

The Effect of Disrupting Changes on Senior Lecturers Performance

Sutrisno¹, Prayitno^{1,2}, Mahben Jalil³

¹ UPGRIS Semarang, Indonesia

² Politeknik Trisila Dharma, Indonesia

³ Universitas Pancasakti, Tegal, Indonesia

*Corresponding author e-mail: pra.yitno.py17@gmail.com

Article Info

Keywords:

Change, Emotional Work Community (EWC), Organizational Commitment, Senior Lecturer, Work Ability

JEL Classification:

O15, F31, O24

DOI:

10.33830/jom.v15i2.702.2019

Abstract

Rapid external changes without being followed by internal changes will have a negative impact on tertiary institutions. Internal change begins with the ability of senior lecturers because they are at the forefront in following changes. Organizational commitment is evidenced by the high quality of the lecturers' work ability. This study utilized combined research methods or exploratory mix methods with data taken from forlap dikti and Sinta, and quantitative and qualitative analysis using WAI (Work Ability Index). Results of the study showed that the work ability of senior lecturers is lacking (0.1-1), while organizational commitment is still low as evidenced by the results of scientific journals during the past three years. The innovation of this study is the Emotional Work Community (EWC) as a concept model to improve lecturers' performance abilities that are lacking.

Introduction

Rapid changes in the external environment require changes to the internal environment in order to be able to keep up with the dynamism of developing needs. Changes have been successfully carried out by international companies such as Unilever (Unilever, 2018), Toyota (Astra, 2018), and the e-commerce giant Ali Baba (Finansialku.com, 2019); while Indonesian companies have also managed to keep up with world-level changes such as the online transportation company Gojek (Bisnis.com, 2019), Bank BCA (BCA, 2015), the multimedia company MNC Corp, (Global Mediacom Tbk., 2018) as well as the growth of various start-ups that dominate online sales. However, changes in the tertiary environment as a place of knowledge creation and source of knowledge are questioned by stakeholders because they are late in responding to external changes.

Internal delays in tertiary institutions (lecturers and organizations) responding to external changes (business, industry, practical) result in a mismatch between the tertiary institutions and the industrial world, which leads to an increase in unemployment every year for higher education graduates. There are delays in the internal environment of universities in responding to the changes and needs of the industrial world for human resources (HR) who are ready to work. Companies (industries) have policies of providing HR by conducting independent tests and competency certification to prospective workers while the candidates' diplomas are only

considered as a supplementary administration. The internal changes in tertiary institutions should respond earlier to external changes (industrial, practical, corporate) so the mismatch does not occur.

Changes to tertiary education in Indonesia are slow to occur, despite pressure from the government through direct or indirect warnings that universities do not follow changes will experience permanent closure. Extensive research on institutional barriers to innovation and change explains several reasons why tertiary education moves slowly in meeting new challenges (Armstrong, 2019). A senior lecturer is generally wary of changes that challenge old assumptions and requires time to change because of the consequences of these changes; hence they must start from the beginning and learn the new skills needed to succeed. Higher education comprises of senior and junior lecturers with differing views on change, and thus must resolve problems not only relating to lecturers but by the changes themselves.

Senior lecturers in universities who are considered successful often have internalized key aspects of the change process and have tried to maintain quality in their fields as senior lecturers; changes in these key aspects have lower quality implications. In the span of more than 74 years, higher education in Indonesia has experienced various changes in the concept of education, but there has never been a significant change to policies relating to senior lecturers. Since the new Industrial Revolution 4.0 boom was felt in Indonesia in 2015, tertiary institutions have faced great challenges and experienced major transformations in their nature and scope, governance structure, nature and value of knowledge, as well as the relationship with the economy and society (Glasby, 2015).

The first step taken by the Ministry of Research, Technology, and Higher Education in responding to changes in the external environment was by changing the internal environment through the concept of the tri dharma of higher education, which comprises of teaching, research and community service. The Ministry of Research, Technology and Higher Education has an ambition to produce the highest volume of research in the Southeast Asia region (ASEAN). However, the research produced by lecturers in Indonesia is generally not followed by work ability and organizational commitment. Nevertheless, according to a report issued by the Ministry of Research, Technology and Higher Education, Indonesian scientific research has succeeded in surpassing other ASEAN countries in the form of publications.

A good university is determined by fulfilling the Tri Dharma of higher education namely research, teaching and community service. However, only scientific journal research publications are considered as the benchmark for a tertiary institution to become world class. The assessment of scientific journal publications is focused on the H-Index, which includes five indicators: (1) number of documents or publications, (2) number of publications worthy of quotation (citable documents), (3) number of quotations (citations), (4) number of own quotations (self-citations), and (5) number of quotations per document (citations per document). Indonesia ranks third in international publications among ASEAN countries (Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia, 2017), with a total of 16,147 journal publications. Indonesia also has a ranking of fifty-five in the Scientific Journal Ranking among ASEAN Countries with a total of 54,146 journal documents with an H-Index of 175.

Indonesia has improved in the International Publications rankings beating out Thailand, the Philippines, Vietnam and surpassed the Phillipines and Vietnam in the Scientific Journal rankings. However, the validity of the report was questioned, including the fact that only 32,592 PhD graduate lecturers were recognized out of a total of 202,690 permanent lecturers (Kementerian Riset, Teknologi, dan Perguruan Tinggi Republik Indonesia, 2017), whereas according to the Law of the Republic of Indonesia Number 14 of 2005 the minimum requirement for lecturers are graduates of the master program for diploma or degree programs and doctoral program graduates for postgraduate programs. According to forlap Dikti, the total number of lecturers amounted to 293,746, comprising of 165,772 male lecturers and 127,974 female lecturers. This affects the comparison between the number of lecturers and the number of

scientific journal publications, where lecturer productivity is only 0.05%. In terms of scientific journal ranking, documents that can be cited numbered to 51,665, the number of citations were 380,569, and quoting themselves totaled 50,906. From this data it can be interpreted that international journal publications in Indonesia are mostly for their own consumption, meaning that the quality of journals for the world community can be considered low.

The work and organizational commitment abilities of senior lecturers (head lecturers) are issues that must be addressed so that internal changes can be implemented through Tri Dharma. This will reduce the university's mismatch with the skills needed for various industries, where useful research results from lecturers will be used by industries and taught by lecturers in class. Work ability is a balance between human resources and work demands, as well as aspects such as the work community, management, and the micro and macro environment outside work life (Hetzl and Baumann, 2014), (Lin, Wang, and Wang, 2006), (Shakil, 2015), (Gould et al., 2016). While organizational commitment is a state of commitment to assist in the achievement of organizational goals and involves the level of identification, involvement, and loyalty (Mahar, 2004). This is an emotional response that can be measured through people's behavior, beliefs, and attitudes and can range from very low to very high. John (1997), Sinclair et al. (2005) have identified three types of organizational commitment: affective, continuance, and normative.

Affective commitment relates to the emotional attachment between lecturers and universities. Senior lecturers with strong affective commitments believe their values are compatible with other fellow lecturers and feel emotionally attached to and identify with universities. Affective commitment is closely related to social exchange, so senior lecturers are expected to exchange knowledge with junior lecturers. The effect of affective commitment will lead to high performance in tertiary institutions so that mutual treatment between senior and junior lecturers and tertiary institutions is needed, for example: trust, safe conditions, fair compensation (Sinclair et al., 2005).

Continuous commitment is defined as the desire to remain a member of the organization (Lin and Wang, 2012). The research of Jaros (2007) states that continued commitment is an investment for the organization. Higher education institutions that have senior lecturers who are experts in their fields are investments which can enhance the skills valued by the organization, and senior lecturers who are experts in their fields have greater opportunities to choose to work at other tertiary institutions compared to junior lecturers who are not. Therefore, Shore et al. suggest that senior lecturers with good levels of expertise have less continuing commitment than junior lecturers. This opinion is corroborated by Balyer (2015) who describes that ongoing commitment is a willingness to remain in the organization because investments are "not transferable", which includes things such as pensions, relationships with others, or things that are specific to the organization.

The last of the three organizational commitments is the normative commitment that occurs when senior lecturers are committed because of the moral obligation to remain in the organization (universities) where they feel that they must remain in the organization (Sow, Anthony, and Berete, 2016). Normative commitment may have different effects on the behavior of senior lecturers. The results showed a negative and significant relationship between normative commitment and intention to move from the current organization (Boehman, 2006). Along with the development of technology and demands for change, the concept of work in higher education also needs to change in an attractive and natural way to follow the needs of the workforce.

New technology enables increased interaction, connectivity, access, and depth of information while improving the abilities of young (junior) lecturers. On the other hand, senior lecturers often feel threatened by the presence of many young lecturers. While the freedom previously experienced by senior lecturers has a high degree of flexibility because they are not bound to work on the Tridharma of higher education, but with the present condition senior lecturers must interact more often with junior lecturers in sharing knowledge so connectivity occurs; some authors argue that increased connectivity leads to increased connection to the

workplace. The research of (Musabah, Mohamad, and Affairs (2017) show that all sub-organizational organizational commitments (affective, normative, and sustainability) have a significant impact on work ability.

This study refers to the results of capability research by Gould et al. (2016), where the results of their study suggest that the concept of work ability has changed along with the development of society and if individuals do not follow these changes they will lag behind in organizational commitment. Meanwhile, research results of Morrow (1983) and Mahar (2004) describes organizational commitment as a state of commitment to assist in the achievement of organizational goals, and involves the level of identification, involvement, and loyalty. This research resulted in the renewal of the Emotional Work Community (EWC) which is a work community that is emotionally involved in improving research results, both quantitatively and qualitatively, by collaborating with other universities in the same field of science. EWC is able to cover the lack of the work skills of lecturers due to age, improve work structure, and difficulties in carrying out scientific work. In addition, EWC was able to increase the organizational commitment of lecturers to the university because they became emotionally involved with the organization and felt personally responsible for the level of success of the organization to respond to changes that occur in the external environment.

Work ability becomes a demand in meeting changes in the external environment. Work ability is the functional capacity or the importance of a balance between human resources and work demands (Gould et al., 2016). The results of Tuomi et al. (2001) explain that good work ability is associated with the high quality work and good expertise of someone at a previous job. The high quality work ability of a person will slow down early retirement in the work community environment and is associated with almost all factors of work life, whether related to individuals, workplaces, or the immediate social environment or community (Jobs.ac.uk., 2013). An all-round work ability connection applied to an organizational environment that demands a change in response makes it challenging and requires it to be done professionally. This trend has been supported by the aim of extending work careers, along with the objective of detecting deteriorating work skills as early as possible to prevent work disability. Here, work disability occurs when there is no balance between work ability and the performance produced by individuals in the organization. Concentrating on existing work skills and their preservation rather than on lost work abilities creates a positive basis for action and decision making. Efforts to maintain work skills and avoid working disabilities comprises of a focus on work life, work, and the individual. The work ability of lecturers in Indonesia is based on the indicator that a lecturer must be able to teach, conduct research and perform community service as stated in the Tridharma of higher education (Wibawa, 2017).

The concept of integrated work ability emphasizes the dimensions of the context and time of work ability (Gould et al., 2016). This emphasizes the fact that context must be viewed and taken into account in determining individual prerequisites for work ability or for promoting work ability. If people cannot deal with it at work, it is often the result of a poorly organized work process, a lack of possibilities for workers to influence their work, poor cooperation, or time pressure. This is in contrast to the results of the study by Tuomi et al. (2001) that states that work ability consists of four focus areas of work, consisting of (i) work and environmental demands; (ii) work organizations and work communities; (iii) promotion of health and functional capacity of workers; and (iv) promotion of professional competence that has been proven to be highly related to work ability. Gould et al. (2016), provides a clear description and definition of work skills. The definition of work ability according to this researcher is a balance between ability and human resources. The abilities that are of focus are the conditions of work, the content and demands of work, the community and work organization, work and management supervision; while human resources focus on values, attitudes, motivation, knowledge and skills, health, and functional capacity. This research focuses on the community and work organizations, because it requires support mainly because of rapid and constant changes in content, tools and relationships

with colleagues in the workplace as a result of developments in information technology, globalization and networking. Due to external change factors, structures, and change of values in the current 'information age', supporting the entire work community is more important because it can strengthen one's commitment to work organizations and their desire to work with colleagues (Cardoso, 2016).

Organizational commitment is a core predictor of lecturer attitudes toward the organization and is a strong indicator of turnover behavior, withdrawal tendencies and organizational citizenship behavior (Morrow, 1983; Bakhshi, 2011). Higher education institutions interested in measuring lecturer acceptance and increase the organizational commitment of their senior lecturers towards organizational goals, the willingness to work hard for organizations by publishing scientific journal research in national and international journals, and the desire to stay together in improving the name of the organization can find the quality of organizational commitment very useful to improve their performance. Colleges interested in measuring the affective level, continuity, and normative commitment of their employees can also use organizational commitment.

The Commitment Scale in organizational commitment is a state of employee commitment to assist in achieving organizational goals, and involves the level identification, involvement, and loyalty (Kokubun, 2017; Ateş and İhtiyaroğlu, 2018). This is an emotional response that can be measured through people's behavior, beliefs, and attitudes and can range from very low to very high. John (1997) has identified three types of organizational commitment: affective, continuance, and normative. However, Llobet and Fito (2013) argues that a multidimensional approach to organizational commitment is considered to have some ambiguous dimensions and careful consideration is needed to understand the concept of commitment. Evolution in the concept of organizational commitment can be categorized into several theories: two-dimensional (Cohen et al., 2012) and the Somers Combined theory (Ghosh and Swamy, 2014). Each of these theories have their own way of explaining concepts and strong influences on the current status of organizational commitment. Of the several theoretical definitions of organizational commitment, this study approaches the definition proposed by John (1997), namely the three dimensions of affective, continuation, and normative. Especially in the emotional affective dimension, for various reasons that higher education requires affective or moral commitment to occur when individuals fully embrace the goals and values of the organization. They become emotionally involved with the organization and feel personally responsible for the level of organizational success. These people usually exhibit high levels of performance, positive work attitudes, and a desire to stay with the organization (John, 1997; Starnes, 2016).

Research Method

This study used a combined or explorative mix method. Qualitative data collection was used as an instrument to take a representative sample from the study conducted, or as an instrument to develop specific and relevant variables. Data was collected from universities registered in the LL Dikti VI area of Central Java, especially those in the north coast, four universities, one high school and six polytechnic educational institutions. A population of 551 respondents and 44 respondents who met the requirements were selected as samples and data collected from the forlap Dikti was matched with Sinta online. The data analysis process was carried out in the following manner: data was taken from forlapdikti and confirmed on the Sinta website to obtain quantitative data on the performance of lecturers through scientific journals (performance capabilities and organizational commitment) generated over the past three years, the number of citations indexed by Google Scholar, Scopus and Web of Science. Data on lecturers' work abilities were analyzed using a WAI (Work Ability Index) analysis by Gould et al. (2016) and Hetzel and Baumann (2014), which was modified for this study.

Results and Discussions

The results of the study focused on universities in the LL Dikti region VI of Central Java, especially in the north coast region, comprising of four universities, one high school and six polytechnics. Sampling for the objects of research refers to the report that only 32,592 doctoral graduates were recognized with a total of 202,690 permanent lecturers or functional positions with a minimum title of associate professor (Kementerian Riset, Teknologi, dan Perguruan Tinggi Republik Indonesia, 2017). Of the 30 tertiary institutions in the LL Dikti VI area in Central Java, especially in the north coast region, there are only four large tertiary institutions and only two tertiary institutions have functional positions as head associates or have doctoral degrees. Data obtained from Diktiforlap resulted in a population of 551 respondents and 44 respondents who met the sample requirements and data collected from the forlapDikti was then matched with Sinta online.

Table 1. Profiles of Universities With Senior Lecturers

No	University	Number of Associate Professors
1	University A	29
2	University B	15
3	University C	0
4	University D	0
Total		44

Source: processed data

The results of Table 1 was validated with the Sinta web site as an indicator of the work ability of high-quality lecturers. The obligations of lecturers are stated in Law No. 14 of 2005 Article (72) concerning the Workload of Lecturers and RB Decree No. 17 of 2013 Article (8) concerning Dharma Research. With the issuance of Permenristekdikti Number 20 of 2017, the expected results include: 1) Increasing the number of lecturer publications in accredited national journals, international journals and reputable international journals; 2) Increasing the quantity and quality of accredited national journals, and Indonesian journals in the category of indexed and reputable international journals; and 3) Increase the ranking of Indonesia's competitiveness in scientific publications at the international level. Lecturers with academic positions as Head Associates and Professors are obliged to produce scientific work. Scientific work as referred in Article 4 paragraph (1) and Article 8 paragraph (1) of this Ministerial Regulation may be in the form of: National Journal, Accredited National Journal, International Journal and Reputable International Journal. The assessment of the lecturers' work ability is determined by the number of journals published in the last three years divided by the number of lecturers, $n (J) / N$, which can be viewed on Table 2.

Table 2. Classification of Work Abilities

Sum of journals < 3th	Classification		
	Poor	Satisfactory	Good
0,1 - 1	√		
2 - 4		√	
5 - 6			√

Source: processed data

A list of universities with head lecturers after analysis is presented on Tables 3-6

Table 3. University A

Name of Associate Professor	Sum of Journal Published			< 3 years	> 3 years
	Google	Scopus	Web OS		
H	0	0	0	0	0
A	9	0	0	7	2
S	5	0	0	4	1
T	5	0	0	1	4
V	28	0	0	0	28
M	2	0	0	2	0
I	12	0	0	12	0
H	36	2	0	4	36
M	15	4	0	0	19
S	0	0	0	0	0
N	3	0	0	0	3
P	0	0	0	0	0
T	15	0	0	1	14
D	0	0	0	0	0
S	0	0	0	0	0
S	0	0	0	0	0
S	0	0	0	0	0
J	14	0	0	1	13
B	13	0	0	2	11
S	4	0	0	2	2
S	11	0	0	0	11
Y	0	0	0	0	0
A	0	0	0	0	0
S	13	0	0	5	8
P	55	2	0	2	55
P	19	0	0	4	15
E	9	0	0	3	6
M	6	0	0	5	1
M	3	0	0	3	0
Sum of N 29	287	8	0	58	221

Source: processed data

Data from University A shows that the number of journals that can be published in a period of < 3 years is 58 journals, the number of active head lecturers is 29 lecturers, therefore the average number of journals successfully published is two journals, which results in the University to fall into the classification of “satisfactory” work ability. There was not a single journal published by several lecturers, it is possible that the lecturer was not connected with

Sinta, had not been validated, had not registered on Sinta or were unaware of the matter. Journal data that was older than > 3 years than < 3 years indicates that lecturers are less productive in writing as their age increases. Blank scores on the Web of Science indicate that this journal is less desirable by lecturers as researchers, possesses a high level of difficulty and is less popular among lecturers. The low scores on Scopus also indicate that lecturers still have difficulty in using English for the writing and publication of international journals, and also experience a high level of material difficulty and decrease in research.

Table 4. University B

Name of Associate Professor	Sum of Journal Published			< 3 years	> 3 years
	Google	Scopus	Web OS		
B	0	0	0	0	0
A	28	0	0	1	27
A	0	0	0	0	0
K	10	0	0	3	7
B	22	1	0	5	18
M	35	0	0	0	35
H	22	0	0	2	20
H	17	0	0	3	14
I	7	0	0	0	7
S	0	0	0	0	0
C	24	0	0	3	21
S	0	0	0	0	0
A	10	0	0	2	8
M	1	0	0	0	1
H	14	0	0	1	13
Sum of N 15	190	1	0	20	171

Source: processed data

The data from University B shows that the number of journals that can be published in a period of < three years is 20 journals, the number of active head lecturers is 15 lecturers; therefore the average number of journals successfully published is 1.33 or equal to one journal, which classifies it into the category of "poor" work abilities. The resulting journals only amounted to one for one year, indicating the low work ability of lecturers where there are two semesters in one year, the minimum work ability of lecturers for one journal each semester is sufficient to meet the minimum requirements. The work ability of University B decreased as seen in the data generated for three years, from 171 journals to < 3 years, 20 journals.

Table 5. University C

Name of Associate Professor	Sum of Journals Published			< 3 years	> 3 years
	Google	Scopus	Web OS		
Did not have any Associate Professors					

Source: processed data

Data from University C shows that it does not have lecturers with functional positions as the head lecturer due to their being late in taking care of the functional positions of lecturers during the time spent on building the system because the university is only seventeen years old. The functional positions of the lecturers are still as expert assistants so they are not included in the criteria of this study sample.

Table 6. University D

Name of Associate Professor	Sum of Journals Published			< 3 years	> 3 years
	Google	Scopus	Web OS		
In the process of transitioning to a university					

Source: processed data

The data for University C is still empty for the research of the work ability of lecturers because they are in the process of transferring their institution from a high school to a university. Data search in ForlapDikti and Sinta had not shown results for University D.

The conclusions obtained from Tables 3-6 show that the work ability of university lecturers in the LL Dikti VI region, especially the north coast, are still “lacking”. This data is shown by the results on Table 6. The number of journals published < 3 years was divided by the number of lecturers (N) so that the results are 1.77 journals, rounded to 1 journal only, meaning that it only produces one journal a year. However, this is different from the journals published > 3 years which amounted to 8.90. This means that the ability of lecturers in the north coast region has declined over the past three years.

Table 7. Recapitulation of Work Skills

Universities	Number of Journals Published			< 3 years	> 3 years
	Google	Scopus	Web OS		
A	287	8	0	58	221
B	190	1	0	20	171
C	0	0	0	0	0
D	0	0	0	0	0
Sum of N 44	477	9	0	78	392

Source: processed data

Moreover, the results of interviews regarding the lecturers' work capability used the modified WAI (Work Ability Index) analysis for this study as stated in the work of Gould et al., (2016). The aging worker. Health, Medicine, & Academy (2019), Hetzel & Baumann (2014), the following result are obtained; Table. Items from the Work Ability Index.

The interviews and questionnaires distributed to 44 respondents of universities A and B showed that University A: (1) Had a score of 5, the current work ability decreased 50% compared to the previous three years; (2) Work ability in relation to work demands only received a score of 4, which indicates that work ability is also decreasing; (3) The number of journals currently published successfully in 12 months is 2 journals, meaning that the publication of one journal in one semester has been successful, this is the minimum requirement for lecturers; (4) Work because of the age score of 5, this means that age is very influential towards the ability of lecturers to work where if age increases, work ability decreases; (5) Semester leave during the

past year (12 months) had a score of 2 which means that lecturers took leave for two months in the last 12 months, which means that the effectiveness is only 10 months out of 12 months; (6) Forecasted self work capability of journal publication in the past > 3 years with a score of 5, this is a causal impact on points 1–5; and finally (7) Mental resources, with point 4 which means that as we get older the mental resources get stronger but work ability decreases.

Table 8. Items from the Work Ability Index

No	Items	Range	Universities	
			A	B
1	Current work skills compared to the past three years	0–10	5	3
2	Ability to work in relation to work demands	2–10	4	2
3	The number of journals currently published successfully in 12 months	1–7	2	1
4	Estimated work disruption due to age	1–6	5	2
5	Semester leave during the past year (12 months)	1–5	2	0
6	Own estimates of the work ability of journal publications in the past > 3 years	1–7	5	2
7	Mental Resources	1–4	4	2

Source: processed data

However, these results are contrary to University B, who argued that universities that are still new have work demands that are not high, human resources that are still young, resulting in high work abilities but low mental resources.

From the results of the research analysis, it can be concluded that work ability that has an impact on low organizational commitment is caused by age, cooperation in the community and low emotional commitment to advancing the organization. Then a concept is needed to improve work skills and organizational commitment so that the organization achieves the planned goals specifically for the tri dharma of research. Figure 1 explains the integration of organizational commitment with work abilities forming the Emotional Work Community (EWC).

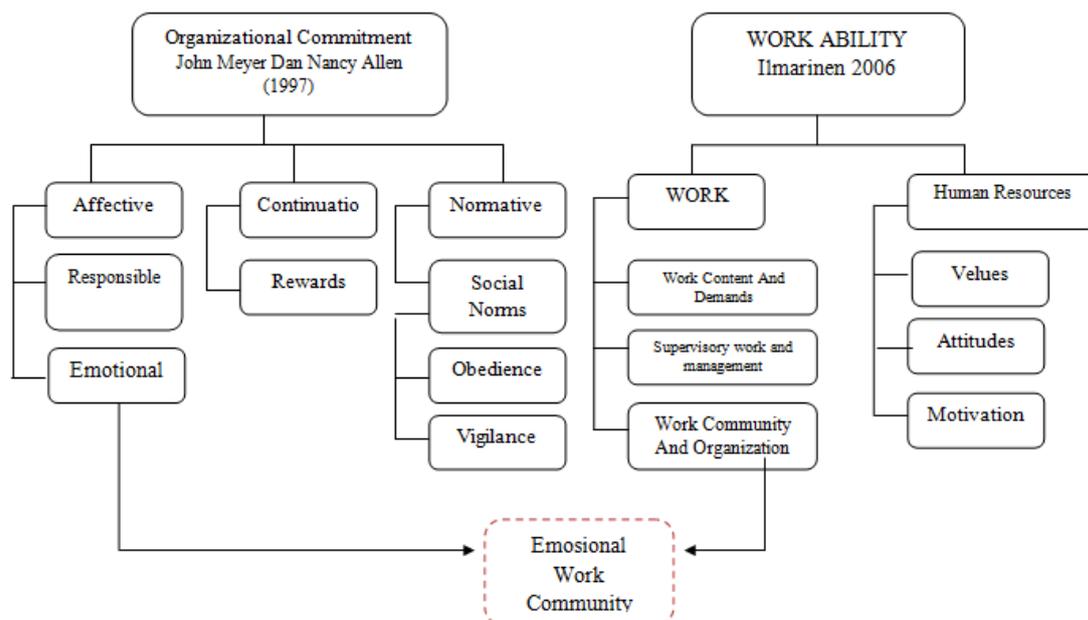


Figure 1. Integration of organizational commitment and work ability

An Emotional Work Community (EWC) is a work community that is emotionally involved in improving its research results both quantitatively and qualitatively by collaborating with other university lecturers in the same field of science. EWC is important to be implemented and followed to improve work skills which are declining due to age, structural busyness, lack of understanding in a field of science, lack of motivation to write journal articles and low organizational commitment. EWC is built on two organizational commitment variables of work capability and is supported by knowledge management but work ability is the main focus for the purpose of this study. The variable of organizational commitment has proactive dimensions, while work ability variables include community dimensions, activeness and financial support. The expected outcome of the EWC is that lecturers who have weak work skills can join proactively and actively in the community following the changes in the external environment so that they are responsive and financially supportive of community development. The concept of the Emotional Work Community (EWC) Model is simply illustrated in Figure 2.

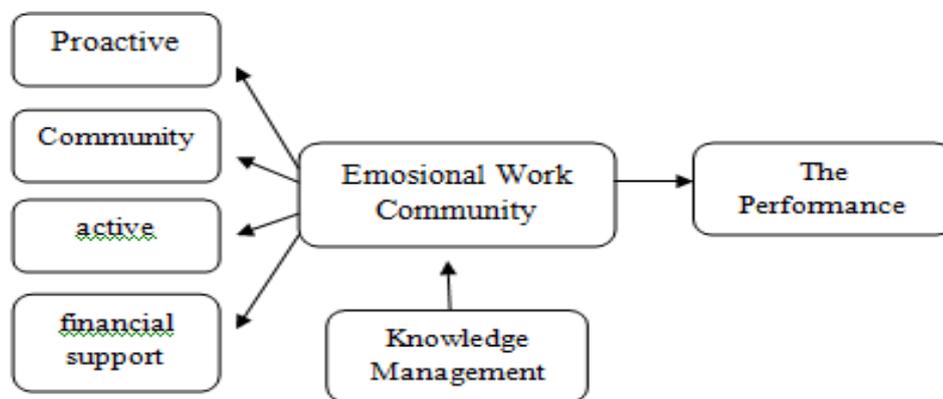


Figure 2. The Concept of the Emotional Work Community (EWC) Model

Conclusions

The ability of senior lecturers to face the globalization of higher education is required to improve performance. Organizational commitment is evidenced by the ability of senior lecturers to contribute to the organization by producing scientific work in the form of journal articles published on a national scale, nationally accredited, international as well as reputable international journals (Scopus) and Web of Science which are important for the organization. The average research results still need to be improved by applying the Emotional Work Community (EWC), because universities that face fast external changes that are not being matched by internal changes will be abandoned by students and end with closure. Further research is important to analyze the dimensions of the concept of Emotional Work Community (EWC) on established universities.

The practical implications of applying Emotional Work Community (EWC) in universities that are not yet established have an impact on increasing the productivity of lecturers in writing research journal articles, spurring the enthusiasm for writing, collaborating in creating research journal articles among one and more universities. The practical implications of the application of Emotional Work Community (EWC) for established universities is that it has an impact on the occurrence of knowledge sharing from lecturers from established universities (independent) to universities that are not yet established (fostered), creating a strong bond between linear lecturers to collaborate in scientific journal writing.

References

- Armstrong, L. (2019). *Barriers to Innovation and Change in Higher Education*. Tiaa-Crefnstitute, 11.
- Astra. (2018). *Innovation and Digitalization: Creating Value to Sustain Growth*.
- Ateş, Ö. T., & İhtiyaroğlu, N. (2018). Analysis of the Relationship Between Stress and Organizational Commitment in Employees: A Meta-Analysis Study. *Journal of Education and Training Studies*, 7(1), 94. <https://doi.org/10.11114/jets.v7i1.3702>.
- Bakhshi, A. (2011). *Organizational Commitment as predictor of Organizational Citizenship Behavior*. 3(4), 78–87.
- Balyer, A. (2015). Organizational commitment: Teachers' perceptions in Turkey [Örgütsel adanmışlık: Türkiye'deki Öğretmenlerin algıları]. *Hacettepe Eğitim Dergisi*, 30(2), 1–14. Retrieved from <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84966546699&partnerID=40&md5=9af9ea4d9ec299bcd6be4fe2513646fb>.
- BCA. (2015). *Sumber Daya Manusia*.
- Bisnis.com. (2019). *Pemain Transportasi Online Kian Ramai, Apa Tanggapan Gojek?* 118. Retrieved from Bisnis.com
- Boehman, J. (2006). East Carolina University. In *East Carolina University*, 1.
- Cardoso, G. (2016). *From Knowledge to Policy*. 434.
- Cohen, Louis, Lawrence Manion, K. M. (2012). Research methods in education. *Professional Development in Education*, 38. <https://doi.org/10.1080/19415257.2011.643130>.
- Finansialku.com. (2019). Fakta Menarik Alibaba Group , Perusahaan e-Commerce Terbesar di China. Retrieved from finansialku.com
- Ghosh, S., & Swamy, D. R. (2014). A Literature Review on Organizational Commitment – A Comprehensive Summary. *Journal of Engineering Research and Applications*, 4(1), 2248–962204. Retrieved from www.ijera.com.
- Glasby, P. (2015). *Future Trends in Teaching and Learning in Higher*. Retrieved from itali.uq.edu.au.
- Global Mediacom Tbk. (2018). *Content Delivery Multimedia dan Penayangan Konten*.
- Gould, R., Ilmarinen, J., Jarvisalo, J., & Koskinen, S. (2016). *Dimensions of Work Ability*.
- Hetzel, C., & Baumann, R. (2014). *Determination of work ability by a Work Ability Index short form (“WAI-r”) Determination of work ability by a Work Ability Index short form (“WAI-r”)*. <https://doi.org/10.17147/ASUI.2014-10-01-03>.
- Jaros, S. (2007). A Description of Negation in the Framework of Dependence Grammar TT - Zur dependenziellen Beschreibung der Negation. *Deutsch Als Fremdsprache*, 24(1), 12–20.
- Jobs.ac.uk. (2013). *12 Key Lecturing Skills*. Retrieved from Jobs.ac.uk.
- John P. Meyer, N. J. A. S. (1997). Commitment in the workplace: Theory, research and application. *The Journal of Academic Librarianship*, 24(2), 175. [https://doi.org/10.1016/S0099-1333\(98\)90184-7](https://doi.org/10.1016/S0099-1333(98)90184-7).
- Kementerian Riset, Teknologi, dan P. T. R. I. (2017). *Laporan Kinerja Kementerian Tahun 2017, 1*.
- Kokubun, K. (2017). Organizational Commitment-Rewards Relationship and its Change in Japanese Companies in China. *International Business Research*, 10(7), 155. <https://doi.org/10.5539/ibr.v10n7p155>.
- Lin, C.-H., & Wang, W.-C. (2012). The Relationship between Affective and Continuance Organizational Commitment. *Journal of Asian Business Strategy*, 2(5), 89–94.
- Lin, S., Wang, Z., & Wang, M. (2006). *Work ability of workers in western China: reference data*. 89–93. <https://doi.org/10.1093/occmed/kqi195>.
- Llobet, J., & Fito, M. A. (2013). Contingent workforce, organisational commitment and job satisfaction: Review, discussion and research agenda. *Intangible Capital*, 9(4), 1068–1079. <https://doi.org/10.3926/ic.475>.

- Mahar, C. A. (2004). *No Title*.
- Morrow, P. C. (1983). Concept Redundancy in Organizational Research: The Case of Work Commitment. *Academy of Management Review*, 8(3), 486–500. <https://doi.org/10.5465/amr.1983.4284606>.
- Musabah, S., Al, B., Mohamad, N. A., & Affairs, R. C. (2017). The Influence of Organizational Commitment on Omani Public Employees' Work Performance. *International Review of Management and Marketing*, 7(2), 151–160.
- Shakil, M. (2015). *Social Work with Community Organization: A Method of Community Development*. 1(4), 196–204.
- Sinclair, R. R., Tucker, J. S., Cullen, J. C., & Wright, C. (2005). Performance differences among four organizational commitment profiles. *Journal of Applied Psychology*, 90(6), 1280–1287. <https://doi.org/10.1037/0021-9010.90.6.1280>.
- Sow, M., Anthony, P., & Berete, M. (2016). Normative Organizational Commitment and its Effects on Employee Retention. *Business and Economic Research*, 6(1), 137. <https://doi.org/10.5296/ber.v6i1.9018>.
- Starnes, D. B. (2016). Exploring the Influence of Context on Resistance to Organizational Change within a Virtual Faculty Workforce. Retrieved from http://proxy.library.tamu.edu/login?url=https://search.proquest.com/docview/1796065992?accountid=7082%0Ahttp://linkresolver.tamu.edu:9003/tamu?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+%26+theses&sid=ProQ:ABI%2F.
- Tuomi, K., Huuhtanen, P., Nykyri, E., & Ilmarinen, J. (2001). *Promotion of work ability, the quality of work and retirement*, 51(5), 318–324.
- Unilever, T. (2018). Laporan Tahunan PT. Unilever, Tbk. In *Transforming for a Sustainable Future*.
- Wibawa, S. (2017). Tridharma Perguruan Tinggi. *Rapat Perencanaan Pengawasan Proses Bisnis Perguruan Tinggi Negeri*, 1–15. Retrieved from <http://itjen.ristekdikti.go.id/wp-content/uploads/2017/02/TRIDHARMA-PT-ITJEN-1.pdf>.