INCREASED PROFESSIONAL COMMITMENT THROUGH STRENGTHENING VISIONARY LEADERSHIP, ORGANIZATIONAL CULTURE, WORK MOTIVATION, AND JOB SATISFACTION IN BUDDHIST HIGHER EDUCATION LECTURERS IN INDONESIA

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Abstract

This research aims to find strategies and ways to increase the professional commitment of lecturers at Buddhist Colleges (STAB) through strengthening the variables of visionary leadership and organizational culture, as independent variables and the variables of work motivation and job satisfaction as intervening variables. The population in the study were all permanent lecturers from the College of Buddhism (STAB), consisting of 398 lecturers. Based on the population size of 398 lecturers, the number of representative research samples is 200 people. The sampling technique in this research uses a proportional random sampling technique, namely a method of collecting data by taking the population proportionally to be used as a sample. Data analysis uses path analysis and SITOREM analysis.

The results of the research show that there is a significant positive direct influence between visionary leadership, work motivation, and job satisfaction on professional commitment and there is a significant positive direct influence between visionary leadership (X1) on work motivation (Z1) with $\beta x1z1 = 0.464$, visionary leadership, culture organization on work motivation. There is a significant positive direct influence between visionary leadership, organizational culture, and increasing job satisfaction. There is a significant positive indirect influence between visionary leadership, organizational culture, and professional commitment through work motivation. There is a significant positive indirect effect between visionary leadership on professional commitment through satisfaction. There is a significant positive indirect effect between organizational culture on professional commitment through satisfaction. This research finds strategies and ways to increase lecturers' professional commitment by identifying the strength of influence between research variables.

Introduction

In the higher education environment, lecturers are one of the main resources in achieving educational goals, therefore efforts to improve the quality of lecturers are an important thing that must be continuously implemented strategically. The organizational structure and education management system have changed since the reform era, where one of the problems that emerged in the previous era was excessive centralization, inflexibility, and communication between educators that was not optimal and inefficient. Currently, higher education institutions are expected to be able to play a more progressive, dynamic, and significant role in providing education so that they can produce educational outcomes as expected.

Efforts to realize these hopes require lecturers to have personality quality and integrity that refers to noble morality, and who have an adequate level of expertise and skills according to the field of study being taught. Lecturers must have a high work ethic and work discipline, and be willing to devote all their attention, energy, and skills to implementing the Tridharma of Higher Education so that universities produce quality graduates, ready to work and make a real contribution to strengthening Indonesia's superior human resources.

Indicators of the greatness and level of civilization of a nation can be seen from the quality of its human resources. This cannot be separated from the high or low level of human resource quality so human resource development is an absolute necessity because it influences the life and life of a nation. The higher the level and quality of human resources will influence the higher, more open, intelligent mindset, action patterns, and behavior patterns including the level of civilization. Lecturers as one of the main actors in educational activities in higher education play an important role, where in lecture activities lecturers participate in increasing students' insight, knowledge, and skills. As per Government Regulation No. 37 of 2009 concerning Lecturers states that Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Lecturers must have academic qualifications (Masters/Doctorate) obtained through postgraduate higher education programs and be accredited according to their field of expertise, minimum graduates of master's programs for diploma or undergraduate programs, and graduates of doctoral programs for postgraduate programs. Law of the Republic of Indonesia no. 12 of 2012 concerning the Tri Dharma of Higher Education consists of 3 points, education, research, and community service. The Tri Dharma of Higher Education is not only the responsibility of students, but also of the entire academic community involved in the learning process at the higher education institution.

Lecturers have the responsibility to transform science and technology for students, develop knowledge through reasoning and scientific research, and disseminate it. They are also obliged to write textbooks or textbooks, which are learning resources for the academic community. Lecturers are recognized as the main agents in transforming, developing, and disseminating science, technology, and art through education, research, and community service. The important role of Law Number 14 of 2005 concerning Teachers and Lecturers in regulating the roles and responsibilities of teachers and lecturers in Indonesia cannot be ignored. This law provides a clear legal basis for the role of teachers and lecturers in national development in the field of education. Teachers and lecturers are recognized as the main pillars in ensuring the continuity and quality of education in Indonesia.

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Lecturer competency is reflected in academic qualifications, teaching certificates, and adequate physical and mental abilities. They have various tasks such as planning and implementing learning, evaluation, mentoring, research, and community service. The main objective of the position of teachers and lecturers is to create a national education system and achieve national education goals. Lecturers in higher education also have an important role in developing students. Lecturers must have in-depth knowledge and academic skills to guide students, encourage critical thinking, and provide professional academic guidance. The presence of quality, competent and committed lecturers is vital in creating a quality higher education environment. Lecturers who are committed to the organization have a positive impact on the progress and development of higher education. They are also active in research, contributing to curriculum development, improving the quality of education, and innovation in their fields of study.

Collaboration between lecturers, students, and industry is also important in preparing graduates to enter the competitive job market. Internship programs, collaborative projects, and industry training are some of how colleges can help students develop practical skills and build strong professional networks. Thus, lecturers play a key role in bridging the gap between the world of education and the world of work, as well as helping students develop their maximum potential to become competent and responsible future leaders. Apart from that, lecturers also act as guides and mentors for students, providing professional academic guidance, and motivating students to achieve academic achievements. Lecturers model professional behavior and ethics for students, preparing them to be professional and responsible.

The role of qualified, competent and committed lecturers is very important in creating a quality higher education environment, committed to the organization bringing a positive impact on the progress and development of higher education. Lecturers deliver material well to students and continue to improve the quality of teaching by updating the curriculum, using effective learning methods, and providing constructive feedback. Lecturers who have excellent skills, a high work ethic, and a high commitment to their profession are always enthusiastic about honing the knowledge and capabilities needed to be able to contribute optimally to the roles and responsibilities of their profession. This attachment to the profession in the study of organizational behavior is known as professional commitment or commitment to the profession (hereinafter referred to as professional commitment). Professional commitment among lecturers is very important because lecturers with high professional commitment generally always increase their knowledge and skills regarding the subjects taught, including improving effective teaching skills, which has a big impact on the effectiveness of learning, increasing student understanding to support the achievement of graduate competency standards. Lecturers with high professional commitment generally participate actively in lecturer association activities so they have the potential to expand their network to conduct joint research. Lecturers who have high professional commitment will be reflected in their dedication to carrying out their daily duties, their pride in the teaching profession will make them always maintain their good name as lecturers.

Lecturers are highly committed to the profession, trying to carry out their profession with full ethics and morals so that they can support the moral development of students. On the other hand, lecturers with low professional commitment tend to have no attachment and pride in their profession as lecturers, so they make less effort to improve their skills as educators. Lecturers with low commitment tend not to focus on their profession and may not even mind changing professions, which will be very detrimental to the educational institution where they teach. Lecturers with low professional commitment are reluctant to sacrifice themselves to hone their skills and abilities so this will be detrimental to the tri-dharma activities of higher education in general, they tend not to be optimal in carrying out learning, research, and community service activities.

Several studies show that individuals with a strong commitment to a profession tend to work harder and be better at their jobs than individuals with a weak commitment. In research, Setyaningsih (2015) explains that the commitment of the lecturer profession is increasingly becoming a concern along with changes in science and technology which require readiness so as not to be left behind in this global era. The development of the lecturer profession requires a high commitment to the lecturer profession that they are involved in so that lecturers not only have knowledge, technology, art, and management but also the high commitment required by members of the profession to produce effective work. Research conducted on 14 large companies in the UK regarding the model of commitment, results can be grouped into three pillars, namely: (1) A sense of belonging to the organization, as a basis for building loyalty to the company, such as: informed, involved, sharing in success. (2) A sense of excitement in work, a feeling of joy at work because of motivation, which is manifested in pride, trust, and accountability for results. (3) Confidence in management, and trust in organizational management because of feelings of being appreciated by leadership, which is shown in; authority, dedication, and competence. The results of this research view commitment as a tool for assessing employee responsibility to the institution. For institutions, research results can be used to increase employee empowerment and motivate work. Self-commitment refers to the action of wanting to satisfy oneself as shown in (1) care about the organization, (2) commitment to its goals and purpose, and (3) deepest wish to contribute something meaningful.

Commitment can be used as a basis for competitiveness for organizations/institutions with employees who have a high commitment to obtain advantages that other organizations do not have. Professional commitment is a recognition and belief in the values, and goals of the profession, a willingness to make substantial efforts on behalf of the profession, and an explicit goal to maintain membership in the profession. Lecturers as educators use professional commitment as a philosophy or dedication in their work. Therefore, a good lecturer 'the good teacher' has the characteristics: of intelligence, having a good personality, respecting others, being attractive, and having a noble character.

In research (Meyer & Allen, 1997). States that individuals with high commitment tend to see themselves as a dedicated part of the organization, feel personally connected to the organization, and deal with job dissatisfaction better. On the other hand, individuals with low commitment are more likely to express dissatisfaction openly, feel less personally attached to the organization, and tend to change jobs more frequently. Organizational commitment is not only about loyalty, but also about active contribution to organizational goals, reflects a broader attitude towards work than just job satisfaction, and applies to the entire organization (Hellriegel & Slocum, 2011). Research by Nugroho and Haryanto (2019) concludes that there is a strong

influence of job characteristic factors on the commitment to the profession of teaching staff. Habib's (2019) research concluded that personality factors have a strong influence on the commitment to the profession of teaching staff. These studies illustrate that currently, the issue of commitment to the profession is receiving a lot of attention.

Regarding professional commitment, especially among Buddhist religious education lecturers, study and effort are needed to improve it. Buddhist religious high schools are a forum for lecturers who educate the Buddhist generation to study religion and education, as a lamp for the continuity of religious communities in studying Buddha Dhamma. There are 12 Buddhist religious schools in Indonesia, 10 private STABs, and 2 state STABs. Buddhist religious high schools absorb Buddhist students to study or continue to higher education after they graduate from primary and secondary education to improve their careers in terms of both economic and non-material aspects.

On average, Buddhist religious colleges spread across several provinces are only able to open one to five study programs in one department with a relatively moderate number of students. This has a huge impact on campus operational management, resulting in the potential for the campus to be unable to meet its needs, especially in terms of the welfare of its staff and lecturers. This situation is quite risky for the decline in professional commitment of lecturers, where their income is not as expected, which can be a reason for them to need to increase their income through other activities apart from being a lecturer. This poses a risk to lecturers' attachment to the profession they hold, where in this situation lecturers become hampered in developing their skills as educators, lecturers become less attached and not proud of their profession because they feel they cannot fully guarantee their living needs.

The state of professional commitment among private STAB lecturers is based on the results of an initial survey through the distribution of professional commitment questionnaires carried out in January 2023 for 30 lecturers spread across Jakarta 2 STAB with 12 lecturers, Central Java 2 STAB with 12 lecturers and Banten (Tangerang) with 6 lecturers. has not shown the expected conditions where there are still several aspects of professional commitment that are relatively low, as follows:

1. There are 45.85% of lecturers who have problems with affective commitment, where it seems that lecturers are not yet fully determined to continue in the lecturer profession until retirement, and are willing to take part in paid training to become more competent as lecturers.
2. There are 35.55% of lecturers who have problems with continuity commitment, which can be seen from the fact that some lecturers are reluctant to move to another profession because it will risk losing their income and lecturers feel that the opportunity to pursue another profession is limited.
3. There are 37.78% of lecturers who have problems with normative commitment, which can be seen from the small number of lecturers who think that the profession as a lecturer has provided many things to their lives so they must be loyal as lecturers and lecturers feel guilty if they switch to another profession.

This initial survey data shows that there are still problems related to professional commitment among private STAB lecturers. If this is not handled immediately, it will be very detrimental to STAB's education, research and community service activities.

The actuality of the research theme (state of the art) is indicated by the fact that there are still researchers researching the theme of professional commitment, which indicates that this theme is still worthy of research. This is indicated by several national and international journals that

research professional commitment. The study of professional commitment continues to be of interest to both academics and practitioners. This can be seen from the results of various research that continue to be carried out. A descriptive qualitative study regarding professional commitment illustrates that affective commitment as one of the dimensions of professional commitment among permanent lecturers at a university is based on their passion and attachment to the teaching profession.

Research by Aranya, and Amernic (1981), with the title: An Examination of Professional Commitment in Public Accounting. Professional commitment is measured by adopting the organizational commitment instrument of Porter et al. (1974). Findings regarding Professional Commitment, namely: 1) There are differences in professional commitment between partners, supervisors, senior and semi-senior managers, and 2). There is a significant relationship between professional commitment and organizational commitment, satisfaction with compensation and professional-organizational conflict. Morrow and Wirth's research (1989), with the title: Work Commitment among Salaried Professionals. Professional commitment was measured using a 15-item questionnaire. Findings regarding Professional Commitment, namely: The concept of professional commitment can be distinguished from the concept of organizational commitment.

Research by Bline, Duchon, and Meixner (1991), with the title: The Measurement of Organizational and Professional Commitment: An Examination of the Psychometric Properties of Two Commonly Used Instruments. Findings regarding Professional Commitment, namely: 1) Professional commitment has a strong positive correlation with professional satisfaction and a negative correlation with the desire to change profession, and 2) There is a significant difference between organizational commitment and professional commitment about the construct of job satisfaction, desire quitting the organization and job.

Brierley's research (1996), with the title: The Measurement of Organizational Commitment and Professional Commitment. Professional commitment was measured using the 9-item organizational commitment questionnaire proposed by Porter et al. (1974). Findings regarding Professional Commitment, namely: 1) The correlation between organizational commitment and professional commitment and turnover intention is significantly negative, 2) A significant correlation between organizational commitment and professional commitment and the desire to leave the profession, and 3) A significant correlation between organizational commitment and professional commitment with job satisfaction. Research by Dwyer, Welker, and Friedberg (2000), with the title: A Research Note Concerning the Dimensionality of the Professional Commitment Scale. Professional commitment was measured using a scale adapted by Aranya et al. (1981) from Porter et al.'s (1974) Organizational Commitment Questionnaire (OCQ). Findings regarding Professional Commitment, namely: Professional commitment must consist of three dimensions, namely affective professional commitment, normative professional commitment, and continuous professional commitment.

Research by Smith and Hall (2008), with the title: An Empirical Examination of a Three Component Model of Professional Commitment among Public Accountants. Professional commitment was measured using the Meyer et al (1993) scale which consists of 6 items for the affective, continuance and normative components of professional commitment. Findings regarding Professional Commitment, namely: 1) Turnover intentions are negatively related to affective professional commitment, 2) Turnover intentions are not related to normative and continuous professional commitment, and 3). There is no significant difference between affective, continuance, and normative professional commitment between female and male professionals.

It has also been proven that as a dependent variable, the professional commitment of lecturers at Pakuan University is significantly influenced by empowerment, academic culture and pedagogical competence (Setyaningsih, 2015). Other research found similar things that one of the variables proven to play a role in professional commitment among lecturers is competence. Competence has a significant influence on both affective, continuance and normative commitment (Hasanati, 2017). Other findings regarding professional commitment, which acts as an independent variable, prove that commitment has a positive and significant influence on the performance of private university lecturers in the Kopertis XII Maluku area and North Maluku, Ambon City. (Wasahua, 2018).

Research on professional commitment among lecturers proves that there is a positive and significant relationship between Visionary Leadership, empowerment, and OCB with a commitment to the profession (Mulyana, S, Hardhienata, D. Wulandari, 2021). Other research among pre-service lecturers proves that professional commitment has a significantly positive impact on lecturers' self-efficacy, which then supports them in maintaining ethical behavior among lecturers, therefore strengthening professional commitment is very important as a provision in the Ethical Behavior program among pre-service lecturers. -position (Sylemez, 2021). Still related to pre-service lecturers, it was also found that professional commitment is one of the challenges that need to be prepared and strengthened before lecturers fully undertake their profession as educators. In addition to providing information on how to prepare learning plans and class management, lecturers need to strengthen their professional commitment, in this case in the form of an introduction to the professional life of lecturers so that they can carry out their roles more optimally. (Kozikoglu & Senemoglu, 2021). Hegazy and Almayzar's (2017) research entitled "The Relationship between Professional Commitment, Job Satisfaction and Professional Roles' Practice Level of Medical Social Workers" resulted in the conclusion that Job Satisfaction has a positive relationship ($r = 0.454$, $p < 0.1$) with a Commitment to the Profession (Professional Commitment). This means that higher Job Satisfaction is predicted to increase Commitment to the Profession.

Professional commitment has also been proven to act effectively as a mediator. Lecturer commitment acts as an effective mediator in influencing lecturer performance on effective higher education development. This means that if high professional commitment among lecturers has an impact on their performance, this will then have a significant influence on the effectiveness of higher education as assessed by student achievement (Kusnandar, 2016). This research found that lecturers who have high affective commitment will show high work effectiveness in building an effective higher education institution because carrying out tasks arises from awareness and their desire to carry them out without feeling any coercion from anything or anyone. Effectively committed lecturers will identify and make themselves an inseparable part (sense of belonging) of education so that their personal goals will be in line with educational goals to always improve their own and higher education competencies. Other research showing the role of commitment as an intervening variable proves that professional commitment is a moderating influence of lecturer performance on graduate competency. This means that indirectly, professional commitment functions effectively to increase the influence of lecturer performance on graduate competency (Trisnaningsih, 2020).

Many factors influence professional commitment, which can essentially be grouped into internal and external factors. Internal factors include work motivation, namely the encouragement from within each individual to achieve the best results that will be produced. To achieve the goals of the vision and mission, it is necessary to have work motivation among lecturers, namely the

driving force that drives their work enthusiasm to seriously pursue their profession optimally. Lecturers with high work motivation are expected to be more enthusiastic about mastering their competencies as educators, and willing to develop their profession as best as possible. Apart from that, the job satisfaction felt by lecturers is thought to influence the lecturers' professional commitment. Lecturers who feel happy or satisfied with the work environment, relationships with other lecturers, or guidance from superiors will feel more comfortable carrying out their profession.

External factors that are thought to influence professional commitment include visionary leadership. Visionary leadership is the behavior of leaders who have visions, and ideas, who try to make changes in the future, who manage the future, and who encourage other people to act in the right ways to achieve the organizational goals in the future that we want to realize together. It is hoped that a visionary leader can increase professional commitment, in this case, the leader can provide a picture of the future, thereby making lecturers more enthusiastic about carrying out their profession.

An organizational culture that carries values that are in line with lecturers supports feelings of comfort and comfort in carrying out the profession as a lecturer. Organizational culture is the values adhered to by an organization, where these values are obtained from the results of thought, selection and evaluation which are ultimately upheld by the organization and implemented by all members of the organization. Alignment of the values of the organization where a lecturer teaches, with the values espoused by the profession, will make the lecturer feel comfortable carrying out his profession. Many other factors are thought to influence professional commitment, including facilities, commitment to the organization, work discipline, leadership communication, competence, personality, work climate, OCB, and empowerment. To be more focused, this research will examine professional commitment and factors that are thought to influence it, namely visionary leadership, organizational culture, work motivation and job satisfaction.

Literature Review
Professional Commitment

Researchers are increasingly conducting studies on professional commitment in line with findings about the influence of professional commitment on individual and organizational performance. Sezgin and Agar (2012) argue that the terms job, profession and career are often interchanged in the literature on commitment. Commitment to a profession or career or job is a relatively strong identification and involvement with a particular profession, in line with the desire to show extra effort for the sake of the profession, as well as the desire to persist in carrying out the profession. Indicators of professional commitment are a. affective commitment, namely a person's emotional attachment to their profession or job; b. normative commitment, namely a sense of obligation to persist in the profession, and c. Continuance commitment is a person's assessment regarding the costs they will bear if they leave the profession.

Pane (2019) explains that professional commitment is a state where a person identifies himself with the values, rules and goals of his profession. Professional commitment is a perception that has as its core a person's loyalty, determination and hope, guided by a system of values or norms that will direct the person to act or work according to certain procedures to carry out their duties with a high level of success which consists of dimensions a. Affective Dimension, namely commitment to pursuing a career (emotions attached to a career); b. Normative Dimension, namely reference group commitment (an indication of the strength of group norms), and c. Continuance

Dimension, which is measured by the amount of investment that has been invested or issued.

Professional commitment is also called work commitment because it is related to work, which according to Kusnandar (2016) is defined as a psychological bond between a person and his work which is based on affective reactions to that work. People with high work commitment identify and have positive feelings towards their work. Indicators of professional commitment are a. Affective commitment, namely a person's emotional attachment to their work; b. Normative commitment, namely a person's logic and moral commitment to the obligation to remain in their job, and c. Continuity commitment involves a person's assessment of the investments and costs associated with his work.

Cohen (2017) states that professional commitment or commitment to work is a measure of the extent to which a person identifies with their profession, and how strongly they support their work values, with the following indicators: a. Affective commitment, as positive feelings towards work; b. Continuity commitment, as a cost they perceive associated with the job, and c. Normative commitment is an obligation to work.

Based on the description of the meanings of professional commitment that have been explained previously, it can be stated that professional commitment is a person's attachment, loyalty, and identification with their profession which makes them feel proud, willing to develop their profession, maintain professional ethics and continue to improve their skills and responsibilities in the profession they undertake. The dimensions and indicators of professional commitment are a. dimensions of affective commitment with indicators: 1). a sense of identification with the profession, and 2) willingness to develop skills in the profession; b. dimensions of normative commitment with indicators: 1) desire to return the favor to the profession, and 2) feeling obliged to serve the profession, and c. dimensions of continuance commitment with indicators: 1) losses if leaving the profession, and 2). benefits derived from the profession.

Visionary Leadership

Several leadership styles continue to be studied by researchers and practitioners of organizational behavior, the results of which can be used in various types of organizations. In connection with changes that are always inevitable, a visionary leadership style is one option that is considered relevant to the times. Yordsala et al. (2014) stated that visionary leadership is the style of a leader who has the right vision as a guide for staff to work according to direction, including the capacity to have innovation that leads to change in the future. Indicators of visionary leadership are: a. Communication vision, b. Open-minded who can solve the future, c. Competence in creating networks and teamwork, and developing a culture for excellent work support, d. Competence in developing interactions with people through two-way communication, and e. Development of reliable personal habits.

The definition of visionary leadership according to Nanus (2012) is a strong leadership style that formulates a vision and articulates a realistic, credible, attractive view of the future for the organization, a relationship that is better in several important ways than what exists now. Visionary leadership is based on the demands of changing times which require intensive development of the role of education in creating reliable human resources for development, so that the vision orientation is directed at realizing the comparative and competitive values of students as a center for school improvement and development. A visionary leader requires certain competencies. Visionary leaders must have at least four key competencies, namely: a. have the

ability to communicate effectively with managers and other employees in the organization, including obtaining accurate information regarding the state of the organization while fostering a healthy organizational climate; b. understand the external environment and react appropriately to threats and opportunities. The external environment is the party that uses and enjoys the organization's output, therefore visionary leaders are required to understand and use their understanding to anticipate changes so that the products or services provided follow changes; 3. direct involvement in the organization's operational processes, to ensure the achievement of organizational goals, and 4. having or developing experience to anticipate the future, using experience to act as an organizational strategic evaluator, before implementation.

The description of visionary leadership according to Nasir (2014) is the attitude and behavior of a leader who is oriented towards achieving a vision, looks far into the future, and is accustomed to facing all challenges and risks. The main characteristics of visionary leadership are a. looking to the future, having a clear view of a vision to be achieved to develop the organization according to the organization's vision; b. dare to act in achieving goals, full of self-confidence, no doubts, and always ready to face risks; c. mobilize members for hard work and cooperation in achieving goals; d. formulate a clear, inspirational, and inspiring vision, manage dreams to become a reality, highly committed to the vision he carries, determined to realize his vision in the organization he joins; e. able to turn vision into action, formulate vision into mission which can then be absorbed by members of the organization; f. adhere closely to the spiritual values that he believes in, such as the noble values that exist in this nation; g. build relationships effectively, h. innovative and proactive, daring to change conventional thinking into a new paradigm, and actively observing future steps with the latest issues regarding the organization.

From several expert opinions above, it can be synthesized that visionary leadership is the behavior of leaders who have far-sighted views and ideas, try to make changes in the future, and encourage other people to act in the right ways to achieve the organization's goals in the future. a future that we want to realize together. Indicators of visionary leadership are 1. Orientation to think towards the future, 2. clarity of vision articulation, 3. alignment of vision with organizational targets, 4. courage to act in achieving goals, 5. continuous learning, 6. direction of members to achieve progress in the future, and 7. coalition development for the future progress of the organization.

Organizational Culture

A very comprehensive description of organizational culture was explained by Schein and Schein (2017), whose principles explain two perspectives of organizational culture. The first is the content perspective, where organizational culture can quickly be seen from its content, namely what organizational culture is, and what important values need to be learned. What kind of rules of conduct apply? In this perspective, it means that each organization has different values that shape its culture, depending on the aspects that the organization prioritizes. In a country context, for example, the content of culture is influenced by the role of government, leadership, and management which determines the components or principles that are considered good for each person, which can be very different in other countries, as well as important values between families, groups, organizations, even between generations. In essence, cultural content is the values that are prioritized in each area.

To understand this variation, it is necessary to use a cultural structure perspective, which can be analyzed based on levels. The term "level" or level in this perspective is the extent to which

cultural symptoms can be observed. Cultural structures vary from those that are very easily visible to deep things that are in the subconscious area, namely fundamental assumptions that constitute the essence of culture or the DNA of culture itself. The fundamental, unconscious assumptions, beliefs and values taken for granted, determine the behavior, perceptions, thoughts, and feelings of organizational members. Referring to the dynamic nature of culture, Schein and Schein (2017) formulate organizational culture as patterns of learned beliefs, values, assumptions, and behavioral norms, each of which is manifested at different observable levels.

The opinion expressed by Minner (2015) states that organizational culture is a set of beliefs, assumptions, values, feelings and perceptions that influence the actions and decisions taken by members of an organization together. If an organization's culture encourages innovation, when problems arise, its members take initiative and risks, trying new ways of doing things. On the other hand, if the organizational culture is oriented towards security and stability, then when faced with a similar situation it will cause people to start looking for rules and procedures as a mode of response. Indicators of organizational culture are: beliefs, assumptions, values and feelings or perceptions. According to Pidarta (2020), organizational culture is formed from factors contained in the organization, namely the work environment, basic values, organizational heroes, ceremonies/procedures, and communication networks.

Based on several explanations that have been described previously, it can be synthesized that organizational culture is the values, beliefs, norms, and assumptions that are mutually agreed upon, which guide the behavior of members of the organization, developed and strengthened in habits and artifacts that become the characteristics of the organization that differentiate it. with other organizations. The indicators are a. artifacts (symbols, uniforms, traditions, typical organizational buildings, work tools, technology used); b. shared values (noble things that are prioritized, upheld by the organization and respected, recognized, and embraced by its members); c. agreed norms (references, standards, mechanisms, work behavior patterns that are agreed upon and serve as performance guidelines); d. fundamental assumptions (way of viewing internal and external phenomena that impact the way we interact with the environment); and e. organizational atmosphere (communication patterns, openness, organizational situation and circumstances).

Work Motivation

The individual mechanism factor that is often suspected and researched is related to the performance, creativity, productivity and commitment of organizational members is work motivation. Salami (2008) states that work motivation is the urge to work to achieve a high standard (standard of excellence) and achieve success in competitive situations. The indicators are: a. desire to complete work based on personal abilities, b. set goals and moderate level of difficulty, c. take into account risks in acting, d. have a strong desire to obtain feedback on performance

Work motivation according to Robbins (2013) is indicated as hope, anticipation, desire, and effort to do better or achieve something better. Indicators of work motivation are a. achievement of successful task completion based on goals and objectives, b. appreciation for the achievement of tasks and targets that have been set, c. the nature and scope of the work itself (work that is interesting and gives hope), d. improvement or progress, e. responsibility.

Miner (2015) states that work motivation is the urge to always fight, and work hard to achieve success, a strong desire to perform or achieve better, more efficiently, faster, and with higher quality from day to day. People who have high work motivation do not mean they never fail. But if you fail, you will get up and try even harder. Indicators of work motivation are: a. prefer

and be satisfied with the achievements of their efforts, b. creative, more persistent, energetic, prefers to act rather than remain silent c. productive and full of initiative, d. likes challenges, e. choose tasks that have realistic risks according to your real abilities, namely the chance of success and the risk of failure are balanced, f. always evaluate and look for feedback to do more activities.

McClelland (2013) states that work motivation, which is similar to the need for achievement, is the desire to exceed a set standard, and strive to achieve success with indicators, namely a. dare to take risks, b. desire to obtain feedback on their performance, c. seeking satisfaction with achievement, and d. assume responsibility for his work.

The definition of work motivation according to Harris and Hartman (2012) is a person's desire to complete tasks through individual effort in facing challenges and obstacles. The indicators are a. like situations that contain challenges or risks, b. desire to obtain clear and concrete feedback on their performance, and c. personally responsible for the performance achieved.

According to Sardiman (2011), work motivation is a characteristic of someone who has high hopes of achieving success rather than a fear of failure. Indicators of work motivation are: a. have a moderate level of inspiration, to achieve high achievement you don't need to do something beyond your reach, you don't need to waste a lot of time doing something beyond your ability; b. have tasks that involve moderate rather than high risk; c. future-oriented time perspective; d. tenacious and driven to complete tasks, e. have a work partner based on their abilities, f. the efforts he made were very outstanding.

Hitt et al (2011) state that works motivation is the extent to which a person desires to excel or has a strong desire to succeed in a competitive situation. The indicators are: a. sets personal targets and goals, and tends to accept responsibility for success and failure, b. tend to choose goals with a medium level of difficulty, c. seek feedback on their performance, d. activated only in situations of expected advantage or competition. Schermerhorn (2013), Motivation describes the strength within an individual that takes into account the level, direction and persistence efforts made at work. Simply put, highly motivated people work hard at work while unmotivated people do not. One of the most important managerial responsibilities is to create conditions in which others are consistently inspired to work hard

Based on the explanation regarding work motivation, it can be synthesized that work motivation is energy, desire and drive to achieve maximum achievements to contribute positively to the progress of oneself and the organization. Work motivation can be measured through indicators: a. sense of responsibility, b.. enthusiasm for achieving the best results, c. desire to receive feedback, d. encouragement gets rewards and e. enthusiasm for opportunities for career advancement.

Job Satisfaction

According to Gibson (2012), job satisfaction is an individual's attitude towards their work, which originates from their perception of their work. Factors that influence job satisfaction are: Pay (salary, wages, honorarium, etc.), Job (work conditions: facilities, challenges, position requirements), Promotion Opportunities (promotion opportunities, career development, status improvement), Supervisor (Superior supervision, superior-subordinate relationship), and Co-Workers (colleagues, teamwork, etc.)

The definition of job satisfaction according to Colquitt et al (2019) states that job satisfaction is an individual's emotional condition that arises from an assessment of their work, or

experiences at their work. There are 5 factors that individuals most want to obtain/enjoy at work, namely: a. Salary (high and certain), b. Promotion (opportunities based on performance and ability), c. Supervision of superiors (good working relationships with superiors, and giving awards), d. Colleagues (good and responsible relationships), and e. The work itself (freedom to realize abilities, creations, achievements, etc.).

Setyaningsih & Sunaryo (2021) define job satisfaction as an individual's emotional condition that arises from their assessment of their work and their experiences at work. With dimensions 1) Salary. 2. Promotion. 3. Management supervision. 4. Job itself. 5. Relationship with co-workers. Li et al. (2020) explained that job satisfaction is often defined as a person's feelings or attitude toward work or work experience. With dimensions 1) salary, 2) supervision, 3) promotion, 4) benefits, and 5) nature of work. Nugroho et al. (2020) stated that job satisfaction is one of the factors that can influence performance, and its relationship has a moderate level of correlation with performance. This can be seen from several indicator factors, 1) salary, 2) promotion opportunities, 3) interaction with co-workers, 4) relationship with superiors, and 5) characteristics of the job itself.

Referring to several descriptions of the meaning of job satisfaction that have been explained previously, it can be synthesized that job satisfaction is a person's positive or negative attitude towards their work based on perceptions about work or experiences at work. The indicators are satisfaction with a. Salary and incentives (amount, timeliness, method of payment, incentives); b. The job itself (challenges, requirements), c. Career development opportunities (promotion opportunities, increasing status and expertise); d. Supervision from superiors (role in career development, improving working conditions, results orientation, support); e. Relationships with coworkers (collaboration, problem-solving); f. Work environment (facilities, workplace, workplace facilities)

Research Methods

The research locations were carried out at all Buddhist Religious Education universities in Indonesia. The research period was eight months, starting from May 2023 to March 2024. This research is descriptive quantitative research. This research uses a survey approach to find the distribution of respondents' answers to statements from the variables in question before being analyzed with the correlation coefficient.

The population in the study were all permanent lecturers from the College of Buddhism (STAB), consisting of 398 lecturers. The sampling technique in this research uses a proportional random sampling technique, namely a method of collecting data by taking the population proportionally to be used as a sample. Based on the population size of 398 lecturers, the number of representative research samples is 200 people. Based on this representative sample size, the number of samples taken at each university was calculated proportionally.

Measurement of research variables uses a questionnaire instrument which is constructed based on indicators of research variables as a result of literature study. The scales used are a rating scale and an attitude scale or perception scale by the operational definition of the variable. All questionnaires used have five alternative answers.

Data analysis uses path analysis and SITOREM analysis. Path analysis was carried out to produce path coefficients that reflect the strength of the direct influence of exogenous variables (visionary leadership, organizational culture, work motivation, and job satisfaction) on endogenous variables (professional commitment), as well as the indirect strength of exogenous

variables on endogenous variables through intervening variables (motivation work, and job satisfaction). Meanwhile, SITOREM is used to analyze the indicators of each variable. As stated by S. Hardhienata (2017), for educational management research purposes, we need to add the scientific identification theory mentioned above with statistical models and steps to obtain optimal solutions).

The results of the research survey were analyzed using Path Analysis to analyze causal relationships between variables and estimate the coefficients of several linear structural equations that represent hypothesized causal relationships. In linear structural equations, the influence of the independent variable on the dependent variable can be direct and indirect. The indirect effect of the independent variable on the dependent variable can be tested through the intervening variable. The total influence of the independent variable on the dependent variable is the sum of the direct influence and all indirect influences.

SITOREM analysis is then used to strengthen the results of the Path Analysis in more detail on research variable indicators, to find indicators that need to be immediately improved and maintained or developed. The priority indicators are research findings used to prepare the Action Plan.
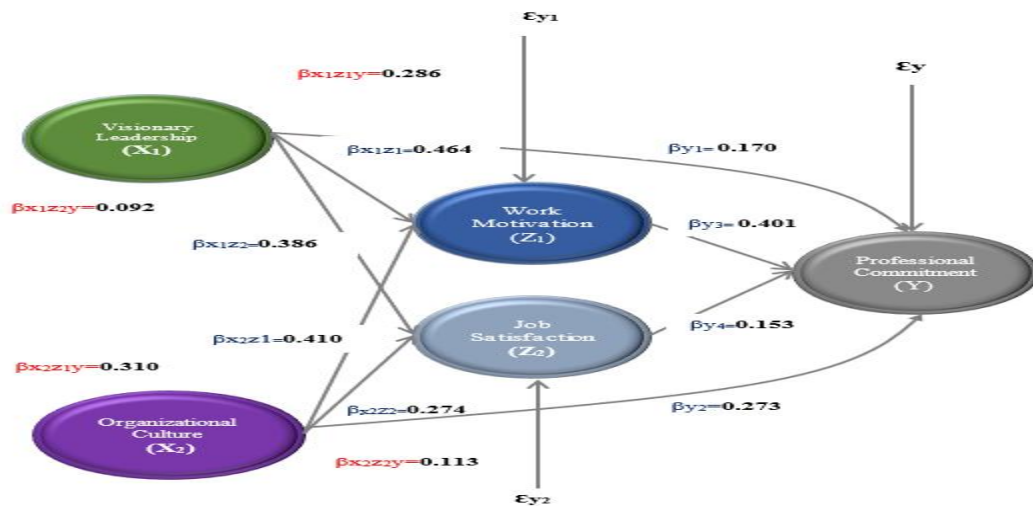
Result

Figure 1. Path Coefficient Results

Table 1. Hypothesis Testing Results

No	Hypothesis	Path Coefficient	Statistic test	Conclusion
1.	Visionary Leadership (X1) to Professional Commitment (Y)	0,170	$H_0 : \beta_{Y1} \leq 0$ $H_1 : \beta_{Y1} > 0$	Influential Direct Positive
2.	Organizational Culture (X2) to Professional Commitment (Y)	0,273	$H_0 : \beta_{Y2} \leq 0$ $H_1 : \beta_{Y2} > 0$	Influential Direct Positive
3.	Work Motivation (Z1) on Professional Commitment (Y)	0,401	$H_0 : \beta_{Y3} \leq 0$ $H_1 : \beta_{Y3} > 0$	Influential Direct Positive
4.	Job Satisfaction (Z2) to Professional Commitment (Y)	0,153	$H_0 : \beta_{Y4} \leq 0$ $H_1 : \beta_{Y4} > 0$	Influential Direct Positive
5.	Visionary Leadership (X1) on Work Motivation (Z1)	0,464	$H_0 : \beta_{x1z1} \leq 0$ $H_1 : \beta_{x1z1} > 0$	Influential Direct Positive
6.	Organizational Culture (X2) on Work Motivation (Z1)	0,410	$H_0 : \beta_{x2z1} \leq 0$ $H_1 : \beta_{x2z1} > 0$	Influential Direct Positive
7.	Visionary Leadership (X1) on Job Satisfaction (Z2)	0,386	$H_0 : \beta_{x1z2} \leq 0$ $H_1 : \beta_{x1z2} > 0$	Influential Direct Positive
8.	Organizational Culture (X2) on Job Satisfaction (Z2)	0,274	$H_0 : \beta_{x2z2} \leq 0$ $H_1 : \beta_{x2z2} > 0$	Influential Direct Positive
9.	Visionary Leadership (X1) towards Professional Commitment (Y) through Work Motivation (Z1)	0,287	$H_0 : \beta_{x1z1y} \leq 0$ $H_1 : \beta_{x1z1y} > 0$	Influential Indirect Positive
10.	Organizational Culture (X2) on Professional Commitment (Y) through Work Motivation (Z1)	0,310	$H_0 : \beta_{x2z1y} \leq 0$ $H_1 : \beta_{x2z1y} > 0$	Influential Indirect Positive
11.	Visionary Leadership (X1) to Professional Commitment (Y) through Job Satisfaction (Z2)	0,099	$H_0 : \beta_{x1z2y} \leq 0$ $H_1 : \beta_{x1z2y} > 0$	Influential Indirect Positive

No	Hypothesis	Path Coefficient	Statistic test	Conclusion
12.	Organizational Culture (X2) on Professional Commitment (Y) through Job Satisfaction (Z2)	0,113	$H_0 : \beta_{x2z2y} \leq 0$ $H_1 : \beta_{x2z2y} > 0$	Influential Indirect Positive

Based on Table 1, the results of the Hypothesis Test can be explained as follows:

Hypothesis Testing

1. *Positive direct influence between visionary leadership (X1) on professional commitment (Y)*

The first hypothesis was tested to test the direct influence of visionary leadership (X1) on professional commitment (Y). From the calculation results, the path coefficient value ($\beta y1$) = 0.170, with t-count = 14.255, while t-table at the real level α = 0.05, t-table = 1.652, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the visionary leadership variable (X1) on professional commitment (Y), meaning that the stronger the visionary leadership (X1) in the individual principal will increase the professional commitment (Y) at the Buddhist College (STAB).

2. *Positive direct influence between organizational culture (X2) on professional commitment (Y)*

The second hypothesis was tested by testing the direct influence of organizational culture (X2) on professional commitment (Y). From the calculation results, the path coefficient value ($\beta y2$) = 0.273, with t-count = 9.646, while t-table at the real level α = 0.05, t-table = 1.652, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the organizational culture variable (X2) on professional commitment (Y), meaning that the stronger the organizational culture (X2) in the individual principal will increase professional commitment (Y) at the Buddhist College (STAB).

3. *Positive direct influence between work motivation (Z1) on professional commitment (Y)*

Testing the third hypothesis was carried out by testing the direct influence between work motivation (Z1) on professional commitment (Y). From the calculation results, the path coefficient value ($\beta y3$) = 0.401, with t-count = 2.239, while t-table at the real level α = 0.05, t-table = 1.652, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the work motivation variable (Z1) on professional commitment (Y), meaning that stronger work motivation (Z1) will increase professional commitment (Y) at the Buddhist College (STAB).

4. *Positive direct influence between job satisfaction (Z2) on professional commitment (Y)*

The fourth hypothesis was tested to test the direct influence between job satisfaction (Z2) on professional commitment (Y). From the calculation results, the path coefficient value ($\beta y4$) =

0.153, with t-count = 19.767, while t-table at the real level α = 0.05, t-table = 1.652, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the job satisfaction variable (Z2) on professional commitment (Y), meaning that stronger job satisfaction (Z2) will increase professional commitment (Y) at the Buddhist College (STAB).

5. *Positive direct influence between visionary leadership (X1) on work motivation (Z1)*

The first hypothesis was tested to test the direct influence of visionary leadership (X1) on work motivation (Z1). From the calculation results, it is obtained that the path coefficient value (βy5), there is a direct positive influence of the visionary leadership variable (X1) on work motivation (Z1), meaning that the stronger the visionary leadership (X1) will increase work motivation (Z1) at Buddhist Colleges (STAB).

6. *Positive direct influence between organizational culture (X2) on work motivation (Z1)*

Testing the sixth hypothesis was carried out by testing the direct influence of organizational culture (X2) on work motivation (Z1). From the calculation results, the value of the path coefficient (βy6), there is a direct positive influence of the organizational culture variable (X2) on work motivation (Z1), meaning that the stronger the organizational culture (X2) will increase work motivation (Z1) at Buddhist Colleges (STAB).

7. *Positive direct influence between visionary leadership (X1) on job satisfaction (Z2)*

The seventh hypothesis was tested to test the direct influence of visionary leadership (X1) on job satisfaction (Z2). From the calculation results, it is obtained that the path coefficient value (βy7), there is a direct positive influence of the visionary leadership variable (X1) on job satisfaction (Z2), meaning that the stronger the visionary leadership (X1) will increase job satisfaction (Z2) at the Buddhist College (STAB).

8. *Positive direct influence between organizational culture (X2) on job satisfaction (Z2)*

The eighth hypothesis was tested to test the direct influence of organizational culture (X2) on job satisfaction (Z2). From the calculation results, the value of the path coefficient (βy8), there is a direct positive influence of the organizational culture variable (X2) on job satisfaction (Z2), meaning that the stronger the organizational culture (X2) will increase job satisfaction (Z2) at the Buddhist College (STAB).

9. *Positive indirect influence between visionary leadership (X1) on professional commitment (Y) through work motivation (Z1)*

The ninth hypothesis was tested for the indirect influence between visionary leadership (X1) on professional commitment (Y) through work motivation (Z1). The obtained Z-count value (3.07) > Z-table value (1.97), with a significance level of α = 5%. If we look at the probability value (significance) of the t-statistical test for the visionary leadership variable (sig), it is 0.00 < α = 0.05. So H0 is rejected and H1 is accepted, this shows that work motivation (Z1) can mediate visionary leadership (X1) on professional commitment (Y). From the results of calculating the indirect effect, the path coefficient value (βx1z1y) = 0.287, so Ho is rejected

and H1 is accepted. Thus, there is a positive indirect influence between the variable visionary leadership (X1) on professional commitment (Y) through work motivation (Z1), meaning that the stronger visionary leadership (X1) will strengthen professional commitment (Y) through increased work motivation (Z1) in College of Buddhism (STAB).

10. *The positive indirect influence between organizational culture (X2) on professional commitment (Y) through work motivation (Z1)*

The tenth hypothesis was tested for the indirect influence of organizational culture (X2) on professional commitment (Y) through work motivation (Z1). The obtained Z-count value (6.34) > Z-table value (1.97), with a significance level of α = 5%. If we look at the probability (significance) value of the t-statistical test for the organizational culture variable (sig), it is 0.00 < α = 0.05. So H0 is rejected and H1 is accepted, this shows that work motivation (Z1) can mediate organizational culture (X2) on professional commitment (Y). From the results of calculating the indirect effect, the path coefficient value ($\beta x2z1y$) = 0.310 is obtained, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence between the organizational culture variable (X2) on professional commitment (Y) through work motivation (Z1), meaning that the stronger organizational culture (X2) will strengthen professional commitment (Y) through increased work motivation (Z1) in College of Buddhism (STAB).

11. *The positive indirect influence between visionary leadership (X1) on professional commitment (Y) through job satisfaction (Z2)*

The eleventh hypothesis was tested for the indirect influence between visionary leadership (X1) on professional commitment (Y) through job satisfaction (Z2). The obtained Z-count value (7.39) > Z-table value (1.97), with a significance level of α = 5%. If we look at the probability value (significance) of the t-statistical test for the visionary leadership variable (sig), it is 0.00 < α = 0.05. So H0 is rejected and H1 is accepted, this shows that job satisfaction (Z2) can mediate visionary leadership (X1) on professional commitment (Y). From the results of calculating the indirect effect, the path coefficient value ($\beta x1z2y$) = 0.099, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence between the variable visionary leadership (X1) on professional commitment (Y) through job satisfaction (Z2), meaning that the stronger visionary leadership (X1) will strengthen professional commitment (Y) through increased job satisfaction (Z2) in College of Buddhism (STAB).

12. **The positive indirect influence between organizational culture (X2) on professional commitment (Y) through job satisfaction (Z2)**

The twelfth hypothesis was tested for the indirect influence of organizational culture (X2) on professional commitment (Y) through job satisfaction (Z2). The obtained Z-count value (7.39) > Z-table value (1.97), with a significance level of α = 5%. If we look at the probability (significance) value of the t-statistical test for the organizational culture variable (sig), it is 0.00 < α = 0.05. So H0 is rejected and H1 is accepted, this shows that job satisfaction (Z2) can mediate visionary leadership (X1) on professional commitment (Y). From the results of calculating the indirect effect, the path coefficient value ($\beta x2z2y$) = 0.113, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence between the organizational culture variable (X2) on professional commitment (Y) through job satisfaction (Z2), meaning

that the stronger organizational culture (X2) will strengthen professional commitment (Y) through increased job satisfaction (Z2) in College of Buddhism (STAB).

Analysis of Research Variable Indicators

After testing the hypothesis, then identify and calculate the direct and indirect effects between variables. The magnitude of the direct and indirect effects is obtained from the path coefficient and correlation coefficient. The sum of direct influence and indirect influence is called total influence. The magnitude of the direct and indirect influence can be explained in the following table:

Table 2. Direct and indirect influence on professional commitment (Y)

Variable	Effect			Conclusion
	Direct	Indirect		
		Z_1	Z_2	
Visionary Leadership (X$_1$)	0,170	0,287	0,099	Direct effect (0.170) < Indirect effect (0.287)
				Direct influence (0.170) > Indirect influence (0.099)
Organizational Culture (X$_2$)	0,273	0,310	0,113	Direct effect (0.273) < Indirect effect (0.310)
				Direct effect (0.273) > Indirect effect (0.113)
Work Motivation (Z$_1$)	0,401	-	-	-
Job Satisfaction (Z$_2$)	0,153	-	-	-

Based on Table 2, the value of the direct influence and indirect influence on professional commitment (Y) can be concluded as follows:

1. The value of the direct influence of visionary leadership (X1) on professional commitment (Y) is smaller than the value of the indirect influence of visionary leadership (X1) on professional commitment (Y) through work motivation (Z1), so it can be concluded that work motivation (Z1) functions effectively as an intervening variable between visionary leadership (X1) and professional commitment (Y).

2. The value of the direct influence of organizational culture (X2) on professional commitment (Y) is greater than the value of the indirect influence of organizational culture (X2) on professional commitment (Y) through work motivation (Z1), so it can be concluded that work motivation (Z1) does not function effectively as an intervening variable between organizational culture (X2) and professional commitment (Y).

3. The value of the direct influence of visionary leadership (X1) on professional commitment

(Y) is smaller than the value of the indirect influence of visionary leadership (X1) on professional commitment (Y) through job satisfaction (Z2), so it can be concluded that job satisfaction (Z2) functions effectively as an intervening variable between visionary leadership (X1) and professional commitment (Y).

4. The value of the direct influence of organizational culture (X2) on professional commitment (Y) is greater than the value of the indirect influence of organizational culture (X2) on professional commitment (Y) through job satisfaction (Z2), so it can be concluded that job satisfaction (Z2) does not function effectively as an intervening variable between organizational culture (X2) and professional commitment (Y).

SITOREM Analysis

The results of the SITOREM analysis are as follows:

Table 3. Determination of SITOREM Analysis Results

VISIONARY LEADERSHIP (βy1 = 0,170) (Rank III)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Openness and creativity in thinking	1st	Courage to act in achieving goals (16.59%)	4.31
2	Clarity in formulating a vision for the future	2nd	Alignment of vision with organizational targets (14.57%)	4.21
3	Alignment of vision with organizational targets	3rd	Coalition development for the future progress of the organization (14.57%)	**3.96**
4	Courage to act in achieving goals	4th	Continuous learning (13.57%)	4.25
5	Continuous learning	5th	Direction of members achieving future progress (13.57%)	4.22
6	Directing members to achieve future progress	6th	Openness and creativity of thinking (13.57%)	**3.86**
7	Coalition building for the future advancement of the organization	7th	Clarity of formulation of future vision (13.57%)	**3.98**

ORGANIZATIONAL CULTURE (βy2 = 0,273) (Rank II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Discipline and real obedience of organizational members	1st	Real discipline and obedience of organizational members (21.68%)	4.17
2	Norms and standards of behavior at work	2nd	Regulations that serve as guidelines for members (20.28%)	4.07
3	The most important	3rd	Norms and standards of behavior at	3.97

ORGANIZATIONAL CULTURE ($\beta y2 = 0,273$) (Rank II)			
Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
	dominant values are understood together		work (20.28%)	
4	Rules that serve as guidelines for members	4th	Organizational atmosphere (18.88%)	4.10
5	Organizational atmosphere	5th	Dominant most important values that are mutually understood (18.88%)	**3.95**

WORK MOTIVATION ($\beta y3 = 0,401$) (Rank I)			
Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Passionate about achieving work targets	1st	Passion to achieve work targets (26.91%)	4.14
2	Persistence in completing tasks	2nd	Persistence in completing tasks (26.05%)	4.21
3	The fun of competing	3rd	Enjoyment of competing (24.36%)	**3.98**
4	Feedback seeking	4th	Feedback seeking (22.68%)	4.24

JOB SATISFACTION ($\beta y4 = 0,153$) (Rank IV)			
Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Pay (salary, wages, honorarium)	1st	Pay (salary, wages, honorarium) (17.77%)	**3.84**
2	Job (the job itself)	2nd	Supervisor (Boss) (17.16%)	4.01
3	Promotion	3rd	Environmental work (17.16%)	4.01
4	Supervisor (Superior)	4th	Promotion (Promotion) (17.16%)	**3.82**
5	Co-workers (colleagues, teamwork)	5th	Job (Job itself) (15.97%)	**3.81**
6	Work environment (work environment)	6th	Co-workers (Colleagues, teamwork) (14.79%)	4.03

PROFESSIONAL COMMITMENT			
Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	A sense of identification	1st	Willingness to develop skills in the	4.11

	with the profession		profession (18.24%)	
2	Willingness to develop skills in the profession	2nd	Sense of identification with the profession (17.06%)	4.11
3	The desire to give back to the profession	3rd	Losses if leaving the profession (17.06%)	**3.96**
4	Feeling obliged to serve the profession	4th	Desire to give back to the profession (15.88%)	4.05
5	Losses if you leave the profession	5th	Feeling obliged to serve the profession (15.88%)	4.05
6	Benefits obtained from the profession	6th	Benefits obtained from the profession (15.88%)	**3.95**

SITOREM ANALYSIS RESULT		
Priority order of indicator to be Strengthened		**Indicators remain to be maintained**
1st	The fun of competing	1. Passionate about achieving work targets
2nd	Norms and standards of behavior at work	2. Persistence in completing tasks
3rd	The most important dominant values are understood together	3. Feedback seeking
4th	Coalition building for the future advancement of the organization	4. Real discipline and obedience of organizational members
5th	Openness and creativity in thinking	5. Regulations that serve as guidelines for members
6th	Clarity in formulating a vision for the future	6. Organizational atmosphere
7th	Pay (salary, wages, honorarium)	7. Courage to act in achieving goals
8th	Promotion	8. Alignment of vision with organizational targets
9th	Job (the job itself)	9. Continuous learning
10th	Losses if you leave the profession	10. Directing members to achieve future progress
11th	Benefits obtained from the profession	11. Supervisor (Boss)
		12. Work environment
		13. Co-Workers (Colleagues, teamwork
		14. Willingness to develop skills in the profession
		15. Sense of identification with the profession
		16. Desire to give back to the profession
		17. Feeling obliged to serve the profession

Conclusions and Recommendations
Conclusion

This research finds strategies and ways to increase lecturers' professional commitment by identifying the strength of influence between research variables. This research also found several findings related to indicators in research variables that need to be improved and maintained. Based on the results of the analysis, discussion of research results, and proposed hypotheses, it can be concluded as follows:

1. There is a significant positive direct influence between visionary leadership (X1) on professional commitment (Y) with $\beta y1 = 0.170$, so strengthening visionary leadership (X1) can increase professional commitment (Y).
2. There is a significant positive direct influence between organizational culture (X2) on professional commitment (Y) with $\beta y2 = 0.273$, so strengthening organizational culture (X2) can increase professional commitment (Y).
3. There is a significant positive direct influence between work motivation (Z1) on professional commitment (Y) with $\beta y3 = 0.401$, so strengthening work motivation (Z1) can increase professional commitment (Y).
4. There is a significant positive direct effect between job satisfaction (Z2) on professional commitment (Y) with $\beta y4 = 0.153$, so strengthening job satisfaction (Z2) can increase professional commitment (Y).
5. There is a significant positive direct influence between visionary leadership (X1) on work motivation (Z1) with $\beta x1z1 = 0.464$, so strengthening visionary leadership (X1) can increase work motivation (Z1).
6. There is a significant positive direct influence between organizational culture (X2) on work motivation (Z1) with $\beta x2z1 = 0.410$, so strengthening organizational culture (X2) can increase work motivation (Z1).
7. There is a significant positive direct influence between visionary leadership (X1) on job satisfaction (Z2) with $\beta x1z2 = 0.386$, so strengthening visionary leadership (X1) can increase job satisfaction (Z2).
8. There is a significant positive direct influence between organizational culture (X2) on job satisfaction (Z2) with $\beta x2z2 = 0.274$ so strengthening organizational culture (X2) can increase job satisfaction (Z2).
9. There is a significant positive indirect effect between visionary leadership (X1) on professional commitment (Y) through work motivation (Z1) with $\beta x1z1y = 0.287$ so that strengthening visionary leadership (X1) can increase professional commitment (Y) through work motivation (Z1). Work motivation (Z1) functions effectively as an intervening variable between visionary leadership (X1) and professional commitment (Y) because the direct influence is greater than the indirect influence.
10. There is a significant positive indirect effect between organizational culture (X2) on professional commitment (Y) through work motivation (Z1) with $\beta x2z1y = 0.310$ so that strengthening organizational culture (X2) can increase professional commitment (Y) through work motivation (Z1). However, work motivation (Z1) cannot function effectively as an intervening variable between organizational culture (X2) and professional commitment (Y) because the direct influence is greater than the indirect influence.
11. There is a significant positive indirect effect between visionary leadership (X1) on professional commitment (Y) through job satisfaction (Z2) with $\beta x1z2y = 0.099$ so that strengthening

visionary leadership (X1) can increase professional commitment (Y) through job satisfaction (Z2). However, job satisfaction (Z2) cannot function effectively as an intervening variable between visionary leadership (X1) and professional commitment (Y) because the direct influence is greater than the indirect influence.

12. There is a significant positive indirect effect between organizational culture (X2) on professional commitment (Y) through job satisfaction (Z2) with $\beta x2z2y = 0.113$ so that strengthening organizational culture (X2) can increase professional commitment (Y) through job satisfaction (Z2). Job satisfaction (Z2) functions effectively as an intervening variable between organizational culture (X2) and professional commitment (Y) because the direct influence is greater than the indirect influence.

Based on the conclusions above, the implications of this research are as follows:

1. If professional commitment is to be increased, it requires strengthening visionary leadership and organizational culture as exogenous variables with work motivation and job satisfaction as intervening variables.

2. If visionary leadership is to be strengthened, then this is done by improving indicators that are still weak, namely: Developing a coalition for the future progress of the organization, openness and creativity in thinking, and clarity in formulating a vision for the future, as well as maintaining or developing indicators: Courage to act in achieving goals, Alignment of vision with organizational targets, Continuous learning and Guiding members to achieve progress in the future

3. If organizational culture is to be strengthened, then this is done by improving indicators that are still weak, namely: Norms and standards of behavior at work and the most important dominant values that are mutually understood, as well as maintaining or developing indicators such as discipline and real obedience of members of the organization, Regulations that serve as guidelines for members, and organizational atmosphere.

4. If work motivation is to be strengthened, then this is done by improving indicators that are still weak, namely: Enjoyment of competition, and maintaining or developing indicators as passion for achieving work targets, Persistence in completing tasks, and Seeking feedback

5. If job satisfaction is to be strengthened, then this is done by improving indicators that are still weak, namely: Pay (salary, wages, honorarium), Promotion, and Job (the job itself), as well as maintaining or developing indicators: Supervisor, work environment, and Co-Workers (colleagues, teamwork).

Suggestion

Based on the explanation above, several strategies and methods can be used to increase professional commitment at Buddhist Colleges (STAB). Efforts to increase professional commitment are by making improvements to indicators that are still low and maintaining or developing indicators that are already good.

The following are efforts that can be made to improve indicators that are still low and maintain or improve indicators that are already good. Implementation of each suggestion is based on the results of the SITOREM analysis by considering the capabilities of organizational resources at each Buddhist College (STAB).

No	Component					
1	**Program name**	Increasing Professional Commitment	Strengthening Visionary Leadership	Strengthening Organizational Culture	Strengthening Work Motivation	Increased Job Satisfaction
2	**Program Form**	Seminar	Seminar	Seminar	Seminar	Seminar
3	**Material**	• A sense of identification with the profession • Willingness to develop skills in the profession • Desire to give back to the profession • Feeling of obligation to serve the profession • Disadvantages of leaving the profession • Benefits derived from the profession	• Openness and creativity of thinking • Clarity in formulating a vision for the future • Alignment of vision with organizational targets • Courage to act in achieving goals • Continuous learning • Guiding members to achieve future progress • Coalition development for the future advancement of the organization	• Real discipline and obedience of organizational members	• Passionate about achieving work targets • Persistence in completing tasks • Enjoyment of competition • Feedback seeking	• Pay (salary, wages, honorarium) • Job (the job itself) • Promotion • Supervisor (Boss) • Co-workers (Colleagues, teamwork) • Work environment

N o	Component					
4	**Program Objectives**	Strengthening the sense of identification with the profession, Willingness to develop skills in the profession, Desire to return the favor to the profession, Feeling obliged to serve the profession, Losses if leaving the profession, and Benefits obtained from the profession to increase professional commitment	Strengthening openness and creativity in thinking, clarity in formulating future vision, alignment of vision with organizational targets, courage to act in achieving goals, Continuous learning, directing members to achieve future progress, and developing coalitions for the future progress of the organization to increase visionary leadership	Norms and standards of behavior at work	Strengthening enthusiasm for achieving work targets, persistence in completing tasks, enjoyment of competition, and seeking feedback to increase work motivation	Strengthening Pay (salary, wages, honorarium), Job (Work itself), Promotion, Supervisor (Boss), Co-Workers (Colleagues, teamwork), and Work Environment to increase job satisfaction
5	**Participant**	Lecturer at the College of Buddhism (STAB)	Lecturer at the College of Buddhism (STAB)	Lecturer at the College of Buddhism (STAB)	Lecturer at the College of Buddhism (STAB)	Lecturer at the College of Buddhism (STAB)
6	**Source person**	Professional Commitment Expert / HRM	Leadership / HRM expert	Rules that serve as	Work Motivation /	Job Satisfaction / HRM Expert

N o	Component					
				guidelines for members	HRM Expert	
7	**Program Responsible**	Head of Buddhist College (STAB)	Head of Buddhist College (STAB)	Organizational atmosphere	Head of Buddhist College (STAB)	Head of Buddhist College (STAB)
8	**Execution time**	July 2024	July 2024	Strengthening discipline and real obedience to members of the organization, norms, and standards of behavior at work, the most important dominant values that are mutually understood, regulations that serve as guidelines for members, and organizational atmosphere in the context of improving organizational culture	July 2024	July 2024

Conflicts of Interest

The authors have disclosed no conflicts of interest.

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