



The Influence Of Organizational Culture, The Attitude Of The Lecturer Toward Women's Leadership, And Job Satisfaction On Organizational Commitment In The 'Aisyiyah University Yogyakarta

Rufaida Setyawati

Universitas Negeri Jakarta
Email: rufaida_s@yahoo.com

Ma'ruf Akbar

Universitas Negeri Jakarta
Email: maruf.akbar@unj.ac.id

Muchlis R. Luddin

Universitas Negeri Jakarta
Email: muchlisruddin@unj.ac.id

ABSTRACT

The research is conducted to find the relationship between organizational culture, job satisfaction, and the attitude of lecturers who were not serving in leadership, both structural and functional positions toward women's leadership on organizational commitment in 'Aisyiyah University (UNISA) Yogyakarta. The population of the research was 153 people, then the number of samples was determined by following the Slovin formula and obtained 111 respondents. Samples used as respondents from each faculty and study program were determined randomly. so the sampling technique is included in the category of random sampling. The research method uses a quantitative approach with survey data collection methods, and uses path analysis techniques. The findings of this research are 1) there is a positive direct effect of organizational culture on organizational commitment, 2) there is a direct negative effect on organizational culture on job satisfaction, 3) there is a positive direct effect of attitudes on women's leadership on job satisfaction, 4) there is a positive direct effect of organizational culture on organizational commitment, 5) there is a positive direct effect of attitudes on women's leadership on organizational commitment, 6) there is a direct positive effect on job satisfaction on organizational commitment, 7) there is an indirect negative effect on women's organizational culture on organizational commitment through job satisfaction, 8) there is a direct indirect effect of positive attitudes towards women's leadership on organizational commitment through job satisfaction.

Keywords: : Job satisfaction, organizational commitment, attitude toward women's leadership, 'Aisyiyah University Yogyakarta

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INTRODUCTION

To build up the competitiveness of the nation through education system is a must to creating a high quality of human resources to encounter the global competition which is increasingly competitive. If a higher education institution wants to be existing in global competition between the countries, it is necessary to build up the strong and dynamic leadership in sustainable way to perform an innovation based on the evolving technological adoption which is growing rapidly. Generally, the leadership of the higher education is still dominated by men, and women are being a part of it. Thus for, it becomes interesting when there is any higher education institution not only entrusted to the women lecturers temporarily, but it is entrusted to preserve sustainable living as a "spirit of university existence" itself.

The dynamics of higher education in the information era brings contemporary challenges to the college (Lukito, 2013). One of the interesting things in this field is the phenomena of women's leadership in university. However, women who are performing and take a role on the high positions in higher education management to leading are still the rare case, especially in developing countries whose development is actually quite advanced (Celikten in Savitri Kristiyanti, Suharnomo and Mahfudz, 2016).

Basically, women have capabilities to manage and thus for it, women have be able to be leaders in colleges. Miller et al. in Wolfman states that when women have superiority, it is their ability to preserve relationship. Women are interested in preserving a relationship with others to develop and reveal themselves also to help them gain the satisfaction. Women have an interpersonal style to preserve as their biological body and have the ability to create, preserve and grow together with others

Moreover, the key factor to achieve successful women, according to Steel and Thornton (1994) is the ability to recognize, create and take opportunities, in addition to realizing the needs of people in the workplace, the need of support at any levels, qualifications and has a sensitivity to be more expressive. Male and female have a different personal style in leadership. Males have a tendency to use the norm of justice, while females sometimes have a tendency to use the norm of togetherness. Male leadership also uses more positive strategies, and management differences will not be noticeable, and while the women have high self-esteem (Annisa, 2015).

Boerstein et al. in Nguyen (2013) reveals the fact about the representation of women in leadership and management positions is still lacking at higher levels of education. Meanwhile, the leadership in structural positions was revealed by Rachim in Ovie (2015) that female workers increased, but not in the structural positions. The explanation above shows that even though the number of female workers increases because women have special abilities that can be used in leadership, but in reality there is still a lot of women that doesn't have a structural position

Basically, every substance of the academic civitas provides certain contribution to the growth of university. As for University of 'Aisyiyah (Unisa) Yogyakarta, the role of lecturers is more determining, because they would take on role of leadership at the university. The leadership at the University of 'Aisyiyah had a differential system with another university which is giving the same opportunities for both women and men to lead the college. The background of the birth of the University of 'Aisyiyah and its distinctive character is the soul of women leadership who become "the spirit of the 'Aisyiyah University", which is the strategic and important position in the university mandated specifically to women.

The 'Aisyiyah is an organization to embracing women, and its one of the autonomous organizations of Muhammadiyah that established almost a century ago in Yog-

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yakarta. Mrs. Walidah, also known as Nyai Ahmad Dahlan, who has been crowned as a national hero is the founder of the 'Aisyiyah organization. From the very beginning of his birth until now, the mission of empowering women to come to the lead in all aspects of the home and society formed an existence from time to time developing continuously.

Behind the facts development of Unisa which is growing rapidly, it has turns out of serious problem about the soul as well as "the Spirit of Unisa existences" itself which is threatened to fade, even disappear, its the sustainability of female leaderships. The leader of 'Aisyiyah Center has been striving and persistent to give birth to Unisa by overcoming various internal and external barriers. The external barrier in terms of establishing a university that is so complex has been addressed by the head of 'Aisyiyah center well.

Internal barriers in the form of coordination of the Higher Education Council of Muhammadiyah's Center for nearly two hundred universities in Indonesia, where Unisa should be fully under its control, but could be resolved by sharing authority with the 'Aisyiyah Center Higher Education Council. External and internal barriers are resolved to achieve the goal of creating a "sustainable living monument" of women's leadership, which is proofing continuity that women are able to lead a university that is increasingly and existing continuously on the enhance of higher education thats increasingly more interactive globally among the countries.

The development of Unisa lately shows many facts that "the spirit of Unisa's existence as a sustainable monument" is the preservation of women's leadership to be threatened to fade, evenwhile at the time the university being more advanced and enlarged, thus it will be endangered. The background of this fact is the changing scale of the management of college resources from high school to the university, where there is a growing number of lecturers, which is caused an impact to management, its covering three things.

Firstly, the increase in the number of lecturers with social background is diverse from the perspective of Muhammadiyah understanding, especially the idea of 'Aisyiyah organization that is determined to enhance the leadership paradigm of women. Secondly, the background data of the new lecturers as newcomer who had never contact directly with the value of the Muhammadiyah which has reached 65%. Thirdly, the university's internal analysis mentions a decline in positive sense and a lecturer's support of women's leadership.

The values of the Muhammadiyah's value, including the 'Aisyiyah's values, is assumed to leading acceptances of the paradigm of women's leadership as "the spirit of Unisa's existence". The lecturer's background involves three things above showing the lacking of the lecturer's attitude toward women's leadership. The obscurity of the lecturer on this woman's leadership for Unisa became a major problem.

In order to maintain the continuity of women's leadership as a "spirit of Unisa existence", it is necessary to be ensured through a scientific study: "How far a lecturer's attitude is in line or opposite with the female leadership paradigm". Thus, the organizational commitment become dependent variables in this research, there are some dependent variables which influenced, these are: work satisfaction, cultural organization, and the attitude of the lecturer towards the leadership of women in Unisa.

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LITERATURE REVIEW

Organizational Commitment

Commitment determines a habit or agreement between members of the organization with the leadership of a rule that gives hope to a set of agreements, beliefs, values, and norms that have been jointly used by members in an organization, (Newstrom, 2007). From this opinion, it has been obtained that the word commitment is related to the results of the target people who internally agree with a decision or request from a particular party and try their best to implement it, there is acceptance or implementation of that decision. From the sense of belonging and living the goals of the organization and the awareness of carrying out the policies of the leadership, manifesting high dedication in the work.

According to Luthans (1992) in Edy (2010) clarifying the meaning and role of organizational commitment, other researchers put forward 4 factors as follows: a) personal factors, such as age, gender, education level, work experience and personality, b) job characteristics such as scope position, challenges at work, role conflict, level of difficulty at work, c) characteristics of the structure, for example, the size of the organization, the shape of the organization, the presence of trade unions, and the level of control exercised by the organization of employees. A highly committed individual will see himself as a true member of the organization, and to be a long-term himself of the organization. Conversely, an individual who has a lower commitment is more likely to see himself as an outsider, and they do not want to see themselves long term as part of the organization, according to Luthans in Abdul Khalik & Hadijah (2011).

From the description above raises the following indicators: (1) affective commitment includes having the pride of being part of the organization, (2) continuing commitment includes strong willingness to enter or be bound by the organization, a high business will for the organization, loyal to the organization, and (3) normative commitment includes a strong willingness to be part of the organization, wanting to continue work because it feels part of its obligations. Individuals who are highly committed are likely to see themselves as true members of the organization and to be themselves long-term members of the organization.

Commitment is seen as a consequence or socialization of the organization, so that workplace ties that are deeper than this type can take more processing time, workplace commitments have been dominantly studied as a state without the time and therefore, we know very little about how commitments develop overtime time. (Yvonne Gerald Theodore Van Rosensberg et.all, 2018). Based on the description above, it can be synthesized that organizational commitment is the desire to keep working and taking sides and participating to be actively involved in parading. and the vision of the organization, the desire to continue working in the organization and the desire to remain accountable to the organization.

The Lecturer's Attitude

The lecturer's attitude towards women's at Unisa include thoughts and feelings and the desire to follow certain behaviours in a conducive campus organizational condition, mutual respect with interpersonal relation as the climate and influence of women's leadership. The ideal reflection of the organization's members is the harmonious condition of the campus in order to operate academic activities that glorify all academic community and university stakeholder, which is characterized by highly competitive

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campus management as result of women's leadership that is characterized by persuasion, is more communicative and consistent, gentle in applying vision, mission, and organizational programs.

The attitude has 3 (three) components: (a) this involve an identifying, understanding; (b) The affection involve the feeling of accepting or not accepting, supporting or not supporting (c) the conative including the tendency to act or not act and the tendency to performing well or ot well on their job, wanting to work seriously or completely. Components of cognition relate to belief an ideas and concepts including the source of inspiration, wail organization, have an intelligence, oriented to the aiming of the Organization. The affection component concerning a person's emotional life includes a source of inspiration, respect, human relationship attitudes, self-motivation, having a high accountability for organizational change, daring to face challenges. The conation component is a tendency to behave, includes giving suggestion, influence others, support the goal, fair, be a catalyst, has the social maturity and freedom of social views, encouragement to achieving, to directs, openly receives innovative ideas for build relation, building strength without ignoring side flaws, proactive to take an opportunities.

The lecturer's attitude towards women's leadership considered as concepts and attitude theory. Attitudes can define as a tendency which is conseptualized in different factors and definitions. Firstly, attitudes are determined by the cognitive components (belief or beliefs), affective components or the emotional (feelings), conative components or behavioral tendency component (behavior), according to Konthandapani in Middlebrook (1974).

Meanwhile, Mar'at (1982) said that attitudes have 3 (three) components, those are: cognition component refers to the belief, thought and concepts, the affection component that concerns the person's emotional life, and the conation component that is a tendency to behave. These positive or negative factors will determine the support or rejection of women's leadership. And Eagly and Chaiken (1993) in (Rahman, Abdul, 2014) inferred from the discussion, divide the two models from the definition of the attitude, the model of cognition and conation attitude and the second model is a positive attitude and negative.

Thereafter, a different opinion, attitudes are beliefs that can be define into an action in a certain way toward an object (Schwartz, 1992). Meanwhile, attitude in social psychology, defined as evaluations of people can be positive or negative as a reaction to an object, people, situation or another aspect, and allows us to predefine and changing a social behavior (Atkinson et al. 1996:606 In (Ugulu, Sahin, & Baslar, 2013).

Overall, we can inferred a conclusion from the opinion above, attitudes to the female leadership can be defined as a group of interpretation lecturers who have a tendency to act like or dislike of an object, in this case the leadership of women referring to the organization of the higher education and what to be achieving in thats organization . In this case, it is a readiness for someone to refusing or accepting an object based on an assessment of the object whether it is meaningful or not for himself or for the lecturer. That is why attitudes relate to the science and feelings towards objects.

Job Satisfaction

Job satisfaction are individual where each of individual has a different level of satisfaction. The satisfaction felt by each lecturer is a comparison of what has been received from the resulting of their work with an expectation. Job satisfaction should be retained to improve the organizational performance by guiding the Job Descriptive In-

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dex (JDI).

Job satisfaction is defined as a positive attitude toward the resulting of of person's work and it is an individual thing. Individuals who have a high level of job satisfaction will have a positive value on the job, while individuals with low or dissatisfied of satisfaction levels will have a negative value to the job. Robbins and Jugde (2009) Define that work satisfaction is an individually it reffers to an individual general attitude toward his work, which the individual's work is required to interact with colleagues and superiors, following the discretion and Organizational rules and fulfill the performance standards.

Definition of job satisfaction by Locke (in Maulana, 2011) is a pleasurable or positive emotion state resulting from the appraisal of one's job or experiences. This definition is formed as two things that are cognitive and affective. Cognitive or assessment of a person's work that concludes something based the experience and information obtained. The affective or emotional state, influenced by two factors, is the cognitive scheme and the emotional feelings. Cognitive schemes indicate a positive or negative sense of their work, while an emotional atmospheres is a condition where a person is heavily influenced by the mood at the time.

Malthis (2006) states that job satisfaction as positif emotional state that is formed by the evaluation toward a person's job. dissatisfaction will appear if these expectations are not met or exceeded. Job Descriptive According to this index that work satisfaction is built on the basis of five dimensions which include working on the right place, appropriate payment, organization and management, supervisor and social relationship with colleagues (Rivai, 2004). High job satisfaction affects good quality and dynamic work so that it can benefit the company as well as the employees themselves, in addition to the job satisfaction is the first aspect in shaping organizational commitments.

The employee with a job satisfaction and has a high organizational commitment will do the best perform as well as providing good service to all the part. Similarly, if they do not experience a job satisfaction and a low organisational commitment, the services provided to the customer will be less satisfactory. Kuruzum et al. (2009) suggests that companies who provides in services should be more sensitive to the needs of their employees so that employees feel satisfied and have high organizational commitments, because of the great contribution given by the employees will have an impact on the company's objectives in delivering profits quality services.

Smith in the Luthans (2009) suggests that there are five dimensions that can affect job satisfaction, such: 1). working conditions, how to provide an interesting task, provide an opportunity to learn and provide the opportunity to receive responsibilities; 2). Friendly Co-workers and cooperative will provide job satisfaction because it is comfortable in doing the job; 3). A salary had significantly influence to job satisfaction and describes the dimensions of job satisfaction widely; 4). Promotional opportunities to attain higher positions or career development opportunities; 5). The ability of supervisors in providing direction in establishing positive attitudes and technical guidance jobs.

Organizational Culture

As an organization's personality, organizational culture has a system, the patterns, value of symbols of the practice that develop throughout the age of the organization. If the organizational culture developed in the management process it will grow an attitude oriented to group responsibilities, willingness of participation/coordination,

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and mutual respect, awareness and commitment of the Organization (Rev, 2019).

Greenberg and Baron (1998:313) define the organizational culture as the foundation of fundamental support for workers in delivering framework to the attitudes, values, behavioral norms and share common wishes for members of the organization. And other words it is defined to that the organizational culture is represents employees perceive and how the perception collective to belief, values and principal, Greenbeerg and Baron (1998: 509).

In different dimensions, organizational culture is defined as a the pattern of such base assumptions, which have been created, have been discovered or developed through a group's learning system with various problems with external adaptations and internal integration, where they work well based on the prevailing rules (Edgar Schein, 2005:4).

Organizational culture will be effectively and right on the target for leadership if the management of cultural organization is maximized. It refers to the intentions of trust and understanding referring to certain organizations or groups about the problems, practices and goals of the organization (Kropp, 2005).

The conclusion for organizational culture based on the explanation, the key to the organizational culture is the values, norms and references in an organization that can direct the perception, way of thinking and the acts of Its members, with each of the organizational cultural indicators: the rules of action, the prevailing norms, values and beliefs, views of life and Rules (Ivancevich at El, 2005:4).

So in principle, from the description above the researcher concluded the organizational culture can be conditioned by the organization so that it embodies a renewed or entirely new organizational culture that is appropriate and effective to improve the positive attitude of members Organization.

There is a real manifestation of the organizational culture seen in organizations that, when optimised, will attribute to a positive structured and scalable habit, i.e. organizational behaviour, idiology and organizational philosophy, group/organizational norms, Values of the organization's visibility, policies, procedures and socialization rules (Kropp, 2005). And according to Miller (1988:105), in terms of managing the culture of its organization, the fundamental value and spirit in how to manage and organize.

These values and spirits are a basis of organizational for answering challenges. While the organizational culture in the research, this leadership attitude can be interpreted as the values with the indicators below: Empowering co-workers, help to solve the problems, delegate authority, guiding, directing and decision making.

From the theoretical review of organizational culture variables above should be inputed in the context of this research is to build a framework, feeling, acting that is formed because the internalization of the value system thats adopted and as a guide-lines to organization in higher education. The values and norms of the organization become references in the organizer to achieve the organizational objectives in the form of administrative setup and campus management.

Despite of an intrinsically of its value, the slogan and identity formed in the organizational culture become a differentiator with other groups of organizations, so it is also extrinsic. The organizational culture is based on common shared, views, idea, beliefs, feelings, principles, hopes, attitudes, norms, values from all members of the organization. Organizational cultural indicators also contain meaning to empower their subordinates, help solve problems, delegate authority, guide, direct their subordinates, and make decision-making.

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Hypothesis Research

From the previous description, the hypothesis can be drawn as follows:

1. Organizational Culture has a direct effect on attitudes towards women's leadership.
2. Organizational culture has a direct effect influences job satisfaction
3. Attitudes towards women's leadership has a direct effect work satisfaction
4. Organizational culture has a direct effect organizational commitment
5. Attitudes towards women's leadership has a direct effect organizational commitment.
6. Job satisfaction has a direct effect organizational commitment.
7. Organizational culture has indirect effect on commitment mediated by job satisfaction
8. Attitudes towards women's leadership has indirect effect on organizational commitment mediated by job satisfaction

Based on the formulation of the hypotheses outlined, the conceptual framework of the research can be described as follows:

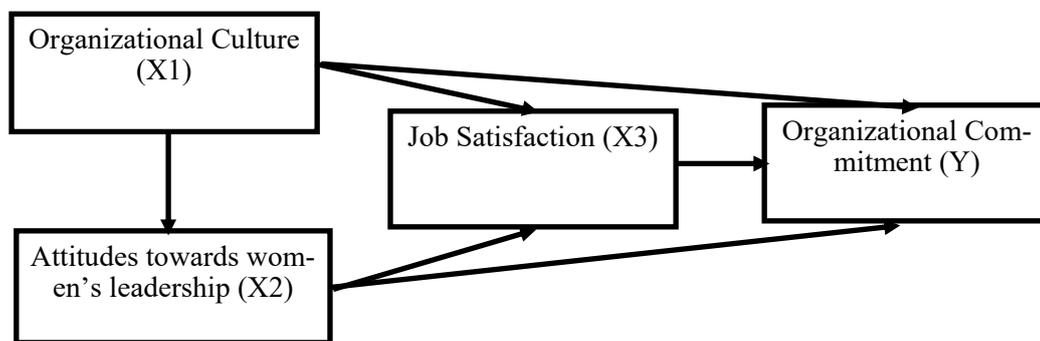


Figure 1. Research Model

Besides that, the novelty or novelty of this research, namely:

- 1) The organizational commitment variable is not an ordinary commitment variable because it is associated with the special goals of UNISA tertiary institutions as Aisyiyah cadre colleges. And in research, according to the knowledge of researchers, the unification of special commitments as cadres of founding organizations is not yet there.
- 2) To the best of the researchers' knowledge, research on the role of women in individual college leadership related to emancipation or gender already exists, but there is no lecturer attitude towards female leadership in universities
- 3) There is no research on attitudes towards higher education leadership that in teamwork is dominated by all women and legalized by their foundations or owner.

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RESEARCH METHOD

This research will be conducted at the UNISA Campus on Jl. Ring road Barat Yogyakarta. UNISA Yogyakarta was chosen as a place of research because of consideration of suitability with a very specific research title that is about attitudes towards Women's Leadership. As for the number of UNISA lecturers, there were 212 people, while the number of female lecturers under the leadership of the head of the women's study program was 184, the head of the study program and the representatives of the women's study program were 27 people, the dean was 3 people, and the rector was 1 person, the population of the research was 153 people. The number of samples was determined by following the Slovin formula and obtained 111 respondents. Samples used as respondents from each faculty and study program were determined randomly. so the sampling technique is included in the category of random sampling. The research method uses a quantitative approach with survey data collection methods, and uses path analysis techniques.

RESULT AND DISCUSSION

Path analysis is a further part of regression analysis. If in general regression is used to test whether there is a direct influence given by the independent variable on the dependent variable. Meanwhile, path analysis not only tests the direct effect but also explains the indirect effect given by the independent variable through intervening variables to the dependent variable. The path analysis picture is presented as follows:

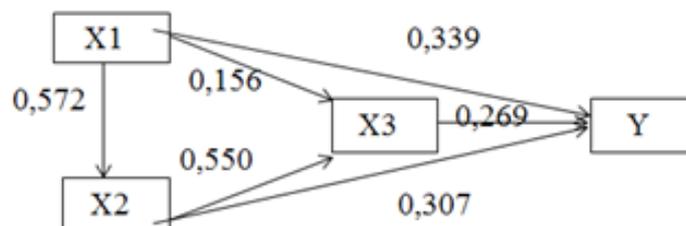


Figure 2. Path Analysis

Based on the figure above can be seen the direct effect and indirect effect as follows:

Table 1. Path Analysis Result

| Variable | Direct | Indirect | Total |
|--------------------------------------|--------|------------------------------|-------------------------|
| Organizational Culture | 0,339 | $0,156 \times 0,307 = 0,048$ | $0,339 + 0,048 = 0,387$ |
| Attitudes towards women's leadership | 0,269 | $0,550 \times 0,307 = 0,169$ | $0,269 + 0,169 = 0,438$ |
| Job Satisfaction | 0,307 | | |

Based on the results of the path analysis above, it is known that the organizational culture variable has a direct effect of 0.339 while the indirect effect of 0.048. Then the lecturer's attitude towards women's leadership has a direct effect of 0.269 and an indirect effect of 0.169. This means that the direct effect of organizational culture vari-

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ables and lecturers' attitudes toward women's leadership towards organizational commitment is greater than the indirect effect through job satisfaction variables.

The summary of hypothesis testing in this research is presented as follows:

Table 2. Summary Hypothesis Result

| Hypothesis | t-stat & t- tabel | Ho Decision | Conclusion |
|---|-------------------|-------------|---------------------------------|
| Organizational culture → Attitudes towards women's leadership | 7,118 > 1,983 | Ignored | Has a positive direct effect |
| Organizational culture → job satisfaction | 1,848 < 1,983 | Accepted | Has no positive direct effect |
| Attitudes towards women's leadership → job satisfaction | 6,534 > 1,983 | Ignored | Has a positive direct effect |
| Organizational culture → organizational commitment | 4,501 > 1,983 | Ignored | Has a positive direct effect |
| Attitudes towards women's leadership → organizational commitment | 3,055 > 1,983 | Ignored | Has a positive direct effect |
| Job satisfaction → organizational commitment | 3,545 > 1,983 | Ignored | Has a positive direct effect |
| Organizational culture → job satisfaction → organizational commitment | 1,591 > 1,983 | Accepted | Has no positive indirect effect |
| Attitudes towards women's leadership → job satisfaction → organizational commitment | 3,087 > 1,983 | Ignored | Has positive indirect effect |

Discussion

1. The Influence of Organizational Culture on Attitudes Towards Women's Leadership

The results have proven that organizational culture has a direct positive effect on attitudes towards women's leadership. This reinforces that the level of attitudes towards women's leadership is determined by organizational culture. If organizational culture is applied well, it will increase attitudes towards women's leadership. Vice versa, attitudes toward female lecturer leadership will decrease if the organizational culture is not well implemented.

Based on the results of the hypothesis test, it can be seen that the first hypothesis in this research is supported by the results of empirical research. This is indicated by the calculated t value of 7.118 which is greater than t table (1.983) and a significance value of 0.000 which is smaller than 0.05 and a regression coefficient of $0.680 > 0$ with a positive direction. So it can be said that organizational culture has a positive and significant effect on the attitudes of lecturers towards women's leadership.

This can be understood because organizational culture is needed by the organiza-

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tion. In organizational culture embodied values, norms, and basic beliefs that are shared by members of the organization in order to achieve common goals. Confidence and optimism will emerge if the dimensions of organizational culture are in accordance with the wishes, expectations, and needs of the lecturer. An organizational culture that is appropriate and in line with the wants and needs of lecturers will be perceived and felt positively by the lecturer so that its existence is accepted and even fully supported by its realization and development.

2. The Influence of Organizational Culture on Job Satisfaction

Test results have proven that organizational culture has a direct negative effect on job satisfaction. This does not reinforce the theory that the level of job satisfaction is determined by organizational culture. In reality in the field, if organizational culture is implemented well, it will not necessarily increase job satisfaction. Vice versa, lecturer job satisfaction will not necessarily decrease if the organizational culture is well implemented. This is due to the lack of readiness of institutions to manage organizational culture in accordance with the conditions and desires of members of the organization so that it does not correlate to job satisfaction of lecturers.

The negative effect of organizational culture on job satisfaction is shown by empirical data from research results. This shows that most of the lecturers (44.2% of 100%) score less than the middle class of organizational culture. On the other hand, some respondents (55.7% of 100%) lecturer satisfaction in the middle interval class (class interval 90.6-96.4). Based on the results of the hypothesis test conducted, it can be seen that the second hypothesis in this research is not supported by the results of empirical research. This is indicated by the t value of 1.848 which is smaller than t table (1.983) and a significance value of 0.068 which is greater than 0.05 and a regression coefficient of $0.137 > 0$ with a positive direction. So it can be said that organizational culture does not have a positive and significant effect on job satisfaction.

This means that most lecturers under the leadership of the Chairperson of the female study program lack understanding of organizational culture, and have low job satisfaction. The data shows that UNISA lecturers lack understanding, are less able to accept the existing organizational culture so that it affects the lack of fulfillment of job satisfaction of lecturers in carrying out their work assignments.

3. The Influence of Attitudes towards Women's Leadership on Job Satisfaction

The results have proven that attitudes towards women's leadership have a direct positive effect on job satisfaction. This reinforces that the level of job satisfaction is determined by attitudes towards women's leadership. If the attitude towards women's leadership is implemented well it will increase job satisfaction. Vice versa, lecturers' job satisfaction will decrease if attitudes towards female leadership are not implemented properly.

This is indicated by the calculated t value of 6.534 which is greater t table (1.983) and a significance value of 0.000 which is smaller than 0.05 and a coefficient value of $0.709 > 0$ with a positive direction. This means that the lecturers' attitude towards women's leadership has a positive and significant effect on job satisfaction. This means that most lecturers under the leadership of the Chairperson of the female study program lack understanding of attitudes towards female leadership, and have low job satisfaction. The data shows that UNISA lecturers lack understanding, are less able to accept attitudes towards the existing female leadership so that it affects the lack of

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fulfillment of job satisfaction of lecturers in carrying out their work duties.

4. The Influence of Organizational Culture on Organizational Commitment

The results have proven that organizational culture has a direct positive effect on organizational commitment. This is empirical evidence that the higher the organizational culture, the higher the organizational commitment of UNISA Yogyakarta lecturers. Then it will further strengthen the evidence that the level of organizational commitment is determined by organizational culture. If organizational culture is implemented well, it will increase organizational commitment. Vice versa, the lecturer organizational commitment will decrease if the organizational culture is not implemented properly.

This is indicated by the t value of 4.501 which is greater than t table (1.983) and a significance value of 0.000 which is smaller than 0.05 and a regression coefficient of $0.364 > 0$ with a positive direction. So it can be said that the fourth hypothesis in this research is supported by empirical research. Evidence in the field shows that the success of organizational culture in increasing work commitment, one of which lecturers are willing to work hard has commitment and loyalty and gives their best efforts to achieving good accreditation in 2018-2019.

5. The Influence of Attitudes Towards Women's Leadership on Organizational Commitment

The results have proven that attitudes towards women's leadership have a direct positive effect on organizational commitment. This reinforces that the level of organizational commitment is determined by attitudes towards women's leadership. If the attitude towards women's leadership is implemented well, it will increase organizational commitment. Vice versa, lecturers' organizational commitment will decrease if attitudes towards women's leadership are not implemented properly.

In table 1 above shows the variable Attitude of lecturers towards female leadership has a value of t arithmetic of 3.055 which is greater than t table (1.983) and a significance value of 0.003 which is smaller than 0.05 and a significance value of $0.423 > 0$ with a positive direction. This means that the fifth hypothesis which states that the attitude of lecturers towards women's leadership has a positive and significant effect on organizational commitment supported by the results of empirical research.

This means that most lecturers under the leadership of the Chairperson of the female study program lack understanding of attitudes towards female leadership, and have low organizational commitment. The data shows that UNISA lecturers lack understanding, are less able to accept attitudes towards the existing female leadership so that it influences the lack of fulfillment of the commitment of lecturer organizations in carrying out their work assignments.

6. The Influence of Job Satisfaction on Organizational Commitment

Test results have shown that job satisfaction has a direct positive effect on organizational commitment. This reinforces that the level of organizational commitment is determined by job satisfaction. If job satisfaction is implemented well, it will increase organizational commitment. Vice versa, the work commitment of lecturers will decrease if job satisfaction is not implemented properly.

The sixth hypothesis in this study which states that job satisfaction has a positive

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and significant effect on organizational commitment is supported by the results of empirical research. This is indicated by the calculated t value of 3.545 which is greater than t table (1.983) and a significance value of 0.001 which is smaller than 0.05 and a regression coefficient of $0.375 > 0$ with a positive direction.

These results are in line with the research conducted, the results prove a significant correlation of organizational culture to organizational commitment. The results of other research conducted by Colquit showed that job satisfaction is positively related to organizational commitment, such as the statement "Job satisfaction is the strongly correlative affective commitment, so satisfied employers are more liable to want the organization". Job satisfaction is highly correlated with affective commitment, satisfied workers tend to want to remain silent in the organization. Experts say that people who experience high levels of satisfaction tend to feel high levels of affective and affective commitment even though 'job satisfaction has no relationship with continuum commitment'. In one scientific literary written by Caravallo, C.R.S.P., Castro, M.A.R., Silva, (2018). The results of their research can help organizations verify through empirical findings. How personal management actions reflect organizational commitment and work satisfaction. It is also expected that work will bring the company to develop and practice that can be linked to organizational culture that most influences organizational commitment and job satisfaction.

7. The Influence of Organizational culture on Organizational Commitment through Job Satisfaction

Based on the results of the path analysis in the table above it is known that the organizational culture variable has a direct effect of 0.339 while an indirect effect of 0.048. Thus it is very clear that organizational culture has an indirect negative effect on organizational commitment mediated by job satisfaction. Robbins and Judge (2015) states there are some employee responses to dissatisfaction, namely; outgoing, voice, loyalty, and neglect. Employee job satisfaction is very influential in their desire to commit and provide the best performance for the organization where they work (Robbins and Judge, 2008).

Job satisfaction must be maintained to improve organizational performance based on the job descriptive index. According to this descriptive job index that job satisfaction is built on five dimensions including working in the right place, appropriate payment, organization and management, providers and relationships with colleagues (Rivai, 2004). So job satisfaction will affect good and dynamic work quality so that it benefits the company and the employees themselves. Job satisfaction is also the first aspect achieved in organizational commitment where according to Genlu et.al (2010), job satisfaction has a significant influence on organizational commitment. Thus the organizational culture variables, job satisfaction, and organizational commitment theoretically have a close relationship in influencing employee performance.

The seventh hypothesis is that organizational culture has a positive and significant effect on organizational commitment at UNISA through job satisfaction. However, due to the analysis of research results on the hypotheses about organizational culture a positive correlation with job satisfaction is not proven, thus the relationship between organizational culture and organizational commitment is mediated by job satisfaction logically and negatively factually.

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8. The Influence of Attitudes on Leadership on Organizational Commitment through Job Satisfaction

Whereas the commitment variable has an attitude towards female leadership with a direct effect of 0.269 and an indirect effect of 0.169. This means that the direct effect of attitude variables on women's leadership is in line with Lutans research, commitment is smaller than the indirect effect through job satisfaction variables. For this reason, attitudes towards female leadership have a positive correlation with organizational commitment mediated by job satisfaction. Thus the discussion of the results of this research that explains the factual findings that are proven in the field.

According to Gary Dessler, there are several steps that can be taken to build or grow one's organizational commitment, namely as follows (Sopiah, 2008); 1) make it charismatic, 2) build the tradition, 3) have comprehensive grievance procedures, 4) provide extensive two way communications 5) create sense of community, 6) build value homogeneity, 7) share and share alike, 8) Emphasize braimaising cross utilization, and team work, 9) Get together, 10) Support employee development, 11) Commit to actualiazing, and 12) provide first year job challenge.

CONCLUSION AND RECOMMENDATION

Based on the results of the statistical calculations described in the previous chapter, the findings of this research are 1) there is a positive direct effect of organizational culture on organizational commitment, 2) there is a direct negative effect on organizational culture on job satisfaction, 3) there is a positive direct effect of attitudes on women's leadership on job satisfaction, 4) there is a positive direct effect of organizational culture on organizational commitment, 5) there is a positive direct effect of attitudes on women's leadership on organizational commitment, 6) there is a direct positive direct effect on job satisfaction on organizational commitment, 7) there is an indirect direct negative effect on women's organizational culture on organizational commitment through job satisfaction, 8) there is a direct indirect effect of positive attitudes towards women's leadership on organizational commitment through job satisfaction

For further researcher, to explore the effectiveness of the use of intelligence in women's academic practice also provides a great clarification of how spiritual intelligence can be translated through training practices and contribute to a balanced and harmonious work environment at University. Encourage research that concentrates on investigating the role of attitudes towards women's leadership on organizational commitment at different organizational culture levels. The focus explores whether gender impacts organizational commitment to leadership in education by examining the level of women's participation in leadership at all levels of education in Indonesia, highlighting their differences and similarities.

Further research needs to be encouraged that use the post modern feminist theory framework and feminist qualitative design to explore unique and individual leadership and women's teams to higher structural positions to the rector to make meaning and influence in mentoring and as role models during a career from the influence of mentors and role models during their careers.

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