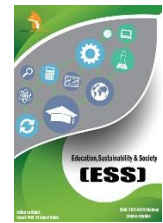


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RESEARCH ARTICLE

ANALYSIS OF LECTURER'S POWER STYLES AND STUDENT'S COMMITMENT TO PREDICT STUDENT'S OBEDIENCE IN LEARNING ACTIVITIES

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ABSTRACT

Education is one aspect that plays a very important role in people's life. Through education, individuals develop their potential and competence and form a positive attitude. To achieve this goal, the scope of education includes regulations that must be obeyed by all academics, one of which is students. This study aims to measure the level of student obedience through the power styles of the lecturers from their point of view and their commitment as students. The subjects involved were students from six faculties (engineering, economics, law, psychology, education sciences, and communication studies). By applying a quantitative approach (correlation analysis and influence analysis), it is known that the commitment and power style of lecturers can positively influence the student's obedience. In addition, discrimination test analysis on gender and faculty groups found differences in the level of obedience of women and men, as well as differences in the types of power that each faculty involved had. It is suggested that future research needs to examine the point of view of lecturers or teaching staff.

KEYWORDS

Obedience, Commitment, Power Style, Lecturer, Student

1. INTRODUCTION

Education is one of the important aspects of people's life (Syakur et al., 2020). The purpose and benefits of education are to develop individual potential, form positive attitudes and traits, and build dignified individuals to educate a nation, this refers to Law Number 20/2003 (Sisdiknas, 2003). Furthermore, education functions to assist educated people in interacting with the surrounding environment through optimal utilization of the facilities owned (Bajorek & Gawroński, 2018). Educational processes must then be able to teach behaviour in general and be able to prepare individuals for certain societal roles (Wittenberg, 2020). These goals are often modified and made more detailed to meet the vision and mission of education.

Several rules are enforced to achieve the vision and mission of education. Individuals involved in the realm of education are required to obey these rules, both written and unwritten rules (Sadik, 2018). This is closely related to the obedience of an individual. The high level of obedience the individual has means that the individual will obey the rules as much as possible (Stovall, 2020). Obedience means that individuals change their attitudes and behaviour to fulfil requests and orders from other individuals (Kondalkar, 2007). Obedience can also be interpreted as a form of social influence to respond to direct orders from authority figures (Gibson, 2019).

As for the scope of education, there are still many phenomena of violations of the rules, especially by students. A group of researchers in their research mention several behaviours of laziness in learning which are seen as academic disobedience, including not attending lectures, arriving late, not doing assignments, not paying attention to the lecturers, or cheating in the learning process or even committing a violation of the law (Bella and

Ratna, 2019). Even in 2019, some students are threatened to be dropped out for spending too much time playing games instead of paying attention to lectures. These phenomena appear in various factors that affect obedience, one of which is commitment (Peterson & Mulyani, 2019).

Commitment is the ability and willingness of individuals to be able to adjust their personal behaviour to the needs, priorities and goals of education (Aisyah, 2019). Commitment to rules means that individuals have high awareness and responsibility for the rules that must be implemented (Wang et al., 2016). Since 2002, many studies have suggested that students are also exposed to negative and positive emotions that make them over-or under-committed academically (Rodríguez-Izquierdo, 2020). A researcher suggests five (5) strategies for students in building their commitment, namely having trust in rules, humanist and supportive communication, justice for all groups, compactness in achieving goals, and firmness in making decisions (Blegur, 2020). Besides commitment, another factor that can increase student obedience in following regulations is the power style of a lecturer (Vickova et al., 2015).

Lecturers with power are those who can make their students always look up to them and follow all their directions and orders (Haryadi, 2015). The power of a lecturer is indicated by his personality and background. A group of researchers suggested five (5) types of power that can increase individual obedience, namely, 1) reward power, that is individual obedience to obtain rewards or rewards, 2) coercive power, that is individual obedience to avoid punishment, 3) legitimate power, that is individual obedience due to awareness of their responsibilities and position, 4) expert power, that is individual obedience due to a sense of trust from superiors, especially regarding the superior's expertise and knowledge, and the last one is 5) referent power, that is individual obedience because of the existence of a sense of admiration for superiors

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and get approval from superiors (French et al., 1959).

Previous research has discussed obedience a lot, including which in the academic field. Yet, little has discussed academic obedience in terms of a teacher's commitment and power. This study will discuss students' obedience by reviewing their attitude of commitment and their lecturers' power. How a lecturer builds his/her authority to make students obey the rules set by the university. This paper will also discuss lecturers' effective types of power that increase students' obedience.

2. METHOD

The subjects involved in this study were 133 university students in total from six different faculties. In this study, students' obedience will be investigated as the dependent variable, while student's commitment will be a moderator variable and the lecturer's power becomes an independent variable. These variables were measured using the theory of aspects of the experts. The measuring instrument for student obedience is built through the theory of aspects proposed by a researcher (Blass (1991). These aspects are believing, accepting and doing. Student commitment to comply with regulations is measured through five aspects, namely the level of commitment, study satisfaction, investment level, perception of alternative learning, and the meaning of commitment (Human-Vogel and Mahlangu, 2009). And for the lecturer's power style variable, the measuring instrument used is the theory of aspects by a group of researchers as it consists of five types of power, namely reward coercive, legitimate, referent, and expert powers (French et al., 1959).

This study uses a quantitative approach that focuses on data in the form of numbers for statistical analysis and explanation of the phenomenon (Chiulli, 2018). Statistical analysis will test the correlation between variables and their influences, while the discrimination test is used to compare the related variables to each group of subjects studied. There will be two (2) subject groups, namely by sexes (male and female), and by faculty (engineering, economics, communication science, psychology, education studies, and law).

3. RESULTS

3.1 Profile of Subjects

The data collection process in this study has succeeded in collecting 133 subjects for analysis. This profile is needed to see the distribution of subjects, especially according to the faculty and sex categories, given the

research subjects are university students and college students.

Faculty	Quantity	Percentage (%)
Engineering	25	18,8
Economics	38	28,6
Communication Studies	10	7,5
Psychology	46	34,6
Educational Sciences	6	4,5
Law	8	6,0
Total	133	100

Table 1 shows that the subjects came from six (6) different faculties. There are 25 people (18.8%) students from the engineering faculty, 38 people (28.6%) from the economics faculty, 10 people (7.5%) from the communication studies faculty, 46 people (34.6%) from the psychology faculty, 6 people (4.5%) from the educational sciences faculty, and 8 people (6%) from the law faculty. We can also see the distribution of subjects by sex in Table 2.

Sex	Quantity	Percentage (%)
Male	46	34,6
Female	87	65,4
Total	133	100

Table 2 describes the groups of subjects by sex. There are 46 male subjects (34.6%) and 87 female subjects (65.4%).

3.2 Categorization of Subjects

This study also employs categorization analysis. This is necessary to see the level of the subject category from low to high on each variable.

Variable	Categorization	Categorization Standard	Frequency	Percentage (%)
Obedience	Low	< 32	0	0
	Moderate	32-52	100	75,2
	High	> 52	33	24,8
Commitment	Low	< 26,7	0	0
	Moderate	26,7-43,3	29	21,8
	High	> 43,3	104	78,2

The obedience variable indicates no subject with a low level of obedience (0%). There are 100 subjects (75.2%) with a moderate level of obedience and 33 subjects (24.8%) with a high level of obedience. Based on the commitment variable, none of the subjects had a low level of commitment (0%), while 29 people (32.8%) had a moderate level of commitment and 104 people (78.2%) had the high one.

3.3 Assumption Test

The assumption test must be carried out first before testing the hypothesis analysis. The test is carried out to find out whether the data is normally distributed or not so that we can decide on the next analysis technique, whether it is parametric or non-parametric analysis (Orcan, 2020).

	Normality	Linearity	Homogeneity
Obedience	0,000	0,000	0,723
Commitment	0,034	0,000	0,711
Power	0,011	0,000	0,575

Assumption test analysis shows that the three variables (obedience, commitment, and power) are not normally distributed (<0.05) (Hernandez, 2021). However, the test shows that the three variables are considered linear and homogeneous (> 0.05). In conclusion, the three variables can pass to the next analysis on the condition that non-parametric analysis techniques are used.

3.4 Correlation Test

To find out the relationship between one variable and another, a correlation test or relationship test (Periantalo, 2016) is needed. Table 5 provides the results of the correlation test between one variable and another.

Table 5: Result of Correlation Test between Variables

		Commitment	Power	Reward Power	Coersive Power	Legitimate Power	Expert Power	Referent Power
Obedience	Kor	0,333**	0,343**	0,254**	0,317**	0,201*	0,287**	0,298**
	Sig	0,000	0,000	0,003	0,000	0,020	0,001	0,000
Commitment	Kor		0,230**	0,111	0,222*	0,221*	0,199*	0,252**
	Sig		0,008	0,205	0,010	0,011	0,022	0,003
Reward Power	Kor				0,616**	0,273**	0,524**	0,563**
	Sig				0,000	0,001	0,000	0,000
Coersive Power	Kor					0,343**	0,518**	0,536**
	Sig					0,000	0,000	0,000
Legitimate Power	Kor						0,576**	0,612**
	Sig						0,000	0,000
Expert Power	Kor							0,812**
	Sig							0,000

The correlation test presents obedience as the dependent variable that has a positive relationship with all independent variables. The relationship between obedience and commitment is 0.333, while the relationship between obedience and power is 0.343. By detailing each form of power variable, the relationship between obedience and reward power is 0.254, the relationship between obedience and coercive power is 0.317, obedience and legitimate power is 0.201, obedience and expert power is 0.287, and the relationship between obedience and referent power is 0.298. These results show that among forms of power, coercive is the most strongly associated with obedience.

3.5 Influence Test

To explore the results of the relationship test, further influence tests are needed. When the correlation test states 'there is a relationship' then the influence test is needed to see how influential these variables are.

Table 6 presents the results of the influence test of each variable towards the obedience variable. As a result, commitment affects obedience by 14.1%, power affects obedience by 11.2%. If commitment and power together affect obedience, the analysis result will increase to 21.5%. Based on these results, commitment has succeeded in being a mediator between power and obedience. Then by detailing each form of power, reward power affects obedience by 6.9%, coercive power affects obedience by 13.7%, legitimate power affects obedience by 3.1%, expert power affects obedience by 6.6%, and referent power affects obedience by 8.0%.

obedience by 6.6%, and referent power affects obedience by 8%. It can be concluded that coercive power is most influential on compliance. Coercive power is also effective in increasing one's level of obedience. As seen through the framework between variables, the result will be as follows.

Table 6: Influence test results

Variables	R Square	Sig
Commitment * Obedience	0,141	0,000
Power * Obedience	0,112	0,000
Power Commitment* Obedience	0,215	0,000
Power * Commitment	0,032	0,039
Reward Power * Obedience	0,069	0,002
Coercive Power * Obedience	0,137	0,000
Legitimate Power * Obedience	0,031	0,042
Expert Power * Obedience	0,066	0,003
Referent Power * Obedience	0,080	0,001

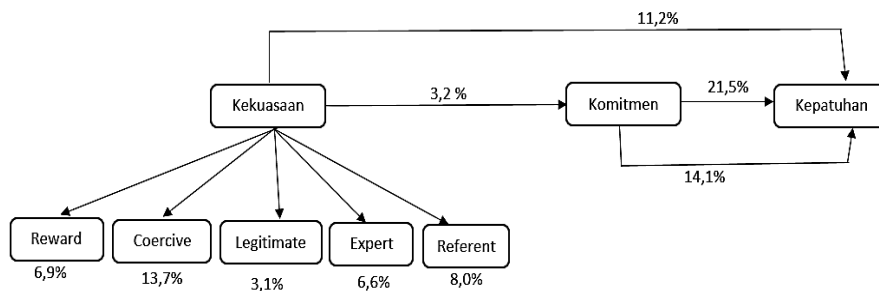


Figure 1: Results framework between variables

3.6 Discrimination Test

Discrimination test analysis is used to see the differences in each group to

each variable. The group to be analyzed is of the category based on faculty and gender.

Table 7: Discrimination test on compliance, commitment, and power towards faculty groups

Faculty	Obedience		Commitment		Power	
	Mean	Sig	Mean	Sig	Mean	Sig
Engineering	53,16	0,149	61,12	0,830	57,64	0,010
Economics	67,00		65,45		70,79	
Communication Studies	59,05		61,35		63,60	
Psychology	76,55		71,43		75,29	
Educational Sciences	81,08		62,83		81,83	
Law	54,69		77,44		23,69	

Table 7 provides the results of the discrimination test analysis of each variable on the faculty group. The obedience variables on each faculty group are not different as seen that the significant value is 0.149 (> 0.05). However, based on its average value, the faculty of educational sciences has the highest level of obedience with an average value of 81.08, while the faculty of engineering has the lowest one, with an average value of 53.16. The commitment variable shows a significant value of 0.830 (> 0.05) which indicates no significant difference in each faculty towards commitment.

However, by looking at the mean value, it indicates that the law faculty has the highest level of commitment, which is 77.44, while the engineering faculty is the least committed, which is 61.12. Furthermore, the power variable shows differences in each faculty with a significant value of 0.010 (< 0.05). Based on the power variable, the faculty of educational sciences favour the highest level of power of 81.83, while the faculty of law favours the lowest level of power of 23.69. The following table will present the most preferred types of power in each faculty.

Table 8: The differences in the most preferred types of power in each faculty

Faculty	Mean Reward Power	Mean Coercive Power	Mean Legitimate Power	Mean Expert Power	Mean Referent Power
Engineering	12,18	13,22	12,40	14,18	13,95
Economics	12,20	13,17	12,35	14,23	13,96
Communication Studies	12,29	13,22	12,32	14,22	13,94
Psychology	12,09	12,95	12,07	14,09	13,75
Educational Sciences	12,13	13,09	12,19	14,17	13,86
Law	12,03	12,89	11,96	14,00	13,68

We can see in Table 8 that all faculties involved in this research (engineering, economics, communication studies, psychology, education sciences, and law) uniformly chose expert power as the lecturer's most

preferred type of power. The next is the discrimination test analysis on each variable towards the sex groups (male and female).

Table 9: Discrimination test on compliance, commitment, and power towards sex groups

Sex	Obedience		Commitment		Power	
	Mean	Sig	Mean	Sig	Mean	Sig
Male	51,54	0,001	59,16	0,087	59,99	0,127
Female	75,15		71,14		70,71	

The results in Table 9 indicate the difference between male and female obedience with a significant value of 0.001 (< 0.05). The mean value revealed that women had a higher level of obedience than men (75.15 $>$ 51.54). The commitment variable does not show a significant difference between men and women with a significant value of 0.087 (> 0.05). However, based on the mean value, we notice that women have a higher

commitment than men (71.14 $>$ 59.16). Furthermore, the power variable also does not indicate a difference, while the significant value is 0.127 (> 0.05). By observing the mean value, it is known that women prefer lecturers with a high level of power (70.71). The results of the sex group analysis on the types of power are as follows.

Table 10: The difference in the most preferred types of power by each sex

Sex	Mean Reward Power	Mean Coercive Power	Mean Legitimate Power	Mean Expert Power	Mean Referent Power
Male	12,15	13,12	12,29	14,21	13,91
Female	12,15	13,12	12,27	14,20	13,91

We can see in Table 10 that both male and female students both like lecturers with Expert Power.

4. DISCUSSION

Scope of education must have rules, both written and unwritten. These rules are made to maintain an efficient and effective teaching and learning process to be in order. School rules cannot be ignored and must be obeyed by all university communities, including students (Kennedy, 2018). Obedience must be based on a sense of intention and responsibility so that it can last long term (Gaur et al., 2019). Based on the results obtained, women tend to be more obedient than men. This is in line with research conducted by a researcher, that men tend to be more aggressive and want to be dominant, therefore they tend to often break the rules, while women tend to follow their instincts to obey and accept the rules regardless of whether they agree or disagree (Chen, 2015). In this case, it is also related to students' commitment to obedience (Peterson & Mulyani, 2019).

The results of this study reveal that obedience can be influenced by the power of the lecturer, and this influence itself can also be strengthened by commitment as a moderator variable. Commitment is an important predictor to measure whether individuals can last a long time in their environment or are just temporary changes (Susana, 2018). Obedience here is logically the ideal type and commitment as a human resource (Madsen & Hasle, 2017). To follow a rule, it is necessary to emphasize the individual commitment factor. Individuals with high commitment have high obedience (Frizzell & Phil, 2014). When commitment is combined with the power of an authoritative figure who in this study is a lecturer, the influence on the obedience variable will be even greater. Individuals will obey, starting with questioning and finding the reasons behind the rules.

After passing the questioning stage, the individual will begin to accept it and at that point, the individual will be faced with the authoritative figure and continued with the individual's agreement to obey that figure (Martin-Sanchez & Flores-Rodriguez, 2018). This shows us how the power of the lecturer (authority figure) can affect student obedience.

Power is an individual's ability to influence others, both influencing superiors, subordinates and those on the same level (Marianti, 2011). The results of the study indicate that there are significant differences between each faculty on the level of power of the lecturers. This explains that the faculty of educational sciences prefers lecturers with high power, while law faculties prefer lecturers with low power levels.

5. CONCLUSION

Education is an important aspect of human life. However, as with other systems, education has regulations that must be obeyed by the community, including in this case by students. The student's attitude of obedience is influenced by the power style of the lecturer and can be strengthened by the commitment of the student or individuals themselves. Lecturer's power style has a positive relationship with obedience. So, the high level of power that the lecturer has means a high student's obedience. Student commitment is also positively related to obedience. Students with high commitment will have high obedience. This study also concludes that commitment has succeeded in being a moderator variable between the lecturer's power style and the level of student compliance. This research is limited to the point of view of students only. Thus, for further research in the future, it is necessary to see the point of view of the lecturers, whether they have forms of obedience that can affect student obedience or vice versa.

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