

The Effect of Commitment on Performance Based on Justice in Performance Assessment

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Abstract---Competition in the working world tends to be more competitive. This condition demands the education to be able to produce graduates with high competitiveness. Graduates are expected to be competent in accordance with the needs of the users, the competences in their respective fields. This educational program called competency-based education or education with competency-based curriculum. The important issue is the evaluation of learning outcomes.

The purpose of this study is to examine the importance of fairness in performance assessment of learning outcome perceived by student and then fosters **students' commitment to the lecturers**, so that students perform well. Research is conducted on students from various faculties who have experienced competency-based learning with stratified sampling. Confirmatory Factor Analysis is used to test the validity of the instrument, while the Cronbach Alpha reliability is used to test the reliability. Regression analysis is used to test the hypotheses.

The results show that students' commitment to lecturers does not significantly affect the performance of the students. Similarly, when distributive justice and procedural justice controlled commitment does not significantly influence the performance of a students. While procedural justice and distributive justice significantly affect the students commitment to the lecturers.

Keywords: *competency-based learning; justice commitment; student performance*

I. INTRODUCTION

Recently the education has demand to be able to create graduates who have high competitiveness. Through education, human resources that have a competitive advantage are expected to be produced as assets to win the increasingly fierce competition in getting jobs. Students should have competences that meet the demands of their users. Educational program is called a competency-based education or education with competency-based curriculum [1]. University curriculum changed from content-based curriculum to a competency-based curriculum [2,3]. Sebelas Maret University has adopted this curriculum even though

its implementation has not been as expected. The education programs demand the responsibility of lecturers to provide opportunities, facilities, and motivation for students in order to successfully achieve the targeted competencies. In accordance with the assumption that learning is a system consisting of input, process, and output/outcome, then one of the important tasks for lecturers is to evaluate the process and results.

Therefore, the main issue in this study is the assessment or evaluation of learning outcomes. Students hope they will get good grades as a result of their high effort that is able to meet the requirements that have been agreed upon between lecturers and students.

In fact, some students feel their grades determined by lottery [4]. Students feel unfairly treated, their grades are not in accordance with the results of the test. Unfairness will affect the perceived sense of anger, violence, and hatred of students. Then the attitude and behaviors appear to be the behavior that deviate from the expectations that in the will interfere with the achievement of expected performance [5].

Justice or fairness would include distributive justice and procedural justice. Distributive justice related to students' perceptions of the grades assigned by lecturers. Procedural justice related to students' perceptions of the policies and procedures used in determining the grades [5,6]. Thus, the students are not just rated by teachers but they also have the right to know the procedures or policies used by the lecturers in determining their grades.

Previous study suggests that when people are treated procedurally fair, they tend to be loyal, which means showing commitment [7]. This study finds that distributive and procedural justice is an important predictor for organizational commitment. Similarly, other study finds that the perceived fairness in performance evaluation procedures related to commitments [8].

Commitment to superior leads to performance acceptance norms, so that tends to improve the performance of their subordinates [9]. Commitment to superior is an important predictor of job performance [10, 9, 11]. This indicates that when students have a commitment to lecturers, they will accept the norms that apply in the relationship between them and lecturers, which then leads to improved student performance.

II. LITERATURE REVIEW AND DEVELOPMENT OF HYPOTHESIS

A. System of Competency-Based Learning

The curriculum model to improve the quality of education that is applied at all levels of education in Indonesia is competency-based education (The Law of the Republic of Indonesia of National Education System). The application of competency-based education is expected to reach the excellence of the nation, so as to have competitiveness in the world stage. Competency-based education emphasis is on the achievement of specific competencies by graduates according to the needs of potential users. So the achievement of competence is a measure of the success of education in college.

Competence is a set of intelligent action, full of responsibility one has as a requirement to be considered capable of carrying out tasks by public in a particular job [3]. Based on this definition, graduates are considered competent or not by the community. Therefore, competency assessment used as a reference in the successful implementation of educational programs in universities must be based on the demands of the market.

Competency Based Learning is the manifestation of the implementation of the competency-based curriculum. One of the activities undertaken in Competency Based Learning is the evaluation of learning, which includes evaluation of input, process, and output/outcome of learning. Evaluation of learning that becomes the issue in this study is the evaluation of learning outcomes.

B. Relationship between Commitment and Performance

The relationship between organizational commitment and performance shows inconsistent results. A number of studies have been done, some support positive relationship [12], no association [13], the others support negative relationship [11, 13, 9, 14, 15].

Target commitment varies. Unless directed at the target organization, commitment can be aimed at other targets, such as work, top management, supervisors, coworkers, work units and customers, unions, and/or the public in general [10, 9, 16, 17, 11]. Among foci of commitment, a commitment to supervisor relatively consistently associated with performance. Commitment to supervisor is an important predictor of job performance [10, 9, 11].

Consistent with Fishbein and Ajzen opinion, commitment to a specific target (supervisor / lecturer) has implications on the target, thus it can be formulated as the following hypothesis.

Hypothesis 1: Commitment to lecturer has positive effect on student performance.

C. Relationship between Justice and Commitment

One important factor in competency-based learning is the evaluation of learning. The evaluation includes an evaluation of input, process and output / outcome of learning [18]. The evaluation of learning process and learning outcomes are emphasized. It is based on the idea that both types of evaluation is a very important component of learning.

Competence is conceptualized in the form of behavior as a result of interaction between cognitive, affective, and psychomotor aspect [19]. Evaluating learning outcomes in the cognitive, psychomotor, and affective aspects involves students' perceptions of fairness. How much students perceive fair in the assessment of learning outcomes will affect the students' commitment to lecturers. In accordance with the norms of reciprocity in social exchange theory, the perception of fairness will encourage students to do reciprocity by increasing their commitment to lecturers [20].

Several studies suggest that the relationship between justice and commitment is positive. This means that individuals who have a good perception of fairness tend to have a high commitment [7, 21, 22, 23].

Specifically, procedural justice (the procedure of determining the value) and distributive justice (the value) in the assessment of student performance perceived by students will lead to student's commitment to lecturers. It means justice tends to make the students to be loyal, and engaged in strong favor, and enjoy the process of teaching and learning experiences. The hypothesis that can be formulated is as follows.

Hypothesis 2: procedural justice and distributive justice is positively related to the commitment of students to lecturers.

III. METHODS

A. Participants

The sample of 200 students taken by stratified sampling. Data were collected by questionnaires and Focus Group Discussion (FGD). Survey was conducted in Sebelas Maret University of Surakarta. A total of 200 questionnaires were distributed to students and all returned. Based on FGD is known that the competency-based curriculum has been applied in the competency-based learning. All the lecturers make syllabus and explain the beginning of the term. In accordance with the rules on the competency-based curriculum every teacher gives the task group and/or individual. The task can be done in class or at home. The problem is the task given to the same time span so burdensome student because it is difficult to divide his time. Another student complaint is the presence of a lecturer is not timely; lecturers do not go to college without prior notice, assignments given by lecturers are sometimes ambiguous.

Based on gender, it is known that most of the respondents are male. There are 107 male respondents

(53.50%), and 93 female respondents (46.50%). Their age ranged between 19 - 22 years old, consistent with the level of lectures they were taken: Semester IV and VI.

Respondent's response variables showed that respondents felt a procedural and distributive justice, and commitment to the lecturer. However, that needs attention is that a lot of the respondents answered "neutral." This indicates less specifically answer the respondent or respondents answered hesitantly.

This study is included in explanatory research. The explanatory research is research that explains the phenomenon of the relationship between variables based on theory and previous research based on empirical data [24].

B. The Operational Definition Variables and Measurement

Procedural justice. Justice related to students' perceptions of the procedures used by the lecturers in determining the value of students. Measured by seven items of Thibaut and Walker (1975) and Leventhal (1980).

Distributive justice. Justice related to students' perceptions of the outcomes or their grades. Measured by the fourth item from Leventhal (1980).

Commitment. The identification with and involvement of students in the lecture. It includes a strong belief in and acceptance of the purposes and values (identification), willingness to expend great effort as lecturers desired and/or agreements between lecturers and students (involvement), and a strong desire to keep attending lecture organized lecturer (loyalty). Measured by 17 item from Chen *et al.* (2002).

Performance. Fulfillment of tasks and responsibilities related to the duties and basic competency test held by lecturers. Measured by students' GPA.

still no significant effect on student performance. While the commitment to lecturers formed due to justice felt by students.

The argument can be presented here is that students' commitment to lecturer is less likely to be revealed through indicators within the questionnaire used in this study. As student responses to other variables, there is plenty neutral response to this variable, particularly to lecturers-related statements. Thus, it is possible that the data obtained may reflect the lack of real commitment. This needs attention in subsequent studies, both in indicator and scale.

Another thing to think about is the possibility of an indirect relationship between commitment and performance. That is the possible existence of other variables that mediate or moderate the effect of commitment on performance. For example, if they really correct the assignments given by lecturers, this will motivate students to do the job according to the lecturers' orders. Previous study finds that relationship between commitment and performance does not occur directly but depend on other variables [27]. In that study, it is clear that the employees'

C. Data Analysis

To test the hypotheses that have been formulated, this study uses regression analysis [25].

IV. DATA ANALYSIS AND DISCUSSION

Before testing the hypotheses, the instrument must have passed the validity and reliability test. Except seven commitment items, all instrument are valid and reliable.

The results of hypothesis testing show that commitment to lecturers does not significantly affect the performance of the students. Similarly, when distributive justice and procedural justice controlled commitment does not significantly affect the performance of students. While procedural justice and distributive justice significantly affect the students' commitment to the lecturers.

This study finds that commitment to lecturers does not significantly affect student performance (students' GPA). That is, when students have commitment to lecturers, it does not necessarily make student's GPA increased. These findings are in contrast to the theory of reasoned action (Theory of reasoned Action / TRA), which states that certain attitudes will relate to the behavior only when all the targets attitudes and behaviors are, the same [26]. According to this theory, when students have commitment to lecturers, they will behave in accordance with the lecturers desired, so their GPA increases. However, these results do not support it.

Similarly, when a commitment to lecturers together with distributive justice and procedural justice regressed with student's performance, there is

commitment affects the performance depends on the dimensions of power distance.

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