for in life and how one should behave. (George & Jones, 2011: 502). With dimensions and indicators: a) Instrumental Values / Work Values, namely personal beliefs about results and behavior in the workplace Work values, with indicators; 1) Intrinsic work values, namely values related to the nature of the work itself; 2) Extrinsic work values: Values related to work consequences; b) Terminal Values / Ethical values i.e. Personal beliefs about what is right and wrong. With indicator; 1) Utilitarian values, namely decisions produce the greatest good for several people; 2) The value of justice, namely the decision to allocate benefits and impacts when making decisions is fair and impartial; and 3) Correct moral values, namely decisions to protect people's basic rights and privileges. According to Robbins & Judge (2013), values are an individual's ideas about what is right, good, or desirable. With dimensions: a) Terminal Value, which reflects one's preference regarding the "goal" to be achieved, and b) Instrumental Value, which reflects one's beliefs about how to achieve the desired goal.

Value is the psychic energy that underlies mental activity in assessing other people or in judging (likes or dislikes) objects in their environment (Ewen, 2003). With dimensions: a) Terminal Value: namely whether people or objects give meaning to themselves; and b) Instrumental value: namely whether people or objects provide a place for themselves in their environment. Value is a philosophical unanimity that gives meaning to an individual's life, and shows the orientation chosen in dealing with problems that are tragic if they befall him (Ewen, 2003).

From the various theories above, it can be synthesized that personal value is a person's personal belief about what is right, good, desired or fought for in life which will influence attitudes and behavior. With the following dimensions and indicators: a. Dimensions of terminal values (final goals) are conditions that become life goals to be achieved: 1) Social values (focus on relationships with others) freedom, equality and a peaceful world; 2) Personal value (self-focused) Self-respect, brave, and broad-minded; b. The dimension of instrumental value is a reference (mode) in behaving that is used to achieve the goals of life to be achieved); 3) Moral values (focus on morality and relationships) being honest, forgiving, polite, helpful, compassionate, and responsible, 4) Competency values (focusing on competence efficiency and benefits) in work.
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Job Satisfaction

Job satisfaction is an individual's emotional condition that arises from an assessment of his work, or experiences on his job. Colquitt, Lepine, & Wesson (2008) suggest that job satisfaction is an individual's emotional condition that results from an assessment of work or work experience. Several factors can affect job satisfaction, namely: a. the amount of salary earned, b. a sense of justice to get a promotion, c. good supervision of a job, d. pleasant co-worker relations, e. work through the use of self-ability, f. have creativity and spirit of achievement, g. care and like to help others, h. existence of status, i. power and fame in his work.

According to Gibson, Ivancevich, & Donnelly Jr. (2006), that job satisfaction is an attitude that an individual has toward his work in the form of perception of the work itself. Factors that can influence the emergence of job satisfaction are a) the amount of salary received, b) jobs that provide opportunities to learn and accept responsibility, c) opportunities for promotion, d) supervisors to show concern and e) relationships with colleagues competent and supportive work.

Job satisfaction is a person's general attitude towards his work, the difference between the amount of income an employee receives and the amount they believe is what they should receive, with indicators: 1) Salary, 2) Job security, 3) Opportunities for advancement, and 4) Management and companies (Robbins, 2006). Job satisfaction is employee satisfaction with their work between what employees expect from their work/office (Davis, 2005). With indicators: a) Wages, namely the amount and sense of fairness; b) Promotion: opportunity and a sense of fairness to get a promotion; c) Supervision, namely the fairness and competence of managerial assignments by supervisors; d) Benefits, namely insurance, vacations and other forms of facilities; e) Contingent rewards, namely respect, recognition and appreciation; f) Operating procedures, namely policies, procedures and rules; g) Co-workers, namely pleasant and competent colleagues; h) Nature of work: the task itself can be enjoyed or not; i) Communication: various information within the organization (verbal and nonverbal)

Spector (2008) suggests that job satisfaction is a variable that reflects how the attitude of the individual feels as a whole towards various aspects of his work. Kreitner & Kinicki (2008) suggests that job satisfaction is an affective or emotional response to various aspects of work. Job satisfaction is not a unit, but people can be relatively satisfied with one aspect of work and dissatisfied with other aspects. The determinants of job satisfaction are a. the work itself, b. salary, c. promotion, d. colleagues, e. supervision from superiors, f. fulfillment of expectations, g. achievement of values, h. equality or fairness, and i. genetic component.

Hasibuan (2009) suggests that job satisfaction is a pleasant emotional attitude and loves his job. This attitude is reflected in work morale, discipline, and work performance. Job satisfaction is influenced by the following factors: a. fair and proper remuneration, b. the right placement according to expertise, c. lightweight of work, d. the atmosphere and work environment, e. equipment that supports the implementation of work, f. leadership attitude in leadership, g. the nature of the work is monotonous or not.

From the various theories above, it can be synthesized that job satisfaction is an individual's emotional condition (feelings, sentiments, moods) arising from an assessment of his work, or experience at work. With indicators: 1) Rewards, which are related to salary, wages, and honorarium 2) working conditions, namely each job requires a certain skill, 3) promotion opportunities, namely factors related to whether there is an opportunity to get career advancement while working, 4) supervision of superiors, namely good supervision of superiors on a job, and 5) colleagues, namely factors related to the relationship between employees and their superiors and with other employees.

RESEARCH METHODS

The research was conducted on permanent lecturers who did not have functional positions at private universities in South Jakarta which was carried out for 10 months from May 2021 to July 2022. This research used a combination research method between Quantitative Research and SITOREM Analysis. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As revealed by S. Hardhienata (2017), For operations research in education management, we need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution. identification theory mentioned above with statistical models and steps to get the optimal solution).

The research population is permanent lecturers who do not have functional positions at private universities in South Jakarta, totaling 915 people. The number of research samples was 288 lecturers who were determined using the Taro Yamane Formula (Hamidi, 2010).

The research data was obtained using an instrument in the form of a questionnaire consisting of instruments to measure: 1. Commitment to the Lecturer profession, 2. Servant Leadership, 3. Interpersonal Communication, Personal Value and 4. Job Satisfaction. Respondents who filled out the four instruments were permanent lecturers who did not yet have functional positions at private universities in South Jakarta.

RESULT

The effect of the path as a whole by combining the results of the analysis on each substructure can be described as follows:
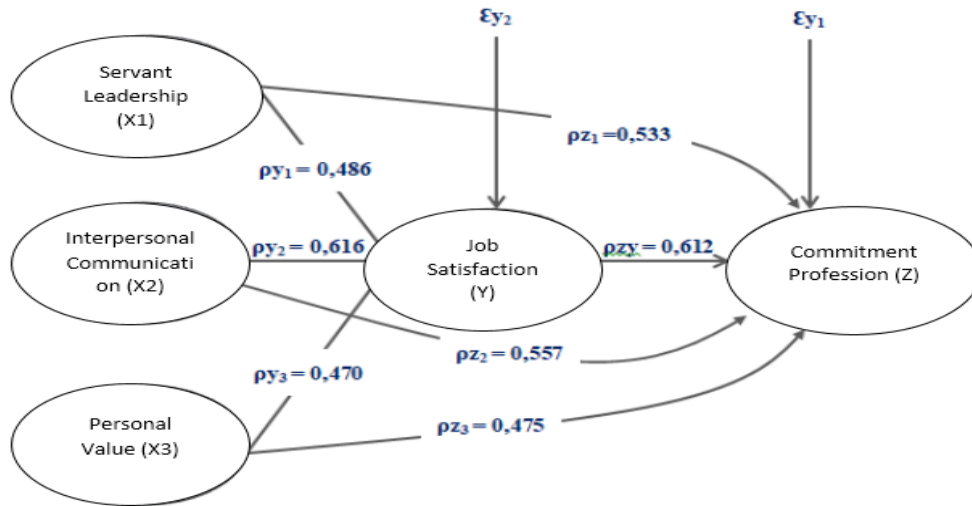

Figure 1. Path Analysis Results

Table 1. Research Hypothesis

No	Hypothesis	Coefficient Path	Test Statistical	Decision	Conclusion
1.	Servant Leadership (X1) to Commitment to the Profession (Z)	0,254	$H_0 : \beta z_1 \leq 0$ $H_1 : \beta z_1 > 0$	H_0 rejected H_1 accepted	Direct positive effect
2.	Interpersonal Communication (X2) on a Commitment to the Profession (Z)	0,183	$H_0 : \beta z_3 \leq 0$ $H_1 : \beta z_3 > 0$	H_0 rejected H_1 accepted	Direct positive effect
3.	Personal Value (X3) towards Commitment to the Profession (Z)	0,179	$H_0 : \beta z_2 \leq 0$ $H_1 : \beta z_2 > 0$	H_0 rejected H_1 accepted	Direct positive effect
4.	Job Satisfaction (Y) on a Commitment to the Profession (Z)	0,292	$H_0 : \beta y \leq 0$ $H_1 : \beta y > 0$	H_0 rejected H_1 accepted	Direct positive effect
5.	Servant Leadership (X1) on Job Satisfaction (Y)	0233	$H_0 : \beta y_1 \leq 0$ $H_1 : \beta y_1 > 0$	H_0 rejected H_1 accepted	Direct positive effect
6.	Interpersonal Communication (X2) on Job Satisfaction (Y)	0,417	$H_0 : \beta y_3 \leq 0$ $H_1 : \beta y_3 > 0$	H_0 rejected H_1 accepted	Direct positive effect
7.	Personal Value (X3) on job satisfaction (Y)	0,214	$H_0 : \beta y_2 \leq 0$ $H_1 : \beta y_2 > 0$	H_0 rejected H_1 accepted	Direct positive effect
8.	Servant Leadership (X1) to Commitment to the Profession (Z) through Job Satisfaction (Y)	0,059	$H_0 : \beta zy1 \leq 0$ $H_1 : \beta zy1 > 0$	H_0 rejected H_1 accepted	Indirect positive effect

No	Hypothesis	Coefficient Path	Test Statistical	Decision	Conclusion
9	Interpersonal Communication (X2) on a Commitment to the Profession (Z) through Job Satisfaction (Y)	0,076	$H_0 : \beta zy2 \leq 0$ $H_1 : \beta zy2 > 0$	H_0 rejected H_1 accepted	Indirect positive effect
10	Personal Value (X3) on a Commitment to the profession (Z) through Job Satisfaction (Y)	0,038	$H_0 : \beta zy3 \leq 0$ $H_1 : \beta zy3 > 0$	H_0 rejected H_1 accepted	Indirect positive effect

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect effect test are as follows:

Table 2. Research Hypothesis Indirect Effect

No.	Indirect	Z-Count	Z-Table	Decision	Conclusion
1.	Servant Leadership (X1) to Commitment to the Profession (Z) through Job Satisfaction (Y)	6.521	1,966	H_0 rejected H_1 accepted	There is a significant indirect effect of Servant Leadership (X1) on a Commitment to the Profession (Z) through Job Satisfaction (Y)
2.	Interpersonal Communication (X2) on a Commitment to the Profession (Z) through Job Satisfaction (Y)	6,285	1,966	H_0 rejected H_1 accepted	There is a significant indirect effect of Interpersonal Communication (X2) on a Commitment to the Profession (Z) through Job Satisfaction (Y)
3.	Personal Value (X3) on a Commitment to the Profession (Z) through Job Satisfaction (Y)	6,665	1,966	H_0 rejected H_1 accepted	There is a significant indirect effect of Personal Value (X3) on a Commitment to the Profession (Z) through Job Satisfaction (Y)

The results of the SITOREM analysis are as follows:

Table 3. SITOREM analysis

Commitment To The Profession			
Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Strong affection for the profession and its organization	1st	Lecturer's moral obligation to remain in the organization (14%)	4.08
2	Have a strong motivation to stay on the job	2nd	Have obligations at work (13%)	4.18

3	Selfless and full of dedication in carrying out their duties	3rd	Strong affection for the profession and its organization (13%)	3.79
4	Individual assessment of the cost of living when leaving the job	4th	Maintaining stability/togetherness between the morals of society and their profession and a sense of responsibility to uphold the values of their profession (13%)	3.73
5	Lack of alternative professions	5th	Selfless and full of dedication in carrying out their duties (12%)	4.15
6	Have obligations at work	6th	Individual assessment of the cost of living if leaving a job (12%)	4.07
7	Maintain stability/togetherness between the morals of society and their profession and a sense of responsibility to uphold the values of their profession	7th	Individual assessment of the cost of living if leaving a job (12%)	3.85
8	Lecturer's moral obligation to remain in the organization	8th	Lack of alternative professions (11%)	3.59

Servant Leadership $(\beta z_1 = 0,254)$ (II)				
Indicator in Initial State		**Indicator after Weighting by Expert**		**Indicator Value**
1	Willingness to listen	1st	Humility (17%)	3.48
2	Healing emotional turmoil (Healing)	2nd	Openness (Organizational stewardship) (15%)	4.01
3	Actions of empathy (Empathic)	3rd	Wisdom Act (14%)	4.02
4	Transparency (Organizational stewardship)	4th	Empathic acts (14%)	3.15
5	Wise Act (Wisdom Act)	5th	Willingness to listen (listening)(13%)	4.03
6	Humble behavior (Humility)	6th	Making positive changes (Altruistic calling) (13%)	3.38
7	Making positive changes (Altruistic calling)	7th	Healing emotional turmoil (Healing) (12%)	4.10

Interpersonal Communication $(\beta z2 = 0,183)$ (III)				
Indicator in Initial State		**Indicator after Weighting by Expert**		**Indicator Value**
1	There is a face-to-face process	1st	Interaction occurs between the communicant and the communicator (22%)	3.44
2	Direct	2nd	Direct (21%)	4.05
3	Take place privately	3rd	There is a face-to-face process (19%)	4.09
4	There is an interaction between the communicant and the communicator	4th	There is feedback from the communication process that occurs (19%)	3.49

5	There is feedback from the communication process that occurs	5th	Taking place in private (18%)	4.25

Personal Value ($\beta z_3 = 0{,}179$) (IV)				
Indicator in Initial State		**Indicator after Weighting by Expert**		**Indicator Value**
1	Social values (focus on relationships with others) freedom, equality and a peaceful world	1st	Social values (focus on relationships with others) freedom, equality and a peaceful world (27%)	4.15
2	Personal Value (Focus on self) Self-respect, brave and broad-minded;	2nd	Moral Values (Focus on morality and relationships) honest, forgiving, polite, helpful, compassionate, and responsible (23%)	4.09
3	Moral Values (Focus on morality and relationships) honest, forgiving, polite, helpful, compassionate, and responsible	3rd	Personal Value (Focus on self) Self-respect, courageous and broad-minded. (29%)	3.54
4	Competency value (focus on competence effectiveness and usefulness) in work.	4th	Competency value (focus on competency effectiveness and usefulness) in work (21%)	3.48

Job Satisfaction ($\beta y = 0{,}292$) (I)				
Indicator in Initial State		**Indicator after Weighting by Expert**		**Indicator Value**
1	Salary, Benefits, Honor	1st	Opportunity to get a position (22%)	4.09
2	Working Conditions	2nd	Salary, Benefits, Honor (22%)	4.05
3	Opportunity to get a position	3rd	Working Conditions (20%)	4.25
4	Relations between superiors and subordinates	4th	Superior-subordinate relationship (19%)	3.44
5	Colleagues, teamwork	5th	Colleagues, teamwork (17%)	3.49

SITOREM Analysis Result			
Priority order of indicator to be Strengthened		**Indicators remain to be maintained**	
Job Satisfaction ($\beta y = 0{,}292$) (I)			
1st	Superior-subordinate relationship (19%) (3.44)	1	Opportunity to get a position (22%)(4.09)
2nd	Colleagues, teamwork (17%)(3.49)	2	Salary, Benefits, Honor (22%)(4.05)
		3	Working Conditions (20%)(4.25)
Servant Leadership ($\beta z1 = 0{,}254$) (II)			
3rd	Humility(17%) (3.48)	4	Transparency (Organizational stewardship)(15%)(4.01)
4th	Empathic acts(14%) (3.15)	5	Wisdom Act(14%)(4.02)
5th	Making positive changes (Altruistic calling)(13%) (3.38)	6	Willingness to listen (listening)(13%)(4.03)
		7	Healing emotional turmoil (Healing)(12%)(4.10)

SITOREM Analysis Result				
Interpersonal Communication (βz2 = 0,183) (III)				
6th	There is an interaction between the communicant and the communicator (22%) (3.44)	8	Direct (21%)(4.05)	
7th	There is feedback from the communication process that occurs (19%) (3.49)	9	There is a face-to-face process (19%)(4.09)	
		10	Takes place in private (18%)(4.25)	
Personal Value (βz3 = 0,179) (IV)				
8th	Personal Value (29%) (3.54)	11	Social value (27%) (4.15)	
9th	Competency score. (21%) (3.48)	12	Moral Value (23%) (4.09)	
Commitment to the Profession				
10th	Strong affection for the profession and its organization (13%) (3.79)	13	Lecturer's moral obligation to remain in his organization (14%) (4.08)	
11th	Maintain stability/togetherness between the morals of society and their profession and a sense of responsibility to uphold professional values (13%) (3.73)	14	Have obligations at work (13%)(4.18)	
12th	Individual assessment of the cost of living if leaving a job (12%) (3.85)	15	Selfless and full of dedication in carrying out their duties (12%)(4.15)	
13th	Lack of alternative professions (11%) (3.59)	16	Individual assessment of the cost of living if leaving a job (12%)(4.07)	

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This research has succeeded in finding ways and strategies to increase commitment to the teaching profession through the identification of the strength of influence between research variables. Furthermore, this research has produced findings about research variable indicators that need to be repaired and maintained. Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. There is a direct positive effect of Servant Leadership (X1) on Commitment to the Profession (Z), with a path coefficient ($\beta z1$) = 0.254, so strengthening Servant Leadership (X1) can increase Commitment to the Profession (Z).
2. There is a direct positive effect of Interpersonal Communication (X2) on Commitment to the Profession (Z), with a path coefficient value ($\beta z3$) = 0.183, so strengthening Interpersonal Communication (X2) can increase Commitment to the Profession (Z)
3. There is a direct positive effect of Personal Value (X3) on Commitment to the Profession (Z), with a path coefficient ($\beta z2$) = 0.179, so strengthening Personal Value (X3) can increase Commitment to the Profession (Z).
4. There is a direct positive effect of Job Satisfaction (Y) on Commitment to the Profession (Z), with a path coefficient value (βzy) = 0.292, so strengthening Job Satisfaction (Y) can increase Commitment to the Profession (Z).
5. There is a direct positive effect of Servant Leadership (X1) on Job Satisfaction (Y), with a path coefficient value ($\beta y1$) = 0.233, so strengthening Servant Leadership (X1) can increase Job Satisfaction (Y).
6. There is a direct positive effect of Interpersonal Communication (X2) on Job Satisfaction (Y), with a path coefficient value ($\beta y3$) = 0.417, so strengthening Interpersonal Communication (X2) can increase Job Satisfaction (Y).
7. There is a direct positive effect of Personal Value (X3) on Job Satisfaction (Y), with a path coefficient value ($\beta y2$) = 0.214, so strengthening Personal Value (X3) can increase Job Satisfaction (Y).
8. There is an indirect positive effect of Servant Leadership (X1) on Commitment to the Profession (Z) through Job Satisfaction (Y), with a path coefficient value ($\beta zy1$) = 0.059, so strengthening Servant Leadership (X1) can increase Commitment to the Profession (Z) through Job Satisfaction (Y).

9. There is an indirect positive effect of Interpersonal Communication (X2) on Commitment to the Profession (Z) through Job Satisfaction (Y), with a path coefficient value ($\beta zy3$) = 0.076, so strengthening Interpersonal Communication (X2) can increase Commitment to the Profession (Z) through Job Satisfaction (Y).
10. There is an indirect positive effect of Personal Value (X3) on Commitment to the Profession (Z) through Job Satisfaction (Y), with a path coefficient value ($\beta zy2$) = 0.038, so strengthening Personal Value (X3) can increase Commitment to the Profession (Z) through Job Satisfaction (Y).

Based on SITOREM analysis, the optimal solution is obtained as follows:
Order of Priority for handling indicators to be strengthened:

1st   Relations between superiors and subordinates (19%) (3.44)
2nd   Colleagues, teamwork (17%)(3.49)
3rd   Humility (17%) (3.48)
4th   Empathic (14%) (3.15)
5th   Altruistic calling (13%) (3.38)
6th   there is an interaction between the communicant and the communicator (22%)(3.44)
7th   There is feedback from the communication process that occurs (19%)(3.49)
8th   Personal Value (29%) (3.54)
9th   Competency value (21%) (3.48)
10th   Strong affection for the profession and its organization (13%) (3.79)
11th   Maintain stability/togetherness between the morals of society and their profession and a sense of responsibility to uphold the values of their profession (13%) (3.73)
12th   Individual assessment of the cost of living when leaving the job (12%) (3.85)
13th   Lack of alternative professions (11%) (3.59)

Indicators that are maintained or developed
1. Opportunity to get a position (22%) (4.09)
2. Salary, Benefits, Honor (22%) (4.05)
3. Working Conditions (20%) (4.25)
4. Transparency (Organizational stewardship) (15%) (4.01)
5. Wisdom Act (14%) (4.02)
6. Willingness to listen (13%) (4.03)
7. Healing emotional turmoil (Healing) (12%) (4.10)
8. Direct (21%) (4.05)
9. There is a face-to-face process (19%) (4.09)
10. Taking place in private (18%) (4.25)
11. Social value (27%) (4.15)
12. Moral Value (23%) (4.09)
13. Lecturer's moral obligation to remain in the organization (14%) (4.08)
14. Have obligations at work (13%) (4.18)
15. Selfless and full of dedication in carrying out their duties (12%) (4.15)
16. Individual assessment of the cost of living if leaving a job (12%) (4.07)

Based on the above research conclusions, the implications of this research can be drawn as follows:
1. If commitment to the profession is to be increased, it is necessary to strengthen servant leadership, personal values and interpersonal communication as exogenous variables with job satisfaction as intervening variables.
2. If servant leadership is to be strengthened, it is necessary to improve the indicators that are still weak, namely Humility (17%) (3.48), Empathic (14%) (3.15), and Making positive changes (Altruistic, calling) (13%) (3.38), as well as maintaining or developing indicators that are already good, namely Openness (Organizational stewardship) (15%) (4.01), Wisdom Act (14%) (4.02), Willingness to listen (Listening) (13%) (4.03), and Healing emotional turmoil (Healing) (12%) (4.10)7).
3. If you want to strengthen interpersonal communication, you need to improve the indicators that are still weak, namely, there is the interaction between the communicant and the communicator (22%) (3.44), and there is feedback from the communication process that occurs (19%) (3.49), and maintain or develop indicators that are already good, namely, are direct (21%) (4.05), there is a face-to-face process (19%) (4.09), and take place in person (18%) (4.25).

4. If personal values are to be strengthened, it is necessary to improve the indicators that are still weak, namely, Personal Values (29%) (3.54), and Competency Values (21%) (3.48) and to maintain or develop indicators that are already good, namely Social Values (27%) (4.15), and Moral Value (23%) (4.09).

5. If job satisfaction is to be strengthened, it is necessary to improve the indicators that are still weak, namely, the relationship between superiors and subordinates (19%) (3.44), and colleagues, teamwork (17%) (3.49), as well as maintaining or developing indicators that are good, namely, Opportunity to obtain a position (22%)(4.09), Salary, Benefits, Honor (22%)(4.05), and Working Conditions (20%)(4.25).

Suggestions or recommendations that can be given to related parties are as follows:

1. Lecturers need to increase commitment to the profession by strengthening servant leadership, interpersonal communication, personal values, and job satisfaction by improving: superior-subordinate relationships, co-workers, teamwork, humility, empathetic actions, and Making positive changes (Altruistic calling), There is interaction between communicants and communicators, There is feedback from the communication process that occurs, Personal Values, Competency values, Strong affection for the profession and its organization, Maintaining stability/togetherness between community morals and their profession and sense of responsibility to uphold the values of the profession, Individual assessment of the cost of living if leaving work, Lack of alternative professions.

2. Higher Education Service Institutions (LLDIKTI) IV need to develop and facilitate innovation improvements by providing appropriate directions to strengthen the development of servant leadership, interpersonal communication, personal values, and job satisfaction according to the results of this study.

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