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ORGANIZATIONAL COMMITMENT OF MUHAMMADIYAH UNIVERSITY LEADERS IN INDONESIA

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Abstract

Purpose of the study: This study aims to examine the organizational commitment of Muhammadiyah university leaders in Indonesia. In this study, we describe factors of organizational commitment and explain those factors partially.

Methodology: This design of this study is quantitative. We conduct surveys involved 120 respondents from 12 Muhammadiyah universities. In this study, we use purposive sampling methods with the student body of the university and size of academic board as special characteristics of the samples.

Results: The results of this study indicate that the affective commitment of all Muhammadiyah university leaders is more glaring with high trust and great loyalty to their organization as major features. They run the organization guided by the concept of *amar ma'ruf nahi mungkar* (spreading goodness and eradicating badness).

Implications: Muhammadiyah universities need to compare their leader's commitment before and after accommodating regulation about university governance. This could be a foundation to build a strategic approach for organizations in order to achieve their mission.

Novelty/Originality: This study analyzes commitment, governance and shared the vision of one of the largest Islamic organizations in the world. It also discusses university governance generally.

Keywords: *organizational commitment, affective commitment, trust, loyalty.*

INTRODUCTION

Organizational commitment has been studied in varies organizations. Organizational commitment is an important measure of organizational performance (Wong, *et al*, 2002). In fact, organizational commitment has a direct impact on organizational performance (Indarti, *et al*, 2017). Organizational commitment is related to the willingness to stay in the organization; moreover, it is related to motivation, role clarity, and human resource capabilities. Organizational commitment is a top-down process. It related to leadership commitment for the organization. Leadership commitment can improve leadership relationships between corporate governance and organizational performance (Salin *et al*, 2019). Organizational commitment is a result of clear and good organizational governance.

Ethical commitment from leaders has proven significant in improving the leadership relationship between corporate governance and company performance (Salin *et al*., 2019). Individuals who understand their roles and responsibilities will have good performance based on regulation or rules within the organization. Organizations must put their best effort to arrange ethical compatibility among their employees. Furthermore, perceptions of ethical congruence positively influence an individual's affective commitment towards the organization and reduce employee turnover intention (Appelbaum et al, 2009). Human resources who suffer role ambiguity will reduce their organizational commitment (Garcia_and_Herrbach, 2010).

Organizational commitment consists of three components: affective commitment, continuous commitment, and normative commitment (Meyer_and_Allen, 1997). Affective commitment leads to the linkage among employees' emotions, identification, and involvement in the organization. Continuous commitment shows that there are considerations of profit and loss within the employee related to the desire to keep working or even leave the organization. Continuous commitment is the awareness of the impossibility to choose another social identity or alternative behavior due to the threat of large losses. Employees who primarily work based on this continuous commitment stay in the organization because they need to do so and there is no other choice. Whereas, normative commitment reflects the feeling of being obliged to continue working in the organization. This means that employees who have a high normative commitment feel that they are obliged (ought to) to stay in the organization.

Research on commitment in the university has also been conducted in which the results state that commitment affects organizational performance (Oludayo *et al*, 2018; Prasojo *et al*., 2019). The study identified factors influencing organizational commitment and determined personal characteristics, job satisfaction and two dimensions of organizational justice (distributive justice and procedural justice) towards organizational commitment. Work commitment and fatigue are more associated with motivation towards instructional leadership roles than the other two roles that inform the diagnosis of work-related problems that enable the targeted support (Al_Musadieq *et al*, 2018). The results of his research show that personal characteristics, aspects of job satisfaction and two dimensions of organizational justice simultaneously influence lecturers' organizational commitment, while distributive justice and trust in management are strongly correlated with commitment. This research used university leaders, the

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University Senate, the Daily Trustees, and the Higher Education Council at Muhammadiyah University because the subject of the leadership of Muhammadiyah University is the board structure.

Efforts to build commitment, to build credibility among stakeholders and to set the criteria for measuring member responsibility are important for achieving university progress (Osafo and Yawson, 2019). Research on organizational commitment in university has also been conducted in Indonesia, yet the research was not related to the corporate governance aspect.

Human resources cannot be separated from organizational culture. Organizational culture is formed by the role of human resources'function in creating, developing, maintaining, and upholding cultural norms (Smith, *et al*, 2018). The system of organizational culture and human resources management is proven to influence the effectiveness of achieving organizational performance (Chew *et al*, 2005).

Research on organizational commitment has been carried out in various different industries, organizations, and countries. Research on the public sector has been carried out to examine the relationship between the role of stress and organizational commitment in public sector employees in St Lucia (Addae and Parboteeah, 2008). The results of the study indicate that conflict and role ambiguity negatively affect the affective and normative commitment, yet have no effect on continuous commitment. This study used variables related to the structure and governance mechanism in terms of university governance that is linked with organizational commitment at Muhammadiyah Universities. Compared the organizational commitment of faculty members and the role of leaders in universities in Iran and India. The stakeholders of governance within Muhammadiyah Universities are running on their own, fewer firms on commitment and less obedient to governance best practices, the results of decisions in meetings are often not adhered to. Human resources are the key to the triumph and success of an organization (Danish and Usman 2010). The best working performance from a university also requires qualified human resources.

Human resources in each organization are one of the determinants of existence and role to contribute to achieving organizational goals effectively and efficiently (Amin *et al*., 2014). To achieve effective and efficient organizational goals require human resources or employees who have high commitment (Allen and Meyer, 1990). The commitment of human resources significantly affects the performance of human resources of an organization (Raharjo *et al*, 2018). Organizational commitment plays a significant role in organization. How organizational commitment works in higher education organizations? Are there any differences in organizational commitment among leaders of the organization? These two questions are the main issues in this study/ Thus, this study aims to examine organizational commitment of Muhammadiyah university leaders. Organizational commitment focuses on three components including, affective commitment, continuous commitment, and normative commitment (Allen and Meyer, 1990).

LITERATURE REVIEW

Commitment

Commitment delineates the responsibility of human resources, representing feelings towards the organization. Indarti, *et al*, (2017) declares organizational commitment is the level of trust and acceptance of individuals towards organizational goals, more than that, the desire to remain in an organization. Jawaad *et al*., (2019) states that organizational commitment is an individual's acceptance of organizational goals and values, defined as a willingness to be dedicated. Gonzalez and Guillen (2008) defines organizational commitment as relative strength, the process of identifying and involving individuals in an organization. Al Jabari and Ghazzawi (2019) explains that organizational commitment is an attitude related to loyalty, an ongoing process and attention to organizations that have an impact on success and prosperity. Commitment measures give birth to a strong desire to remain a member of a particular organization and a commitment to the values and goals of the organization (Al Jabari and Ghazzawi, 2019). Institutional work discusses agencies at the daily level, exploring how actors create, maintain and confuse the institutional context in which they are involved (Lewis *et al*, 2018).

Organizational commitment consists of trust and strong acceptance of the values and goals of the organization, the desire to work hard for the progress of the organization and the willingness to stay and be part of the organization (Kara, 2019). The nature of organizational commitment is divided into three, including the willingness to benefit the organization, the willingness to stay as a member and trust and strong acceptance of the goals and values of the organization (Gonzalez and Guillen, 2008).

Human resource management (HRM) promises three things that are not covered in personal management, (1) employee relations and company strategy, (2) efforts to get employee commitment beyond just completing work, (3) attention to aspects of employee behavior. The aspect of organizational justice is very important for commitment and tackling crime in the work environment and reducing the presence of protests (Jawaad et al, 2019). More than that, commitment is the distinguishing factor between HRM and personnel management. Research on organizational commitment began to be carried out after development by Meyer and Allen, (1997). There is research in this area by Kara (2019) and Al Musadieq *et al* (2018) also do the same thing about individual attitude factors that lead to innovative humans and improve organizational performance.

Thus organizational commitment is the level of acceptance or trust in organizational goals and self-dedication to

achieve organizational goals. This study seeks to determine the commitment of Muhammadiyah Higher Education's leaders. This study considers three dimensions of organizational commitment (Allen_and_Meyer, 1990); affective commitment that shows emotional attachment among members, identification and involvement and willingness to stay outside economic considerations. Affective commitment is developed based on psychological considerations because it involves continuance commitment that shows consideration of profit and loss, related to the desire to keep working. In other words, continuance commitment is motivated by economic considerations. Normative commitment reflects the obligation to work in the organization. With good normative commitment someone feels obliged to live in an organization.

METHODOLOGY

The research design of this study is a quantitative descriptive. This design is appropriate to describe organizational commitment at Muhammadiyah University. The sampling method in this study is census. The respondents of this study were Rector, Daily Advisory Board, and Academic Senate by which all of those three were university leaders as well as Muhammadiyah Higher Education Council. The time of the research in this study used cross-sectional study.

Table 1: List of Muhammadiyah Universities. (Source: Muhammadiyah Higher Education Council 2013)

No	Name of Muhammadiyah University
1	Muhammadiyah University of Ahmad Dahlan
2	Muhammadiyah University of Aceh
3	Muhammadiyah University of Bengkulu
4	Muhammadiyah University of Buton
5	Muhammadiyah University of Cirebon
6	Muhammadiyah University of Gresik
7	Muhammadiyah University of Gorontalo
8	Muhammadiyah University of Jakarta
9	Muhammadiyah University of Jember
10	Muhammadiyah University of Kendari
11	Muhammadiyah University of Kupang
12	Muhammadiyah University of Lampung
13	Muhammadiyah University of Luwuk
14	Muhammadiyah University of Magelang
15	Muhammadiyah University of Makasar
16	Muhammadiyah University of Malang
17	Muhammadiyah University of Maluku Utara
18	Muhammadiyah University of Mataram
19	Muhammadiyah University of Metro
20	Muhammadiyah University of Palangkaraya
21	Muhammadiyah University of Palu
22	Muhammadiyah University of Palembang
23	Muhammadiyah University of Parepare
24	Muhammadiyah University of Ponorogo
25	Muhammadiyah University of Pontianak
26	Muhammadiyah University of Prof. Dr. Hamka
27	Muhammadiyah University of Purwokerto
28	Muhammadiyah University of Purworejo
29	Muhammadiyah University of Riau
30	Muhammadiyah University of Semarang
31	Muhammadiyah University of Sidoarjo
32	Muhammadiyah University of Sorong
33	Muhammadiyah University of Sukabumi
34	Muhammadiyah University of Sumatera Barat
35	Muhammadiyah University of Sumatera Utara
36	Muhammadiyah University of Surabaya
37	Muhammadiyah University of Surakarta
38	Muhammadiyah University of Tangerang
39	Muhammadiyah University of Tapanuli Selatan
40	Muhammadiyah University of Yogyakarta

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We obtain 120 respondents from 19 Muhammadiyah Universities registered in the Higher Education Council. Data were collected through questionnaires that were done by sending a list of questions by post to the management of Muhammadiyah Universities in Indonesia as many as 40 envelopes consisting of (1). Rector, (2). Chairperson, secretary and 3 members of the university's Academic Senate (3). Chairperson, secretary and 3 members of the Daily Advisory Board, (4) Seven administrators and members of Muhammadiyah Higher EducationCouncil.

The methods to measure the variable include (1) Organizational commitment measuring individual scores based on three components of organizational commitment, namely affective commitment, continuance commitment, and normative commitment with the involvement in the organization because of emotional, investment, and employee loyalty and obligations of the employees in the organization. Organizational commitment is a strong desire to maintain their own desires within the organization and is willing to make high efforts to achieve organizational goals (Gonzalez_and_Guillen, 2008). This study will focus on the commitment of individual leaders of Muhammadiyah Higher Education (Rector, Daily Advisory Board, University Senate, and Higher Education Council) in allocating resources and work. Meanwhile, measuring commitment of Muhammadiyah Higher Education leaders used an instrument developed by Meyer et al. (1993) using a 5-level Likert scale from 1 strongly disagreeing to 5 strongly agree. Affective commitment, continuous commitment, and normative commitment were measured using eight items of questions. Overall, there were twenty-four items of questions to measure organizational commitment. (2) Normative commitment is a commitment based on the individual's obligation to stay in the organization (Meyer and Allen, 1990). The normative commitment was measured by eight-question scale that was a questionnaire developed by Allen_and_Meyer (1990). Each question item was measured by five scales ranging from strongly agree, agree, neutral, disagree, strongly disagree with values ranging from 5 to 1. The indicator used was frequent transfer of positions from institutions to other places, hence there is no loyalty. Moreover, it even was not ethical. Loyalty is a moral obligation that educates loyalty as loyalty is a wise step. (3) Affective commitment is the emotional involvement of members and the willingness of members to continue working which arises from his personality, not economic considerations (Allen_and_Meyer, 1990).

The affective commitment was measured by eight-question items adapted from a questionnaire developed by Allen_and_Meyer (1990). Each question item was measured by five scales ranging from strongly agree, agree, neutral, disagree, and strongly disagree with values ranging from 5 to 1. The indicators used were pride, happiness, institutional problems as personal problems, institutions become part of family and have sincere great meaning;hence, it is not easily bound by other institutions. Thus, it was due to an emotional bond. (4) Continuous commitment is a commitment that is based on economic considerations (profit and loss) of the individuals who want to survive in the organization because there is no other choice (Allen_and_Meyer, 1990). The continuous commitment was measured by eight-question items adapted from a questionnaire developed by Allen_and_Meyer, 1990. Each question item was measured by five scales ranging from strongly agree, agree, neutral, disagree, strongly disagree with values ranging from 5 to 1. The indicators used in this study are the fear of not getting a position elsewhere, because it will disrupt life, and will experience great losses and sacrifices. This was due to the scarcity of opportunities to serve elsewhere, so serving at certain institutions is a need as well as a desire.

RESULT AND DISCUSSION

There are 120 questionnaires that can be processed from a total of 447. They are graduates of bachelor (S1), Masters (S2) and Doctor (S3). The highest number of S2 graduates was 63 people or 52.50%. Based on functional positions, respondents were divided into Expert Assistants, Lectors, Head Lectors, and Professors where the highest number of respondents who served as Head Associates was 52 people or 43.33%. Based on tenure, the most respondents were those who had worked less than 4 years, as many as 71 people or 59.17% and the least respondents were those who had worked in the range of 17 to 24 years, as many as 11 people or 9.17 %. The average respondent worked for 8.22 years. Median and Mode of tenure are 4. Mean, median and mode represent that respondents are dominated by new officials. The data represent that the lowest tenure is 1 year and the longest is 36 years.

Table 2: Level of Response (Source: Data processed in 2014)

Questionnairesent to Muhammadiyah Universities and Higher Education Council	Total	%
Unreturned Questionnaire	447	100,00
Returned Questionnaire	(324)	(72,48)
Questionnaire filled incompletely	123	27,52
Questionnaire filled completely and can be processed	(3)	(0,67)
Total	120	26,85

Table 3: Characteristics based on latest education (Source: Data processed in 2014)

Variable of Respondents' Identities	Category	Total	%
Latest Educational Degree	S1	22	22

	S2	63	63
	S3	35	35
		120	120

Table 4: Characteristic based on functional positions (Source: Data processed in 2014)

Variable of Respondents' Identities	Category	Total	%
Functional Position	Expert Assistant	19	15.83
	Lector	32	26.67
	Head of Lector	52	43.33
	Professor	17	14.17
		120	100

Table 5: Respondent characteristic based on tenure (Source: Data processed in 2014)

Variable of Respondents' Identities	Category	Total	%
Tenure	< 4 years	71	59.17
	4 - 8 years	12	10.00
	9 - 16 years	18	15.00
	17 - 24 years	11	9.17
		8	6.67
		120	100

Table 6: Respondent profile based on tenure (Source: Data processed in 2014)

Number of Respondents	Mean	Median	Mode	Minimal	Maximal
120	8.22	4.00	4.00	1.00	36.00

This research went through the stages of convergent and discriminant validity test. Convergent validity tests are used to measure those indicators in the same construct that must be correlated. The loading factor in the convergent validity test must be more than 0.50. A loading factor of less than 0.50 indicates that the items in the construct are invalid and should not be loaded in the construct. The high loading factor value reflects the high correlation between items and can be declared valid to be contained in the construct. Indicators of convergent validity in this study are AVE> 0.50 and Communality> 0.50. Thus the indicator will be deleted if it is less than 0.50. AVE and Communality (continuance, function and structure commitment) have a value of less than 0.50, so it is necessary to consider the value of cross-loading (Table 7).

Questions number 9 and 11 on structure and function variables, question number 2 on the continuance commitment variable and question number 3 in normative commitment are excluded from the measurement model because they have a cross-loading value of less than 0.50 (Table 8).

In the discriminant validity test, the indicators in one construct should not correlate with each other in the other constructs. The correlation value of the indicator to the construct must be greater than the correlation value between the indicator and other constructs and the root of AVE for each construct must be greater than the correlation between the other constructs in the model.

Reliability tests indicate the stability and consistency of the instrument in measuring concepts and assist in the determination of measurements (Fink and Gunasekaran, 2006). The reliability test determines that Cronbach's Alpha value must be greater than 0.50 and Composite Reliability must be more than 0.70. In general, it can be stated that this research instrument is valid because it meets the specified criteria (Table 10). This research instrument meets the criteria of convergent and discriminant validity and is reliable. This research instrument is suitable for hypothesis testing.

Table 7: Iteration overview of algorithm PLS (Source: Output SmartPLS ver 2.0 M3 in 2014)

	Validity Test		Reliability Test	
	AVE	Communality	Composite Reliability	Cronbach's Alpha
Affective Commitment	0.510558	0.510558	0.890736	0.859501
Continuous Commitment	0.454614	0.454614	0.853436	0.820543
Normative Commitment	0.511810	0.511807	0.889141	0.868349
Mechanism	0.590155	0.590156	0.876438	0.826226
Structure	0.466297	0.466297	0.938379	0.931029

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Table 9: Iteration Overview of Algorithm PLS after Elimination (Source: Output SmartPLS ver 2.0 M3 in 2014)

	Validity Test		Reliability Test		R Square
	AVE	Communality	Composite Reliability	Cronbach's Alpha	
Affective Commitment	0.510428	0.510428	0.890665	0.859501	0.206201
Continuous Commitment	0.524565	0.524565	0.884751	0.854777	0.158247
Normative Commitment	0.566777	0.566774	0.900602	0.885826	0.149950
Mechanism	0.590176	0.590176	0.876412	0.826226	
Structure	0.508615	0.508615	0.942771	0.937024	

Table 11: List of questions

No.	Questionnaire Questions	Loading Factor
Affective Commitment		
1	I am proud of Muhammadiyah University	0.839220
2	I am glad to complete my tenure at Muhammadiyah University	0.526527
3	I consider the problems at Muhammadiyah University as my personal problems	0.773500
4	I am not easily bounded with other organizations as I have been with Muhammadiyah University	0.699699
5	I feel that I become a part of Muhammadiyah University	0.732863
6	I am emotionally attached to Muhammadiyah University	0.801374
7	Muhammadiyah University has a great meaning for me	0.533852
8	I feel that I own Muhammadiyah University with all my heart	0.741441
Continuous Commitment		
9	I am worried about what will happen if I retire before my tenure is due in Muhammadiyah University without having an equal or better position in other organizations	0.773500
10	It is hard for me to leave my position at Muhammdiyah University now though I want to	0.553852
11	Many things in my life will be ruined if I decide to retire from my position at Muhammdiyah University now	0.633852
12	I will get the loss if I leave my position at Muhammadiyah University right now	0.839220
13	Being in a position at Muhammadiyah University right need is my need as well as my desire	0.539805
14	I think only a little opportunity available if I leave my position right now	0.591159
15	One of the serious consequences in leaving the position in Muhammadiyah University right now is the scarcity of available alternative opportunities to get the position in other organizations	0.620715
16	Leaving a position at Muhammdiyah University right now needs a great personal sacrifice as other organizations may not give equal or more benefits	0.471058
Normative Commitment		
17	Recently an official often moves from one organization to another	0.290942
18	I do not believe that an official has to be loyal towards his organization	0.489105
19	Moving from the position in Muhammadiyah University to other organization right now is not ethical for me	0.589351
20	Loyalty is important, hence being in a position in Muhammadiyah University is a moral obligation	0.589351
21	If I am offered for a position in other organizations before my tenure at Muhammadiyah University is due, I do not think that the offering is an appropriate reason to leave the organization	0.271492
22	I am taught to be loyal in one organization	0.209611
23	It is better for me to work right now until I complete my tenure	0.486316
24	I think that an official that is loyal towards Muhammdiyah University is a wise doing	0.273086

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Organizational Commitment

Regarding affective commitments (Table 12), there were 71.25 (59.38%) responses strongly agreed and this was the highest answer. Specifically for Daily Advisory Boarding respondents, the majority of responses were strongly agreed by 58.11%. These results indicate that most of the Daily Advisory Boarding have affective commitment. For the chancellor official, the highest response was strongly agreed by 68.38% with a mode value (93) greater than the average (27.20) and the median (68). This value indicates that most of the Chancellors have effective commitments. The same thing also happened in the senate circles where the highest response was strongly agreed (55.68%) with the mode value (176) greater than the average (70.40) and the median (176). This indicates that most of the Senate have effective commitments. All Higher Education Councils (100%) responded strongly agree on affective commitment. Descriptive analysis results show that the mode> median> arithmetic mean in the Daily Advisory Boards, Rectors and Senates at Muhammadiyah Higher Education indicate a strong emotional attachment. This indicates high dedication and responsibility in carrying out the task. This result is consistent with the opinion of Jawaad et al (2019) that organizational commitment is a continuing loyalty in the organization.

Regarding Continuance commitments (Table 13), there were 64.71% of the responses strongly agreed and this became the highest answer with mode values (88) greater than the mean (27.20) and median (68) among the chancellors. Specifically for Daily Board Advisory respondents, the majority of responses were strongly agreed by 50.00%. These results indicate that most of the Daily Advisory Boarding have a continuance commitment. The same thing also happened in the Senate circles where the highest response was strongly agreed (54.55%) with a mode value (192) greater than the average (70.40) and median (176). This indicates that most of the Senate have a continuance commitment. At the Higher Education Council, there are 75% of responses that strongly agree with continuance commitments. Descriptive analysis results show that the mode> median> arithmetic mean in the Daily Advisory Boards, Rectors and Senates at Muhammadiyah Higher Education indicate that they have received good economic compensation, although they still consider the hope of getting a financial bonus. Therefore the Daily Advisory Boards, Rectors, and Senates work well by considering financial bonuses. The Higher Education Council always encourages the advancement of Muhammadiyah Higher Education. The results of this study are not in line with the opinion of Allen and Meyer (1990) who highlight that commitment is solely given to transactional economic interests.

Regarding Normative commitments (Table 14), there were 49.27% of responses strongly agreed. Among the Daily Board of Trustees, there is the highest response that very agrees (46.27%) with a mode value (211) greater than the mean (91.20). Especially for Rector respondents, the majority of responses was strongly agreed with 66.91% with mode (91) greater than mean (27.20) and median (68). This result indicates that most of the Daily Advisory Boarding have normative commitment. The same thing also happened in the Senate circles where the highest response was strongly agreed (45.74%) with a mode value (175) greater than the mean (70.40) and median (176). This indicates that most of the Senate have normative commitments. At the Higher Education Council, there are 56.25% of the responses strongly agree on normative commitment. The results of the descriptive analysis showed that Muhammadiyah Higher Education officials had carried out their duties by maintaining the organization's norms and values.

Table 12: Respondent's answer for questions about affective commitment (Source: data processed in 2014)

Affective Commitment	Answer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Overall Respondents	Total	4	6	29	351	570	960
	%	0.42	0.63	3.02	36.56	59.38	100
	Average	0.50	0.75	3.63	43.88	71.25	120
Daily Advisory Board	Total	4	4	19	164	265	456
	%	0.88	0.88	4.17	35.96	58.11	100.00
	Average	0.50	0.50	2.38	20.50	33.13	57.00
	Mean	91.2					
	Median	228					
	Mode	265					
Rector	Total	0	1	3	39	93	136
	%	0	0.74	2.21	28.68	68.38	100
	Average	0	0.13	0.38	4.88	11.63	17
	Mean	27.2					
	Median	68					

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	Mode	93					
Senate	Total	0	1	7	148	196	352
	%	0	0.28	1.99	42.05	55.68	100
	Average	0	0.13	0.88	18.50	24.50	44
	Mean	70.4					
	Median	176					
	Mode	196					
Higher Education Council	Total	0	0	0	0	16	16
	%	0	0	0	0	100	100
	Average	0	0	0	0	2	2

Table 13: Respondent's answer for questions about continuous commitment (Source: data processed in 2014)

Continuous Commitment	Answer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Overall Respondents	Total	244	1.25	8.25	171.38	250.13	675
	%	25.42	0.13	0.86	17.85	26.05	70.313
	Average	30.50	0.16	1.03	21.42	31.27	84.375
Daily Advisory Board	Total	14	19	28	167	228	456
	%	3.07	4.17	6.14	36.62	50	100
	Average	1.75	2.38	3.5	20.88	28.5	57
	Mean	91.2					
	Median	228					
	Mode	228					
Rector	Total	2	9	6	31	88	136
	%	1.47	6.62	4.41	22.79	64.71	100
	Average	0.25	1.13	0.75	3.88	11	17
	Mean	27.2					
	Median	68					
	Mode	88					
Senate	Total	3	14	14	129	192	352
	%	0.85	3.98	3.98	36.65	54.55	100.00
	Average	0.38	1.75	1.75	16.13	24.00	44.00
	Mean	70.4					
	Median	176					
	Mode	192					
Higher Education Council	Total	0	0	2	2	12	16
	%	0	0	12.5	12.5	75	100
	Average	0	0	0.25	0.25	1.5	2

Table 14: Respondent's answer for questions about normative commitment (Source: data processed in 2014)

Normative Commitment	Answer	Strongly Disagree	Disagree	Neutral	Agree	strongly agree	Total
Overall Respondents	Total	10	21	42	412.00	473.00	958
	%	1.04	2.19	4.38	42.92	49.27	99.79
	Average	1.25	2.63	5.25	51.50	59.13	119.75
	Total	9	17	23	196	211	456

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Daily Advisory Board	%	1.97	3.73	5.04	42.98	46.27	100
	Average	1.13	2.13	2.88	24.50	26.38	57
	Mean	91.2					
	Median	228					
	Mode	211					
Rector	Total	0	0	5	40	91	136
	%	0.00	0.00	3.68	29.41	66.91	100
	Average	0.00	0.00	0.63	5.00	11.38	17
	Mean	27.2					
	Median	68					
	Mode	91					
Senate	Total	0	4	12	175	161	352
	%	0.00	1.14	3.41	49.72	45.74	100.00
	Average	0.00	0.50	1.50	21.88	20.13	44.00
	Mean	70.4					
	Median	176					
	Mode	175					
Higher Education Council	Total	1	0	3	3	9	16
	%	6.25	0	18.75	18.75	56.25	100
	Average	0.13	0	0.38	0.375	1.13	2

CONCLUSION

It is obvious that the affective commitment of Muhammadiyah university leaders is very high. Their level of trust and loyalty towards the organization can be relied upon. Affective commitment is a result of economic benefit and incentive policy. However, trust and loyalty of Muhammadiyah leaders appear as a result of their beliefs to organization values. They believe that Muhammadiyah University is upholding the principle of Amar Ma'ruf Nahi Munkar or upholding goodness and eradicating evil. This study gives information that as an organization, Muhammadiyah universities has uniqueness in their value. This uniqueness could be competitiveness for Muhammadiyah universities.

Implications of this study are; Muhammadiyah Universities should consider economic incentives to strengthen leaders' commitment. However, those incentives should be related to their performance as leaders. Trust and loyalty to Muhammadiyah Universities are result of beliefs in organization's value. In order to strengthen and improve trust and loyalty, organization should increase the quantity of value internalization among leaders. Value internalization activities such as training, workshop and mentoring should be carried out periodically for leaders and prospective leaders.

Limitations of this study are: this study can't explain the relationship between affective commitment, trust, and loyalty. For future study there's should be research to develop model of affective commitment, trust, and loyalty. This study also does not explain how affective commitment will affect an organization's performance. We suggest that in the future there's should be a study to explore the effect of affective commitment to performance.

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