

Performance Analysis of STIE Lecturers in LLDIKTI Region III Jakarta

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Objective : This research aims to identify factors that influence lecturer performance and develop a model that can explain the relationship between achievement motivation, lecturer competence, organizational commitment, and job satisfaction with the performance of permanent lecturers in seven higher education schools in Region III Jakarta.

Methodology : This research applies the Partial Least Squares Structural Equation Modeling (PLS-SEM) method involving 189 respondents who were randomly selected through questionnaire distribution with a 1-5 Likert scale.

Research results : analysis results, lecturer performance can be explained by Achievement Motivation, Organizational Commitment, and Competence, with Lecturer Organizational Commitment being the most dominant variable. This research presents novelty through the application of a model that has never been used before in Lecturer Performance case studies, which integrates variables and dimensions from previous research. Although there have been many studies discussing Achievement Motivation, what is unique is that this research shows a negative and significant influence on Job Satisfaction. Apart from that, Job Satisfaction does not function as a mediator between lecturers' Achievement Motivation, Competence and Organizational Commitment on lecturers' performance.

Keywords : Achievement Motivation, Competence, Organizational Commitment, Job Satisfaction, Performance.

1. Introduction

The problem of low interest in research and publishing research results occurs in both state and private universities even though various efforts have been made by the government through the Directorate General of Higher Education, Research and Technology (Ditjen Diktiristek) and LLDIKTI as well as universities themselves by holding workshops, training, seminars as well as providing funding incentives, but these efforts have not had maximum impact.

Many private universities (PTS) recruit lecturers who do not meet the required qualification and experience standards. To overcome this problem, the commitment of the Directorate General of Higher Education and Technology and the active role of PTS management in developing and empowering lecturers through appropriate education and training is needed. Long-term investment in developing lecturer resources is expected to improve the quality of education and reputation of private universities.

Lecturer job satisfaction is still low, especially regarding career path, management of academic ranks, career clarity as a lecturer, and inadequate compensation. The quality of teaching is also stagnant without developments in teaching techniques and a lack of innovation in teaching materials. Interest in continuing their studies at doctoral level is also low due to lack of motivation and minimal financial support from institutions. In addition, low compensation is an additional obstacle to academic career development.

1.1 Formulation of the problem

Formulating this research problem involves formulating research questions related to the research subjects, namely permanent lecturers at various Economics Colleges in East Jakarta. The results of the answers to these research questions will be revealed after the research is completed.

1. Does work achievement motivation have a direct effect on the performance of permanent lecturers at STIE in Jakarta?

2. Does competency have a direct effect on the performance of permanent lecturers at STIE in Jakarta?
3. Does Organizational Commitment have a direct effect on the Performance of Permanent Lecturers at STIE in Jakarta ?
4. Does Job Satisfaction have a direct effect on the Performance of Permanent Lecturers at STIE in Jakarta?
5. Does Achievement Motivation have a direct effect on Job Satisfaction of Permanent Lecturers at STIE in Jakarta?
6. Does competency have a direct effect on the job satisfaction of permanent lecturers at STIE in Jakarta?
7. Does Organizational Commitment have a direct effect on Job Satisfaction of Permanent Lecturers at STIE in Jakarta?
8. Does achievement motivation have an indirect effect on the performance of permanent lecturers at STIE in Jakarta through job satisfaction?
9. Does competency have an indirect effect on the performance of permanent lecturers at STIE in Jakarta through job satisfaction?
10. Does Organizational Commitment have an indirect effect on the Performance of Permanent Lecturers at STIE in Jakarta through Job Satisfaction?

2. Theoretical review

2.1 Performance Concept

Employee performance was put forward ([Mathis and Jackson 2010](#)), This concept suggests that employee performance is determined by an employee's achievements in their tasks compared to predefined objectives. Hence, performance should be evaluated based on specific standards or criteria. Then opinion ([Robbins 2011](#)) Employee performance is a blend of skills, drive, and the chance to execute tasks effectively. Meanwhile, according to ([Amstrong and Baron 2005](#)), Performance arises from tasks that are closely aligned with the strategic objectives of the organization, customer contentment, and economic impact. Consequently, each department within the organization should have its own performance metrics, ultimately contributing to the overall organizational performance.

According to the viewpoints expressed earlier, as indicated by this study, performance stems from an individual's execution of duties corresponding to their organizational role, juxtaposed with predetermined objectives over a specified timeframe.

2.2 Job Satisfaction Concept

Satisfaction refers to an individual's sense of contentment or disappointment resulting from a contrast between their perceptions and expectations. Employees lacking job satisfaction may not attain psychological contentment, potentially leading to negative attitudes or behaviors and ensuing frustration. Conversely, contented employees tend to perform proficiently, with enthusiasm, engagement, and may outperform those lacking job satisfaction.

According to [\(Mathis and Jackson 2010\)](#), Employee job satisfaction is the emotional condition of an employee, whether or not there exists alignment between the value of the compensation received from the company and the desired level of compensation expected by the employee, which could encompass both monetary and non-monetary aspects according to [\(Wexley and Yukl 2010\)](#) It was mentioned that job satisfaction is a personal matter, and issues with job satisfaction can impact various aspects of employee behavior such as absenteeism rates, staff turnover, morale, grievances, and other significant personnel issues. This indicates that job satisfaction reflects an individual's sentiment toward their job. This is reinforced by [\(Dessler 2012\)](#) It is mentioned that job satisfaction may not directly impact work performance, despite the common assumption of a positive correlation between high job satisfaction and high job performance. In practical work environments, this correlation doesn't always hold true. While many employees experience high job satisfaction, their productivity might only be average, suggesting that job satisfaction alone is not a strong driver of motivation.

Based on the definitions above, adapted to this research, job satisfaction is a comparison between the level of importance (*importance*) that is expected to be

realized in individual employees and the reality (facts) received regarding the rights as employees and those received.

2.3 Achievement Motivation Concept

Motivation theory explains why someone is motivated to do something according to their needs and goals. According to (Gibson 2008), work motivation is a concept about the forces within an employee that direct that person's behavior. One person's motivation process is different from another.

According to (Robbins and Judge 2013) states that employee work motivation is the employee's willingness to make efforts to achieve organizational goals. Motivation is the main factor in a person that arises from a combination of needs, drives, goals and rewards. that drives behavior to meet certain goals. Then, according to (Dale 2012) Work motivation is described as the impetus that propels individuals to maximize their contributions to the organization's success in attaining its objectives. Motivation stems from the reasons individuals strive to achieve goals, whether consciously or subconsciously. It is this inner drive that influences behavior, regulating and sustaining activities while determining the overall direction individuals should pursue. By having a direction to go, the final indication of the motivation process can be monitored.

Based on opinions about work motivation and achievement motivation, achievement motivation was determined for this research. Based on the research object, in this study achievement motivation is the employee's tendency to overcome obstacles, test strength, do something difficult as well and as quickly as possible.

2.4 Competency Concept

Job competency refers to a blend of aptitudes, expertise, skills, and various other attributes that employees possess, enabling them to perform their tasks with increased efficiency and effectiveness. Competent employees adhere to the competency benchmarks set by their leaders and the organization. Meeting work

standards with optimal performance serves as a greater motivator, leading to enhanced satisfaction among employees.

In [\(Barasa, Gunawan and Sumali 2018\)](#) Job competency is essentially the capacity of an individual to execute diverse tasks within the workplace. It is essential for every employee to possess the capability to contribute effectively to work processes. Competency is an inherent attribute of an individual characterized by the qualities necessary for exemplary or efficient performance in various work-related contexts. Moreover, competency represents an individual's capacity to generate satisfaction in the workplace, demonstrating the knowledge and skills required or possessed by each person to fulfill their duties and responsibilities effectively, thus enhancing professional work standards [\(Renyut et al. 2018\)](#).

Job competency refers to the fundamental ability of a person to perform a wide range of tasks within the work environment. It is crucial for all employees to have the aptitude to actively contribute to work procedures. Competency embodies an innate quality in individuals, marked by the attributes needed for outstanding or effective performance across different work scenarios. Furthermore, competency signifies an individual's ability to foster satisfaction in the workplace, showcasing the expertise and skills essential for effectively carrying out their assigned tasks and responsibilities, thereby elevating professional work standards [\(Berlian 2018\)](#).

Based on the definitions above, it can be synthesized that work competency is an ability to match skills, attitudes and knowledge for all purposes and have certain characteristics in completing work effectively and efficiently.

2.5 Concept of Organizational Commitment

[\(Meyer et al. 2002\)](#) Organizational commitment is the sentiment of identification, engagement, and allegiance demonstrated by employees toward the organization. Meanwhile, according to [\(Robbins and Judge 2013\)](#) It is suggested that an employee's commitment to the organization represents a work disposition, indicating the individual's sentiments (positive or negative) towards their workplace. If an individual has positive feelings towards the organization, they are inclined to remain

employed there. Employee commitment to the organization is described as an individual's inclination towards the organization, encompassing loyalty, identification, and involvement. Also opinion (Davis and Newstrom 2006) Employee commitment refers to the essence of an individual's connection with an organization, enabling those with high commitment to exhibit a strong inclination to remain part of the organization, exert maximum effort in advancing its objectives, and wholeheartedly embrace its values and objectives. Unlike attachment, commitment entails an active engagement between the employee and the employer, wherein the employee willingly contributes towards the realization of organizational objectives.

According to the explanation provided, Organizational Commitment is characterized differently. This study defines organizational commitment as the extent to which an individual feels connected to the organization of their employment, demonstrated through active participation in various activities aimed at promoting and ensuring the organization's advancement and continuity.

3. Research methodology

By referring to the research objectives, which involve hypothesis testing between research variables and data descriptions of these variables to obtain a deeper meaning, this research is a combination of causality research and quantitative descriptive research. The aim of descriptive research is to obtain an overview of variable values based on data analysis, while causality research aims to identify relationships and influences between variables through hypothesis testing using path analysis techniques. This research was conducted at seven Colleges of Economics (STIE) in East Jakarta, namely STIE Indonesia Jakarta (STEI), STIE Kusuma Negara (STIEKN), STIE Business Development and Management (STIEPBM), STIE Swadaya (STIE), STIE Trianandra, STIE Tunas Nusantara (STIETN), and STIE YPBI.

The research period is planned to last for nine months, starting from April 2023 until the research report is prepared in December 2023. The research population involved 309 permanent lecturers from all levels and positions at seven STIE. The sample size was determined based on the Slovin formula and the recommended minimum

number was 175 respondents, referring to an error of 5%, statistical test power of 80%, and a significance level of 5%.

The analysis used is PLS-SEM which consists of several test stages, including (Hair et al. 2017) :

1. Line Model Specifications

In this phase, the researcher designs a path diagram (*path model*) that describes the relationship between constructs. This diagram is built with reference to solid theory and logic, aiming to visually represent the hypothesis to be tested. This PLS path model is divided into two parts, namely the Structural Model *or* known as the inner model in PLS-SEM, and the Measurement Model *or* outer model. Consists of an inner model and an outer model.

2. Model Identification

Determining model identification is a crucial aspect in determining whether the model has unique values on certain data, thereby enabling the model estimation process. Consists of the same as the model specifications, namely the inner model and outer model.

3. PLS Path Model Estimation

After the research model meets the specifications and model identification, the next step is to estimate the model. At this stage, the PLS-SEM algorithm is executed, using the R package SEMinR v2.3.2 in the context of this research (Ray, Danks and Valdez 2022). Then according to (Hair et al. 2017) The SEMinR package is one of the software tools used to perform PLS-SEM analysis, being part of the various software options available for this purpose. SEMinR was developed as an R package focused on Partial Least Squares Path Modeling analysis. R itself is free and open source software used for data analysis, statistical computing, and graph creation.

4. Model Evaluation

Model assessment is intended to assess the entire model, determining the extent to which the model is suitable, good or not. In PLS-SEM, model evaluation can be done by: Indicator Reliability Test, Construct Internal Consistency Reliability Test, *Convergent Validity*, *Discriminant Validity*.

5. Coefficient of determination (R^2), Predictive Relevance (Q^2).

3.1 Hypothesis

After explaining the strengthening of the influence between variables and establishing the hypotheses, this section summarizes all the research hypotheses, namely :

- Hypothesis 1 (H1): Achievement motivation has a positive and direct influence on performance.
- Hypothesis 2 (H2): Competence has a positive and direct influence on performance.
- Hypothesis 3 (H3): Organizational commitment has a positive and direct influence on performance.
- Hypothesis 4 (H4): Job satisfaction has a positive and direct influence on performance.
- Hypothesis 5 (H5): Achievement motivation has a positive and direct influence on job satisfaction.
- Hypothesis 6 (H6): Competency has a positive and direct influence on job satisfaction.
- Hypothesis 7 (H7): Organizational commitment has a positive and direct influence on job satisfaction.
- Hypothesis 8 (H8): Achievement motivation has a positive and indirect influence on performance through job satisfaction.
- Hypothesis 9 (H9): Competency has a positive and indirect influence on performance through job satisfaction.
- Hypothesis 10 (H10): Organizational commitment has a positive and indirect influence on performance through job satisfaction.

4. Research Results and Discussion

4.1 Research result

1. Inferential Statistics with PLS-SEM

The PLS-SEM algorithm was run in the R application environment using the SEMinR package. Figure 1 shows the initial results of the algorithm, and detailed results can be found below. After getting the initial results, Reliability Indicator Testing was carried out. Next, the AVE value is checked with the required value above 0.5, the *Cronbach Alpha* , *Composite Reliability* (ρ_c), and *Reliability Coefficient* (ρ_A) values above 0.7, and the *Heterotrait Monotrait Ratio* (HTMT) value below 1. The next process involves Inner Testing Model.

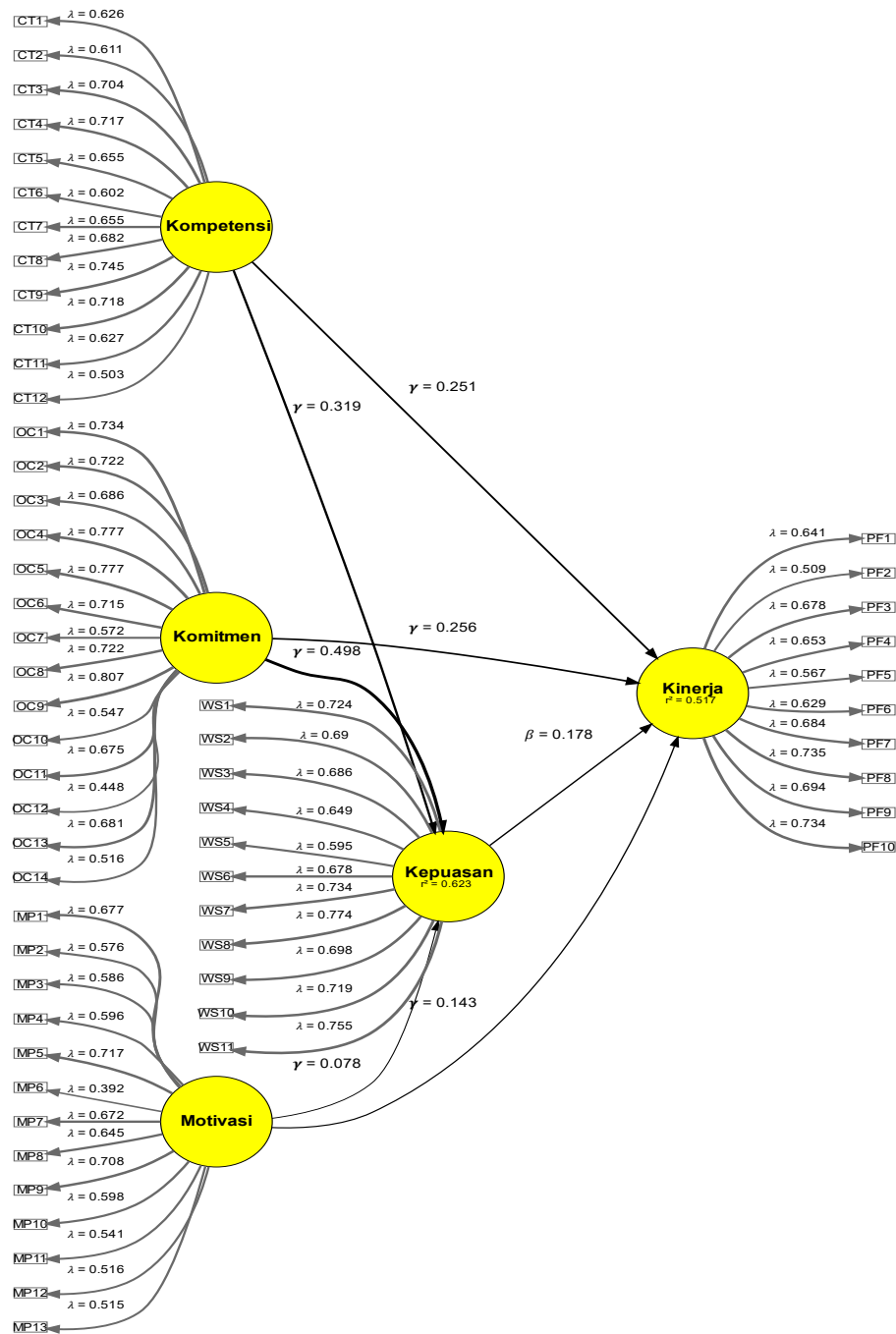


Figure 1. Initial process of the PLS-SEM algorithm

Outer model analysis discusses the influence of each indicator on the latent variable. Testing the reflective measurement model (outer model) involves:

- 1) *Indicator Reliability* : The reliability indicator can be seen in the outer-loading of the indicator. The higher the outer loading value, the stronger the

relationship between the indicator and the variable being measured. A high outer loading indicates that the indicator reflects the variable well.

From the initial results of the PLS-SEM algorithm using SEMinR (first round), it was found that the influence value of R^2 for Job Satisfaction was 0.623, while R^2 for Performance was 0.517. However, one indicator was detected with a loading value below 0.4, namely MP6. According to (Hair et al. 2017), this kind of indicator needs to be removed from the measurement model (*outer model*) of the Achievement Motivation variable. Meanwhile, for other indicators with values between 0.4 and 0.7, it is necessary to check whether removing these indicators can increase the AVE and rho_C values of the variables. If the removal of the indicator increases the AVE and rho_C values, then the indicator will be removed from the measurement model.

Results after re-running the PLS-SEM algorithm with a variety of indicators entered into the measurement model. The AVE and rho_C values from the second algorithm show an improvement compared to the initial results, so that several indicators with values <0.7 are retained in the subsequent analysis. These indicators include MP2, MP8, and MP10 from the Achievement Motivation variable; CT5, CT7, and CT8 from the Competency variable; OC3, OC11, and OC13 from the Organizational Commitment variable; WS6 from the Job Satisfaction variable; as well as PF1, PF7, and PF9 from the Performance variable.

Meanwhile, the indicators that were removed from further analysis were MP3, MP4, MP6, MP11, MP12, and MP13 from the Achievement Motivation variable; CT1, CT2, CT6, CT11, and CT12 from the Competency variable; OC7, OC10, OC12, and OC14 from the Organizational Commitment variable; WS4 and WS5 from the Job Satisfaction variable; and PF5 and PF6 from the Performance variable.

Next, internal consistency reliability, convergent validity, and discriminant validity will be explained using the output of the second PLS-SEM algorithm.

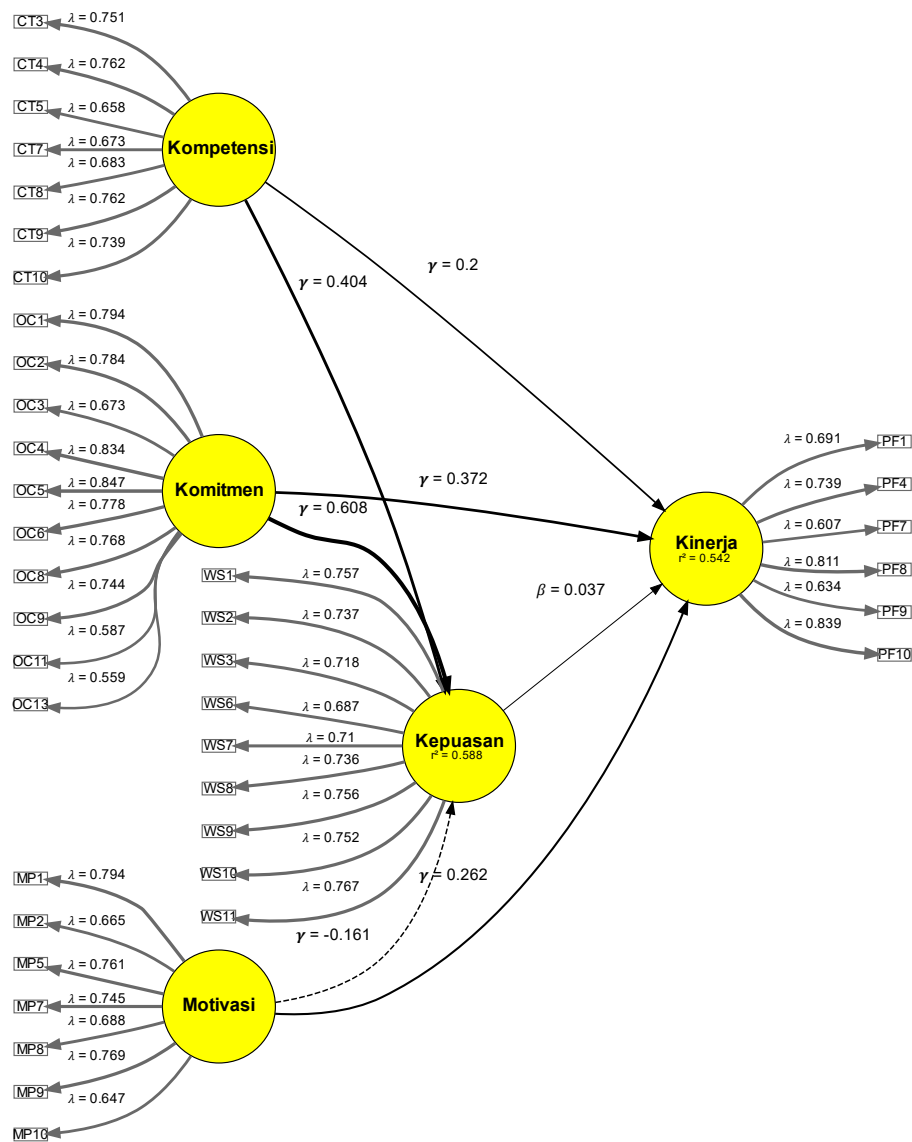


Figure 2. 2nd algorithm process

Table 1. Outer loading indicators for the results of the 2nd PLS Algorithm

No	Variables/Indicators	M.P	CT	O.C	WS	P.F
1.	MP1	0.794	-	-	-	-
2.	MP2	0.665	-	-	-	-
3.	MP5	0.761	-	-	-	-
4.	MP7	0.745	-	-	-	-
5.	MP8	0.688	-	-	-	-
6.	MP9	0.769	-	-	-	-
7.	MP10	0.647	-	-	-	-
8.	CT3	-	0.751	-	-	-
9.	CT4	-	0.762	-	-	-

No	Variables/Indicators	M.P	CT	O.C	WS	PF
10.	CT5	-	0.658	-	-	-
11.	CT7	-	0.673	-	-	-
12.	CT8	-	0.683	-	-	-
13.	CT9	-	0.762	-	-	-
14.	CT10	-	0.739	-	-	-
15.	OC1	-	-	0.794	-	-
16.	OC2	-	-	0.784	-	-
17.	OC3	-	-	0.673	-	-
18.	OC4	-	-	0.834	-	-
19.	OC5	-	-	0.847	-	-
20.	OC6	-	-	0.778	-	-
21.	OC8	-	-	0.768	-	-
22.	OC9	-	-	0.744	-	-
23.	OC11	-	-	0.587	-	-
24.	OC13	-	-	0.559	-	-
25.	WS1	-	-	-	0.757	-
26.	WS2	-	-	-	0.737	-
27.	WS3	-	-	-	0.718	-
28.	WS6	-	-	-	0.687	-
29.	WS7	-	-	-	0.710	-
30.	WS8	-	-	-	0.736	-
31.	WS9	-	-	-	0.756	-
32.	WS10	-	-	-	0.752	-
33.	WS11	-	-	-	0.767	-
34.	PF1	-	-	-	-	0.691
35.	PF4	-	-	-	-	0.739
36.	PF7	-	-	-	-	0.607
37.	PF8	-	-	-	-	0.811
38.	PF9	-	-	-	-	0.634
39.	PF10	-	-	-	-	0.839

Source: PLS Output, 2023

2. Internal consistency reliability

The following are the results of evaluating the internal consistency reliability of constructs, which are measured through composite reliability (ρ_c), Cronbach's alpha, and reliability coefficient (ρ_A) which assess interrelated constructs. The results show that for all variables, the ρ_A value is in the range of 0.70 to 0.95 and is based on (Hair et al. 2017) The ρ_A value obtained is "good".

Table 2. Composite Reliability Value (ρ_c)

No.	Variable	ρ_c
1.	P.F	0.868
2.	WS	0.913
3.	M.P	0.886
4.	CT	0.882
5.	O.C	0.924

Source: PLS Output, 2023

Table 3. Cronbach's Alpha value

No.	Variable	Cronbach's Alpha
1.	P.F	0.817
2.	WS	0.895
3.	M.P	0.850
4.	CT	0.847
5.	O.C	0.907

Source: PLS Output, 2023

Table 4. Reliability coefficient (ρ_A)

No.	Variable	ρ_A
1.	P.F	0.834
2.	WS	0.898
3.	M.P	0.862
4.	CT	0.856
5.	O.C	0.920

Source: PLS Output, 2023

3. Convergent Validity

In the context of construct convergent validity, the AVE value for each variable is presented. Table 4.31 shows that all variables have an AVE value >0.5.

Table 5. Average Variance Extraced (AVE)

No.	Variable	AVE
1.	P.F	0.526
2.	WS	0.513
3.	M.P	0.527
4.	CT	0.516
5.	O.C	0.551

Source: PLS Output, 2023

4. Discriminant Validity

Given below are the dimensions of discriminant validity using *cross-loadings*, *Fornell-Larcker criteria*, and *Heretroit-Monotroit ratio* (HTMT).

This value pertains to the cross-loading factor, which is acquired through the comparison of the loading value of the specific construct under scrutiny with the loading value of other constructs.

Table 6. Cross Loading of Latent Variable Indicators

No.	Variables/Indicators	M.P	CT	O.C	WS	PF
1.	MP1	0.795	0.515	0.540	0.431	0.542
2.	MP2	0.666	0.563	0.329	0.307	0.400
3.	MP5	0.761	0.535	0.511	0.460	0.548
4.	MP7	0.745	0.385	0.482	0.380	0.481
5.	MP8	0.688	0.395	0.439	0.387	0.329
6.	MP9	0.768	0.394	0.463	0.395	0.521
7.	MP10	0.646	0.377	0.372	0.319	0.328
8.	CT3	0.456	0.753	0.391	0.414	0.384
9.	CT4	0.334	0.757	0.270	0.453	0.325
10.	CT5	0.333	0.651	0.200	0.433	0.269
11.	CT7	0.328	0.669	0.196	0.370	0.217
12.	CT8	0.647	0.690	0.473	0.443	0.590
13.	CT9	0.310	0.758	0.139	0.353	0.323
14.	CT10	0.564	0.743	0.534	0.531	0.547
15.	OC1	0.520	0.245	0.797	0.478	0.521
16.	OC2	0.609	0.390	0.789	0.525	0.684
17.	OC3	0.309	0.319	0.668	0.622	0.399
18.	OC4	0.609	0.413	0.838	0.635	0.641
19.	OC5	0.520	0.364	0.850	0.550	0.578
20.	OC6	0.526	0.391	0.779	0.550	0.518
21.	OC8	0.511	0.386	0.771	0.454	0.571
22.	OC9	0.369	0.370	0.737	0.592	0.322
23.	OC11	0.339	0.333	0.580	0.442	0.249
24.	OC13	0.181	0.322	0.551	0.482	0.206
25.	WS1	0.377	0.353	0.605	0.744	0.401
26.	WS2	0.186	0.404	0.463	0.708	0.338
27.	WS3	0.264	0.281	0.535	0.705	0.366
28.	WS6	0.240	0.431	0.369	0.672	0.304
29.	WS7	0.457	0.476	0.509	0.723	0.432
30.	WS8	0.540	0.481	0.662	0.769	0.580
31.	WS9	0.253	0.476	0.436	0.720	0.321

No.	Variables/Indicators	M.P	CT	O.C	WS	PF
32.	WS10	0.346	0.511	0.484	0.736	0.398
33.	WS11	0.333	0.487	0.472	0.759	0.348
34.	PF1	0.528	0.417	0.415	0.351	0.689
35.	PF4	0.602	0.497	0.513	0.382	0.736
36.	PF7	0.225	0.346	0.378	0.402	0.609
37.	PF8	0.513	0.408	0.570	0.484	0.812
38.	PF9	0.233	0.476	0.357	0.469	0.636
39.	PF10	0.540	0.326	0.582	0.507	0.840

Source: PLS Output, 2023

Based on Table 6, it can be observed that the construct value in row MP1 with column MP (0.795) is higher than the construct value in row MP1 with column CT (0.515), column OC (0.540), column WS (0.431), and column PF (0.542), thus meeting the requirements. Likewise, examination of rows MP2 to PF10 and columns MP to PF against the target construct, compared with other constructs, also meets the requirements.

Table 7. Fornell-Larcker (FL) criteria

Variable	M.P	CT	O.C	WS	P.F
MP	0.726	-	-	-	-
CT	0.619	0.719	-	-	-
OC	0.622	0.473	0.743	-	-
WS	0.467	0.592	0.699	0.736	-
PF	0.635	0.560	0.655	0.538	0.725

Sumber : Output PLS, 2023

From the final results, it can be seen that the *Herriott-Monotroit Ratio* (HTMT) value is below 0.9, indicating that these constructs are truly different from each other. Look at Table 7, the HTMT value is <0.90, indicating that the discriminant validity for each construct has been met ([Henseler, Ringle and Sarstedt 2015](#)).

Table 8. Heretroit-Monotroit Ratio (HTMT)

Variable	M.P	CT	O.C	WS	P.F
M.P	-	-	-	-	-
CT	0.694	-	-	-	-
O.C	0.684	0.509	-	-	-
WS	0.517	0.665	0.771	-	-
P.F	0.714	0.642	0.729	0.628	-

Source: PLS Output, 2023

5. Inner Model

In testing the inner model, two analyzes are carried out, namely R² and Q².

- Analysis of Variance R²

The Analysis of Variance R² signifies the extent to which an exogenous variable determines its endogenous variable. A higher R² value indicates a better level of determination. Typically, R² values of 0.75, 0.50, and 0.25 are deemed substantial, moderate, and weak respectively across various social science disciplines (Hair et al. 2017).

The level of determination (R²) for the endogenous variable Performance is 0.542 and R² for the endogenous variable Job Satisfaction is 0.588 which can be classified as a medium level (moderate).

Table 9. Path coefficients and R² model

No.	Influence between variables	Path Coefficient	R ²	R ² adjusted
1.	MP →PF	0.262	0.542	0.532
2.	CT →PF	0.200		
3.	OC →PF	0.372		
4.	WS →PF	0.037		
5.	MP →WS	-0.161	0.588	0.582
6.	CT →WS	0.404		
7.	OC →WAS	0.608		

Source: PLS Output, 2023

Based on the data presented in Table 9, the R² value for the employee performance variable stands at 0.542, suggesting that 54.2% of the variance in performance can be accounted for by Achievement Motivation, Competence, Organizational Commitment, and Job Satisfaction. The remaining variance is attributed to unexplored factors in this study. Similarly, the R² value for the job satisfaction variable is 0.588, indicating that approximately 58.8% of the variability in job satisfaction can be explained by Achievement Motivation, Competence, and Organizational Commitment. The residual variance is influenced by other factors not addressed in the research.

- Q² Analysis

Structural model testing involves evaluating Q² values to assess the relevance of predictions. If the Q² value > 0, it indicates the relevance of the prediction

(Hair et al. 2011). The greater the Q² value, the better the model is considered or more appropriate to the data (Pangesti, Sumertajaya and Sukmawati 2016).

To calculate Q², use the formula:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)$$

$$Q^2 = 1 - (1 - 0.542)(1 - 0.588)$$

$$Q^2 = 1 - 0.189$$

$$Q^2 = 0.811$$

By looking at these results, it can be concluded that the model has relevant predictions. This research model was able to explain 81.1% of the diversity of the data, while the remainder, around 18.9%, could be attributed to other factors not included in the research.

6. *Bootstrapping Results and Path Coefficient Results*

In PLS-SEM, every examination is conducted utilizing a bootstrapping technique, which involves generating numerous sub-samples from the original data with replacement. A model is then estimated for each of these sub-samples. This method helps in determining the standard error of coefficients and assessing statistical significance without the need to make assumptions about distributions (Hair et al. 2017).

Testing is carried out with the aim of overcoming the problem of abnormalities in research data. In this context, researchers carried out bootstrapping samples 10,000 times in accordance with recommendations from (Hair et al. 2017), which suggests a minimum of 10,000 samples. The results are as follows :

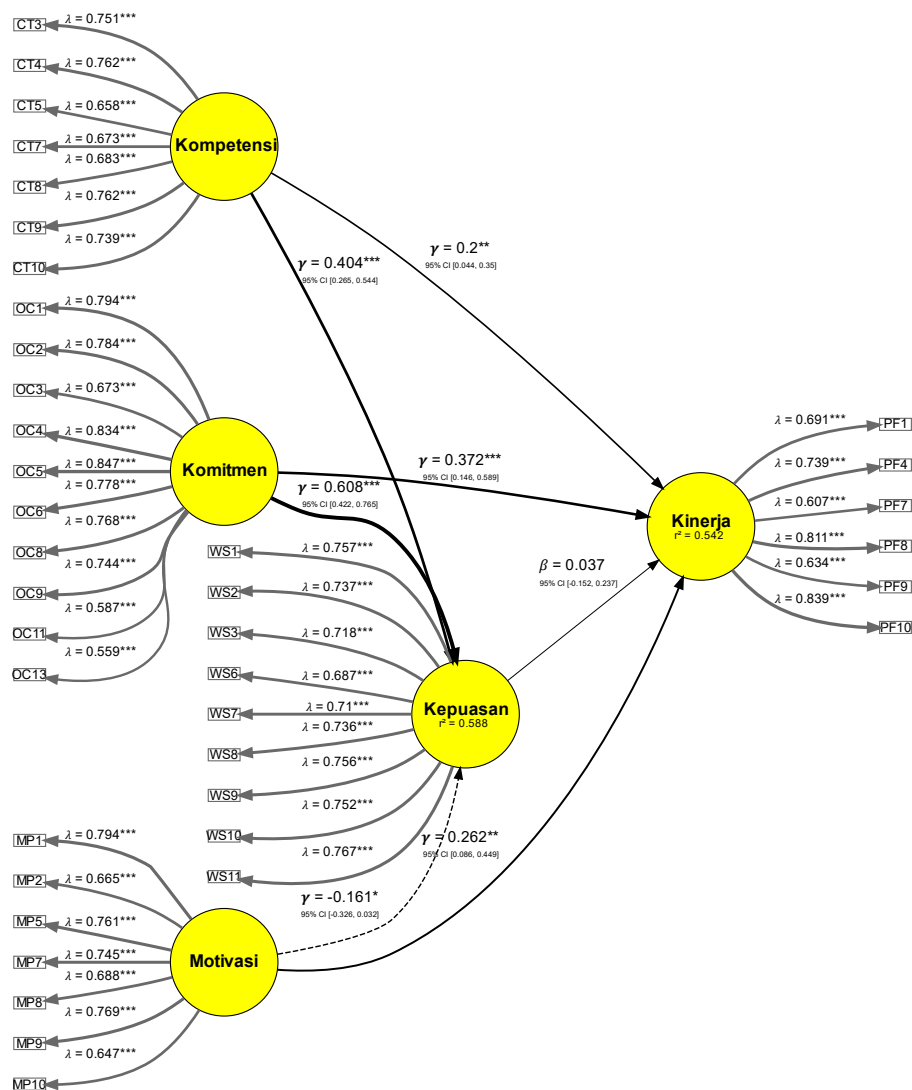


Figure 3. Bootstrapping results

Path Coefficient is used to evaluate the extent to which the independent variable influences the dependent variable. In Figure 4.3, it can be seen that the impact of Organizational Commitment (OC) on Job Satisfaction (WS) reached the highest value, namely 0.608. Furthermore, the impact of Competency (CT) on Job Satisfaction (WS) reached a value of 0.404. The impact of Organizational Commitment (OC) on lecturer performance (PF) reached 0.372. Meanwhile, the impact of Achievement Motivation (MP) on Performance (PF) is 0.262, and the impact of Competency (CT) on Performance (PF) is 0.200. The influence of Job Satisfaction (WS) on Performance (PF) reaches a value of 0.037. These results have a positive value, indicating that the direction of the relationship is in line,

where the higher the influence value, the stronger the influence of the independent variable on the dependent variable.

On the other hand, different results were found on the influence of Achievement Motivation (MP) on Job Satisfaction (WS), which had a negative value, namely -0.161. These results show that the greater the impact between variables, the stronger the influence, but in the opposite direction. Increasing Achievement Motivation will reduce lecturer performance.

7. Hypothesis test

At the hypothesis testing stage, analysis was carried out using the output from the PLS algorithm and the bootstrapping method.

Table 10. Results of measurement & testing of the influence between variables

No.	Influence between Variables (Hypothe	Coef. Track	T-Stat.	p- value	H ₀	Conclusion
1.	MP → PF	0.262	2,809	0.003	Rejected	H _a accepted . There is influence
2.	CT → PF	0.200	2,569	0.005	Rejected	H _a accepted . There is influence
3.	OC → PF	0.372	3,287	0.001	Rejected	H _a accepted . There is influence
4.	WS → PF	0.037	0.374	0.354	Failed to reject	H _a rejected . No influence
5.	MP → WS	-0.161	-1,767	0.039	Rejected	H _a accepted . There is influence
6.	CT → WS	0.404	5,752	0,000	Rejected	H _a accepted . There is influence
7.	OC → WAS	0.608	6,982	0,000	Rejected	H _a accepted . There is influence
8.	MP → WS → PF	-0.006	-0.328	0.372	Failed to reject	H _a rejected . No influence
9.	CT → WS → PF	0.015	0.364	0.358	Failed to reject	H _a rejected . No influence
10.	OC → WS → PF	0.022	0.368	0.357	Failed to reject	H _a rejected . No influence

Source: PLS Output, 2023

Based on Table 4.36, the research hypotheses can be described as follows :

- Hypothesis 1: Achievement Motivation has a positive effect on lecturer performance. The test results show that lecturers' Achievement Motivation **has a positive** and significant influence on lecturers' performance with an influence size of 0.262 and a p value of $0.003 < \alpha (0.05)$.
- Hypothesis 2: Competence has a positive effect on lecturer performance. The test results show that lecturer competency **has a positive** and significant effect on lecturer performance with an influence size of 0.200 and a p value of $0.005 < \alpha (0.05)$.
- Hypothesis 3: Organizational Commitment has a positive effect on lecturer performance. Testing shows that lecturers' Organizational Commitment has a **positive** and significant influence on lecturers' performance with an influence size of 0.372 and a p value of $0.001 < \alpha (0.05)$.
- Hypothesis 4: Job satisfaction has a positive effect on lecturer performance. The test results show that lecturer job satisfaction **has a positive but not significant effect** on lecturer performance with an influence size of 0.037 and a p value of $0.354 > \alpha (0.05)$.
- Hypothesis 5: Achievement Motivation has a positive effect on lecturer Job Satisfaction. Tests show that lecturers' Achievement Motivation **has a negative** and significant effect on lecturers' Job Satisfaction with an influence size of -0.161 and a p value of $0.039 < \alpha (0.05)$.
- Hypothesis 6: Competence has a positive effect on lecturer job satisfaction. The test results show that lecturer competency **has a positive** and significant effect on lecturer job satisfaction with an influence size of 0.404 and a p value of $0.000 < \alpha (0.05)$.
- Hypothesis 7: Organizational Commitment has a positive effect on lecturer Job Satisfaction. Tests show that lecturers' Organizational Commitment **has a positive** and significant effect on lecturers' Job Satisfaction with an influence size of 0.608 and a p value of $0.000 < \alpha (0.05)$.
- Hypothesis 8: Achievement Motivation has a positive effect on lecturer performance through Job Satisfaction. The test results show that **there is no**

indirect effect of the lecturer achievement motivation variable on lecturer performance through job satisfaction, because the p value is $0.372 > \alpha (0.05)$.

- Hypothesis 9: Competence has a positive effect on lecturer performance through job satisfaction. The test results show that **there is no indirect effect of** the lecturer competency variable on lecturer performance through job satisfaction, because the p value is $0.358 > \alpha (0.05)$.
- Hypothesis 10: Organizational Commitment has a positive effect on lecturer performance through Job Satisfaction. The test results show that **there is no indirect effect of** the lecturer Organizational Commitment variable on lecturer performance through Job Satisfaction, because the p value is $0.357 > \alpha (0.05)$.

Table 11. Direct, Indirect and Total Influence Values

No.	Statement	Direct Influence	Intervening Variables	Indirect Influence	Total Influence
1.	The Effect of Motivation on Performance	0.262	Job satisfaction	- 0.006	0.2 56
2.	The Influence of Competency on Performance	0.200	Job satisfaction	0.015	0.2 15
3.	The Effect of Commitment on Performance	0.372	Job satisfaction	0.02 2	0.3 94
4.	The Effect of Satisfaction on Performance	0.037			0.037

Source: PLS Output, 2023

Based on the summary contained in Table 4.37, it can be explained as follows:

- The direct influence of Achievement Motivation on lecturer performance has a value of 0.262, while the influence on lecturer performance through Job Satisfaction as an intervening variable is -0.006. However, this effect was not significant, indicating that **there was no mediation effect** .
- The direct influence of competency on lecturer performance has a value of 0.200, which shows that the presence of competency can reduce lecturer performance, but it is not significant. Apart from that, the existence of Job Satisfaction as an intervening variable with a value of 0.015 also **does not have**

a **significant influence** on lecturer performance. Therefore, it can be concluded that no mediation effect occurred.

- The direct influence of Organizational Commitment on lecturer performance has a value of 0.372, while the influence on lecturer performance through Job Satisfaction as an intervening variable is 0.022. However, this effect was not significant, indicating that **no mediation effect** occurred.

4.2 Discussion Results and Research Findings (*Novelty*)

The results of descriptive statistical data analysis show several findings which can be explained as follows:

1. There were no significant differences in the performance assessments of lecturers at the seven STIE, and no significant differences were found based on length of service, position/title, and lecturer education. However, there are significant differences in the assessment of lecturer performance based on age, with the highest performance for lecturers aged 46-55 years and the lowest for lecturers aged under 35 years.
2. There are no significant differences in lecturer job satisfaction at the seven STIE, and there are no significant differences based on length of service and lecturer education. However, there are significant differences in lecturer job satisfaction based on age and lecturer position. Job satisfaction is highest for lecturers aged less than 35 years and lecturers with the position of Professor. On the other hand, Job Satisfaction is lowest for lecturers over 55 years old and lecturers with the position of Expert Assistant.
3. Significant differences were found in lecturers' Achievement Motivation based on age, position, and education. The highest achievement motivation is for lecturers aged 46-55 years, lecturers with the position of Professor, and lecturers with a PhD degree. Meanwhile, the lowest achievement motivation is for lecturers over 55 years old, lecturers with the position of Assistant Expert, and lecturers with a Master's degree. There were no significant differences found in lecturers' Achievement Motivation based on length of service and the STIE where the lecturer served.

4. There are significant differences in the assessment of lecturer competency based on the STIE where the lecturer teaches, the lecturer's age, and the lecturer's position/title. The highest lecturer competency is at STIE Indonesia Jakarta, with lecturers aged between 46-55 years, and lecturers with the position of Professor. Meanwhile, the lowest lecturer competency is at STIE Tunas Nusantara, for lecturers over 55 years old, and lecturers with the position of Assistant Expert. No significant differences were found in lecturer competency based on length of service and lecturer education.
5. Significant differences were found in the assessment of lecturers' Organizational Commitment based on the STIE where the lecturer taught, age, position, and lecturer education. However, no significant differences were found in the assessment of lecturers' Organizational Commitment based on the lecturers' length of service.

Overall, the results of the descriptive study from this research can be summarized as follows:

1. There are significant differences in lecturer performance based on age.
2. There are significant differences in lecturer job satisfaction based on age and lecturer position.
3. There are significant differences in lecturers' Achievement Motivation based on age, position/position, and education.
4. There are significant differences in lecturer competency based on the STIE where the lecturer teaches, the lecturer's age, and the lecturer's position/title.
5. There are significant differences in the assessment of lecturers' Organizational Commitment based on the STIE where the lecturer teaches, age, position, and lecturer education.

4.3 Study Results between Variables

The results of data processing and PLS-SEM analysis involve several exogenous variables which are considered to have the potential to influence Lecturer Performance (Y) and through the intervening variable Job Satisfaction produce the following research findings :

1. The research findings indicate a positive and significant correlation between Lecturer Achievement Motivation and Lecturer Performance.
2. The results of the study demonstrate that Lecturer Competence positively and significantly influences Lecturer Performance.
3. Lecturer Organizational Commitment shows a positive and significant association with Lecturer Performance, as indicated by the research findings.
4. Although there is a positive relationship between Lecturer Job Satisfaction and Lecturer Performance, it is not statistically significant, as observed in the research outcomes.
5. The research findings suggest a less significant correlation between Lecturer Achievement Motivation and Lecturer Job Satisfaction, indicating that the former does not significantly impact the latter.
6. There is a positive and significant relationship between Lecturer Job Satisfaction and Lecturer Competence, as evidenced by the research findings.
7. The research concludes that Lecturer Job Satisfaction is positively and significantly influenced by Lecturer Organizational Commitment.
8. Despite a negative influence of Lecturer Achievement Motivation on Lecturer Performance, it is not statistically significant, and Lecturer Job Satisfaction does not mediate this relationship.
9. Although there is a positive influence of Lecturer Competence on Lecturer Performance through Lecturer Job Satisfaction, it is not statistically significant, indicating that Lecturer Job Satisfaction does not mediate this relationship.
10. Similarly, there is a positive but insignificant influence of Organizational Commitment on Lecturer Performance through Lecturer Job Satisfaction, indicating that Lecturer Job Satisfaction does not mediate this relationship.

4.4 Discussion of Study Results between Variables

1. Achievement Motivation Variables Have a Positive and Significant Influence on Performance Variables

The findings of this research state that Achievement Motivation has a positive and significant influence on performance, in line with the results of previous

research by (Khan 2012), (Asyim 2013), (Inayatullah and Jehangir 2015), (Khoynun, Sutanto, and Hidayat 2020), (Hairuddin et al. 2017).

In the context of social contract theory, these findings support the concept of mutually beneficial exchange between individuals and organizations. According to social contract theory, individuals bring their hopes, motivations, and goals into organizations with the expectation that the sacrifices and efforts they make will be compensated by some recognition, reward, or satisfaction.

By detailing the indicators of the Reward dimension in this research based on the strength of the relationship (*outer loading*) of the indicators with the Motivation variable (from strongest to weak), as recognized by the academic community, feeling happy when getting a promotion or position, and feeling happy when getting appreciation from leadership creates the perception that individual efforts in achieving achievements will be appreciated and recognized by the organization. This supports the basic principles of social contract theory, where individual success in achieving personal goals is expected to contribute to the achievement of organizational goals.

2. Competency Variables Have a Positive and Significant Influence on Performance Variables

The results of this research reveal that Lecturer Competence has a positive and significant influence on Performance, in line with the findings of previous research conducted by (Hairuddin et al. 2017), (Gani et al. 2018), (Rahardja et al. 2020), (Heriyanto, Naser, and Setia 2018), (Kolibáčová 2014), (Khoynun, Sutanto, and Hidayat 2020), and (Suyanto 2018).

From the perspective of social contract theory, the results of this research show that the positive and significant influence of Lecturer Competence on Lecturer Performance reflects a mutually beneficial relationship between the individual (lecturer) and the organization (university). Social contract theory emphasizes the exchange of recourse between the parties involved, where individuals bring their competence to contribute to organizational goals, while the organization is expected to provide equal recognition and rewards.

In detailing the Professional dimension indicators from this research, they are sorted based on the strength of the relationship (outer loading) of the indicators with the Competency variable (from strongest to weakest), such as the ability to apply new knowledge to teaching and good communication skills with students and colleagues. work, reflects the lecturers' sense of competence in carrying out their duties. This self-confidence is more likely to encourage lecturers to make maximum contributions, which can ultimately improve their performance.

3. The Organizational Commitment Variable has a Positive and Significant Influence on the Performance Variable

The findings of this research state that there is a positive and significant influence of Organizational Commitment on Lecturer Performance, in line with the results of previous research conducted by ([Hairuddin et al. 2017](#)), ([Ahmed et al. 2014](#)), ([Khan et al. 2010](#)), as well as ([Folorunso, Adewale, and Abodunde 2014](#)).

Within the framework of social contract theory, these findings support the idea that the continuation of mutually beneficial relationships between individuals and organizations plays a key role in achieving optimal performance. Social contract theory emphasizes that individuals who feel emotionally and normatively attached to an organization tend to perform well because they have strong expectations and commitment to organizational goals.

By detailing the Affective dimension indicators in this research which are ordered based on the strength of the relationship (outer loading) of the indicators with the Organizational Commitment variable (from strongest to weakest), such as feeling emotionally attached to the organization, considering organizational problems as personal problems, feels like "part of the family" in the Organization, spends the rest of his career within the Organization, enjoys talking about the organization with people outside the Organization, and considers this Organization to have a lot of personal meaning, then organizational commitment is considered a form of investment on the part of the lecturer. In response, organizations are expected to provide recognition, support, or supportive career development policies.

This positive influence reflects that lecturers with a high level of organizational commitment feel encouraged to make maximum contributions to achieving organizational goals. Thus, these findings can be interpreted as an important indicator of a healthy and mutually beneficial social contract relationship between lecturers and universities.

4. The Job Satisfaction Variable has a Positive, but not Significant, Influence on the Performance Variable

The results of this research show that there is a positive influence between Job Satisfaction on Lecturer Performance, although it is not significant. This finding is not in line with the results of previous studies conducted by ([Hairuddin et al. 2017](#)), ([Afshar and Doosti 2016](#)), ([Pan et al. 2015](#)), ([Chamundeswari 2013](#)), ([Alipour et al. 2012](#)), ([Alipour et al. 2012](#)).

However, these findings are in line with the results of Pilarta's (2015) research involving 106 lecturers at the Abra State Institute of Sciences and Technology, Philippines, which concluded that lecturer job satisfaction had no significant effect on lecturer performance. In the context of social contract theory, these findings raise questions related to the dynamics of social contracts in academic environments. Social contract theory emphasizes exchanges between individuals and organizations, where job satisfaction is expected to be one of the rewards that drives optimal performance. These findings may indicate that, although job satisfaction is considered a factor influencing lecturer performance, other factors may play a role in moderating this relationship.

By detailing the Environmental dimension indicators in this research which are sorted based on the strength of the relationship (outer loading) of the indicators with the Job Satisfaction variable (from strongest to weakest), such as pleasure and comfort in doing work at work and appreciation for the work done, shows the expectations and suitability of the values/culture of the lecturer towards the STIE where he works. Should the STIE fail to fulfill these expectations, it might disturb the psychological well-being of lecturers. However, due to the lack of significance in its impact, one plausible explanation could lie in the factors of

Competence and Organizational Commitment among lecturers. Lecturers possessing high levels of Competence and Organizational Commitment may not necessarily rely on attaining Job Satisfaction to exhibit peak performance.

As a result, further research could explore additional elements that influence these dynamics to provide a more complete understanding in the context of social contract theory. Additionally, contextual differences between research that does and does not support these findings, such as differences in educational systems, organizational culture, and characteristics of faculty populations, should be considered.

5. The Achievement Motivation Variable has a Negative and Significant Influence on the Job Satisfaction Variable

The findings of this research show that there is a significant negative influence between Achievement Motivation and Job Satisfaction, which is different from the results of research conducted by ([Hairuddin et al. 2017](#)), ([Ahmed et al. 2010](#)), ([Saleem, Azeem, and Asif 2010](#)), and ([Shah et al. 2012](#)).

Apart from that, the results of this study are also not in line with the findings ([Kartika and Kaihatu 2010](#)) which involved 172 employees at restaurants and food stalls at the Pakuwon Food Festival Surabaya. The results of this research state that motivation has no influence on satisfaction, and training has no impact on employee job satisfaction.

In the perspective of social contract theory, the finding of a significant negative influence between Achievement Motivation and Job Satisfaction raises interesting questions about the dynamics of the relationship between motivation and job satisfaction in the context of social contracts in organizations. Social contract theory asserts that the relationship between an individual and an organization involves exchanged expectations, responsibilities, and rewards. In this context, these negative findings may reflect a misalignment between individual expectations regarding achievement motivation and the reality of experiences in the work environment. It can be assumed that individuals'

expectations of recognition or reward for their achievements are not fully met, which may affect job satisfaction.

However, because social contract theory also emphasizes the importance of clear and fair communication between individuals and organizations, further analysis can be conducted to explore how communication and implementation of social contracts in organizations influences individual perceptions and motivations. In the context of social contract theory, this research can stimulate further reflection on how organizations deliver rewards for achievement motivation, whether individual expectations are met, and how social contract dynamics can be optimized to increase job satisfaction.

6. The Competency Variable has a Positive and Significant Influence on the Job Satisfaction Variable

The findings of this research indicate that there is a positive and significant relationship between Lecturer Competence and Lecturer Job Satisfaction, in line with research conducted by [\(Berlian 2018\)](#), [\(Barasa, Gunawan, and Sumali 2018\)](#) [\(Renyut et al. 2017\)](#), [\(Adam and Kamase 2019\)](#), and [\(Mukhtar et al. 2018\)](#). However, these findings are different from the results of research [\(Hairuddin et al. 2017\)](#) on the performance of lecturers from eight polytechnics in Indonesia, which shows that lecturer competency has a positive but not significant effect on lecturer job satisfaction.

If the STIE does not meet these expectations, it could potentially disrupt the mental state of lecturers. However, the insignificance of its impact suggests that Competence and Organizational Commitment factors in lecturers might provide a plausible explanation. Lecturers with high levels of Competence and Organizational Commitment might not need to depend on achieving Job Satisfaction to demonstrate peak performance.

The favorable impact indicates that lecturers who perceive themselves as competent in fulfilling their responsibilities are more inclined to experience satisfaction with their work. This aligns with the expectations of the social contract, wherein individual endeavors to enhance competence are anticipated

to yield a favorable reaction from the organization, resulting in heightened job satisfaction.

The difference in findings between this research and research ([Hairuddin et al. 2017](#)) which found a positive, but not significant, influence between Lecturer Competence and Lecturer Job Satisfaction, may be caused by the unique characteristics of the sample or the work environment that was the object of the research.

7. The Organizational Commitment Variable has a Positive and Significant Influence on the Job Satisfaction Variable

The findings from this research indicate that there is a positive and significant influence of Organizational Commitment on lecturer Job Satisfaction, in accordance with research conducted by ([Amin 2022](#)) and ([Hairuddin et al. 2017](#)) . However, the results of research by ([Gani et al. 2018](#)) on three private Islamic universities in Makasar show that lecturer job satisfaction also has a positive and significant influence on lecturer organizational commitment.

From the standpoint of social contract theory, the discovery that Organizational Commitment significantly and positively impacts Lecturer Job Satisfaction reinforces the notion of a symbiotic relationship between an individual's commitment to the organization and their perceived level of job satisfaction. This concept adheres to the tenets of social contract theory, which posit an agreement or pact between individuals and organizations, wherein organizational commitment is anticipated to yield rewards in the form of job satisfaction.

This positive influence likely reflects that lecturers who feel emotionally and normatively attached to the organization tend to experience higher job satisfaction. Organizational Commitment is defined as a form of individual investment in achieving organizational goals, and in response, the organization is expected to provide recognition, support, or policies that meet the needs and expectations of lecturers.

However, research results from (Gani et al. 2018) found a positive and significant influence of Lecturer Job Satisfaction on Lecturer Organizational Commitment, indicating that there is a reciprocal influence relationship between these two variables. This difference may be influenced by the context or special characteristics of the sample or work environment that is the object of research, and shows the complexity of the influence relationship between organizational commitment and job satisfaction in an academic context.

8. Achievement Motivation Variables Have a Negative, But Not Significant, Influence on Lecturer Performance Variables Mediated by Job Satisfaction

The findings from this research state that there is no indirect influence from lecturers' Achievement Motivation on Lecturers' Performance through Job Satisfaction. Within the framework of social contract theory, lecturers' Achievement Motivation may influence lecturers' expectations regarding personal achievement and professional development. However, if these expectations are not met or the anticipated exchange does not proceed as it should, it can have a negative impact on the lecturer's performance, even if the impact is not significant.

9. The Competency Variable has a Positive, but not Significant, Influence on the Lecturer Performance Variable Mediated by Job Satisfaction

The findings from this research indicate that there is no indirect influence from Lecturer Competence on Lecturer Performance through Job Satisfaction. Within the framework of social contract theory, lecturer competency can be thought of as the anticipated contribution or expectations placed by the organization on lecturers. Although competence may increase levels of job satisfaction, the lack of a significant mediating effect reflects the complex dynamics of expectations and the mediating role that is not fully reflected in lecturers' Job Satisfaction.

10. The Organizational Commitment Variable has a Positive, but not Significant, Influence on the Lecturer Performance Variable Mediated by Job Satisfaction

The findings from this research state that there is no indirect influence from Lecturer Organizational Commitment on Lecturer Performance through Job Satisfaction. Based on social contract theory, if lecturers' organizational commitment is interpreted as a form of responsibility towards the organization, there may be a situation where organizational commitment directly influences performance without involving the level of job satisfaction. Lecturers who feel they have a responsibility to the organization can demonstrate a high level of performance without relying entirely on the level of job satisfaction.

5. Closing

5.1 Conclusion

The general conclusion of this research states that the STIE Lecturer Performance Model in LLDIKTI III East Jakarta Region can be explained by the following factors (from strongest to weakest influence): Organizational Commitment, Achievement Motivation, and Lecturer Competence. Apart from that, Job Satisfaction has no influence on Lecturer Performance, and Job Satisfaction also does not function as a mediator in the relationship between Achievement Motivation, Competence, and Organizational Commitment and Lecturer Performance. Conversely, Job Satisfaction can be explained by Organizational Commitment and Lecturer Competence.

5.2 Suggestion

Academic Advice:

1. Conduct further research on other factors that can influence lecturer performance, such as work stress and leadership policies.
2. Adapt or expand research models for other educational situations or institutions.
3. Designing intervention or training programs to increase lecturers' organizational commitment.
4. Implement recognition and reward programs to increase lecturer job satisfaction and organizational commitment.
5. Carrying out further research to increase lecturers' achievement motivation and designing training programs or incentives that support this motivation.

6. Examining other factors that might influence lecturer job satisfaction that are not yet covered in the current model, as well as re-evaluating the criteria or measurements of job satisfaction.
7. Conduct comparative studies between educational institutions to understand differences in factors that influence lecturer performance and job satisfaction.
8. Carrying out comprehensive research not only on STIE in LLDIKTI III in the East Jakarta area, but also involving all STIE in LLDIKTI III in the Jakarta area.

Practical Advice:

1. Increasing the indicators of the Continuance dimension in the Organizational Commitment variable, such as increasing the importance of insurance and pensions for lecturers.
2. Focus on increasing indicators of the Perseverance and Competition dimensions in lecturers' Achievement Motivation to encourage involvement in finding solutions to problems and understanding the latest developments in the field of study.
3. Providing support for the development of innovative and relevant learning materials to improve lecturer competency.
4. Encourage the use of case studies and simulations in learning to link theoretical concepts with practical applications.
5. Organizing discussion and collaboration forums between lecturers to exchange ideas, experiences and best practices in teaching.

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