The Relationship between Motivation, Organisational Commitment and Competence with Job Satisfaction and Lecturers Performance

M. Jamal Abdul Nasir

Dept. of Educational Management, State University of Malang

Jl. Semarang 5, Malang 65145, Indonesia

Tel: 62-341-552-888 E-mail: djammalmalang@gmail.com

Bambang Budi Wiyono

Dept. of Educational Administration, State University of Malang

Jl. Semarang 5, Malang 65145, Indonesia

Tel: 62-341-552-888 E-mail: bambang.budi.fip@um.ac.id

Supriyono

Dept. of Non Formal Education, State University of Malang

Jl. Semarang 5, Malang 65145, Indonesia

Tel: 62-341-552-888 E-mail: supriyono.fip@um.ac.id

Achmad Supriyanto

Dept. of Educational Administration, State University of Malang

Jl. Semarang 5, Malang 65145, Indonesia

Tel: 62-341-552-888 E-mail: a.supriyanto.fip@um.ac.id

Abstract

The objective of this research is to find out a direct and an indirect relationship between motivation, organisational commitment, and lecturers competence and job satisfaction and lecturers performance. This was non-experimental research using a quantitative approach with ex-post facto designs. Hypotheses of this research aim to prove the relationship between variables. The data were collected by using questionnaire distributed to the randomly-chosen respondents and analyzed using Partial Least Square-Structural Equation Modeling (PLS-SEM) method. The conclusion of the modeling analysis result of these five variables are: (1) lecturers motivation has not a direct relationship with lecturers performance; (2) lecturers commitment has an indirect relationship with lecturers performance; (3) both exogenous variables (lecturers motivation and commitment) need intervening variable (job satisfaction) to be proven to be related to the lecturers performance; and (4) it is only lecturers competence variable having a direct relationship with lecturers performance even though without passing through mediation and lecturers job satisfaction variable.

Keywords: motivation, organisational commitment, competence, job satisfaction, performance, lecturers.

1. Introduction

Lecturers as one of the important elements in universities have a strategic role to improve the quality of education in Indonesia. It is confirmed in the Law No. 20/2003 in article 35 verse 3 on the National Education System that to achieve the quality of education standard is not only determined by the element of educational staff that is lecturers, but also depends on how the management of the universities on the content standards, processes, competence of graduates, facilities and infrastructure, management, financing and education assessment that can be implemented by standardization, assurance and quality control of education agency.

Reviewed from the side of academic coaching and students affairs, lecturers hold a strategic role. They are professional workers who decide what the best for their students. There are many people say that the quality of education can be reached through the quality improvement of the lecturers. It is caused since lecturers are the agent who transfers science and knowledge to their students so that as long as the lecturers have good quality in transferring process, it is able to increase the quality of student and graduates. It can be seen from the previous research that in the education system is applied "the man behind the system", humans are the key factor who decide the strength of education (Miller, 1980; 76). In fact, education as a service industry is the "front line provider and determine the quality of service delivery system", a lecturer is a person who is at the forefront in determining the quality of service (Sallis, 2002:35). In order to establish an innovative and quality universities which are responsive to the global development and local challenge, the success depends on the effort of development and coaching to grow. The prime mover of the development is the lecturers (Hendrajaya, 1999:17).

In Indonesia there two types of university, namely State Universities (PTN) and Private Universities (PTS). PTNs are universities established and financed by the government, they are directly responsible and report their academic activities to the Directorate General of Higher Education (Dirjen Dikti). Employment status (lectures and other support staff) is a civil servant (PNS) permanent lecturer and the other is honorary or contract employees. On the other hand, PTSs are universities established and managed by the community. They are responsible to make an academic activities report and its management to the Directorate General of Higher Education (Dirjen Dikti) through the Private Universities Coordinating Body of each region (Kopertis Wilayah). Nowadays, there are 14 Kopertis spread in Indonesia. Employment status of the educational staff in PTSs is a private employee. Especial for lecturers, their employment status is categorized into three, namely: 1) civil servant (PNS) lecturer assisting in private universities (DPK), permanent lecturers, and honorary lecturers. In accordance with regulation applied, lecturers reserving the right to fulfill the requirement to manage the functional position are PNS permanent lecturers (DPK) and permanent lecturers in a foundation.

Since the importance of the lecturers' role in universities, hence the attention to the job satisfaction and lecturers performance is essential and needs to be paid attention. The government through the ministry of education and culture and the religious affairs ministry has been making an effort to improve the welfare quality and lecturers performance, one of

them is changing the status of lecturers into a profession through the implementation of lecturer certification. It is a program pointed out to those who meet the requirement, i.e., having a master's degree and functional position at least an associate lecturer. Lecturers who have passed the certification assessment proven by having lecturer certificate will be stated as the professional lecturer and given profession allowances by one-time base salary depends on the position and job class (Law No.24/2006 on teachers lecturers, and the government rule No.39/2009 on lecturers).

However, did lecturers who have passed certification and stated as professional lecture and get profession allowances will improve their performance quality too? As a result, this becomes a problem paid attention by all of the sides, both the government (education and culture ministry, religious affairs ministry), the house of representative (DPR) or the community. For that reason, to evaluate the lecturer's performance, the government requires those who have been certified to report workload lecturer and performance evaluation to the government. Four performances becoming an indicator of lecturers performance assessment, i.e., the performance at the field of education, research, outreach program and lecturers support are considered good, but the performance of the research field needs an improvement. It is seen from the number of research results which is still low both quantity and quality field, so as the scientific publication in national or international scale. If this condition will not be better, it appears a discourse that the certification allowances will have by the government (Jawa Pos, 3 December 2012).

The studied related to the relationship between job satisfaction and performance shows that since a long time ago there has been an opinion controversy on the relationship between job satisfaction and employees performance and until today is still an interesting topic to be discussed, some of the researchers proposed that satisfaction affect performance and the other said The h7 that the performance which actually influences job satisfaction (Bono et al., 2001). In addition, several studies suggest that there is no common relationship between job satisfaction and employees performance (Dowling, 1975) and it has not to support each other (Khan, 1960).

According to the theoretical review and empirical finding, it is essentials to conduct a study related to the factors influencing job satisfaction and performance as endogenous variables, by which this study builds a model consisted of motivation variable, organisational competence and commitment as an exogenous variable, and job satisfaction variable as moderation variable. From the description, it is then proposed a study entitled "The relationship between motivation, organisational commitment and competence with job satisfaction and lecturers performance" (A Study Conducted to the certified lecturers in Kopertis Region VII East Java)"

2. Literature Review and Hypotheses Development

2.1 Performance

According to Armstrong and Baron (1998:15), performance or deliverable or job performance is the work product which has a strong relationship with strategic purpose of the organization.

From the statement can be concluded that the meaning of job performance is same as performance.

Job performance is the result of an interrelationship between effort, ability, and the perception of duty (Nyars and Leslie, 1997:311). On the other hand, Schermerhon et al. (1991:59) stated that job performance is a number and quality of duty which is completed individually, group, or organizational. From those several definitions, it is clear that what meant by job performance is the work product achieved by a worker when performing a duty or activity at a certain period which has to fulfill the quality standard and deliverable quantity arranged by company. This job performance is the driver to improve the performance of an organization, since the organization performance is a covey of achievements resulted by the whole part related to the business activity.

Steers (1999:164) stated that performance is defined as the level of success in completing the task and in accordance with the objectives. Prawirosentono (1999: 2) proposed that performance is the deliverable which can be achieved by individual or group in an organization in accordance with authority and responsibility. Since an organization is consisted of a group of people having the same purpose, then the organization performance is influenced by individual performance.

2.2 Job Satisfaction

Job satisfaction is basically an individual matter. Everyone will have a different level of satisfaction has the values s/he believes in. This is caused by the difference in each individual. The more the aspects of the job which is in accordance with the individual desire, the higher the level of satisfaction felt and the opposite.

According to Wexley and Yukl (1997), job satisfaction is the way an employee feels about his or her job. This means that job satisfaction is someone's feeling about his/her job. Greenburg and Baron (2003: 148) described job satisfaction as a positive or negative attitude performed by an individual to his/her job. Vecchino in Wibowo (2009: 323) stated job satisfaction as an idea, feeling, and someone action tendency which is actually someone's action to the job. As'as (1995:105) stated that job satisfaction is an assessment of reflection from the worker feeling about his/her job. Umar (2000:36) stated that "job satisfaction is employees emotional condition at which there is or no point of agreement between the value of employees remuneration from organization or company with the rate of remuneration value which is truly expected by the involved employees". Locke (1968) stated that job satisfaction is the appraisal of one's job as attaining or allowing the attainment of one's important job values, providing these values are congruent with or help fulfill one's basic needs.

The limitations explained on the job satisfaction are surely someone's feeling of the job. This means that the conception of job satisfaction like this sees job satisfaction as the result of interaction between human and the environment or as an attitude owned by employees about their job, it is the result of their perception about a job. For that matter, according to these limitations, the determination of job satisfaction covers to individual differences or working environment situation. In addition, someone's feeling to the particular job is a reflection of

his/her attitude to the job. Someone can be relatively satisfied with one of the working aspects and is not satisfied with one or more other aspects.

2.3 Motivation

Motivation is a psychological process happening to our self in reflecting the interaction between attitude, needs, perception, and etc. A motivation that exists in a person is not same between one and another. Luthans (2006: 270) defines motivation as a process that begins with physiological efficiency or psychological that drives behaviors or encouragement intended to purpose or incentive. This will lead to a process of motivation. Robbins (2006: 213) defines the term of motivation as a process that determines the intensity, direction, and persistence of individuals in an effort to achieve goals. Robbins' definition about motivation is a motivation that is in the realm of individuals or someone to achieve his/her goals. Gibson et al. (1996: 185) define motivation as a concept which we use to describe the impulses arising in or within an individual that drive and direct behavior. It means the power that drives an employee that raises and directs behavior.

ERG motivation theory Alderfer, theory of Maslow's hierarchy of needs, and Herzberg's two factor theory shows that for the purpose of someone performs tasks assigned by superiors with the best, the employees should be given good motivation both providing stimuli to work more diligently by giving compliments on the work that has been completed and giving present in the form of money or goods that can make the employees feel honored so that they will improve their performance.

2.4 Competence

Competence implies the ownership of the knowledge, skills, and abilities demanded by a particular position (Rustyah, 1982). Competence is also understood as knowledge, skills, and basic values reflected in the habit of thinking and acting. Competence can also be intended as the ability to perform tasks obtained through education and/or training (Herry, 1998). According to Finch and Crunkilton in Mulyasa (2004: 38) that the meaning of competence is the mastery of a task, skills, attitudes, and appreciation needed to support success. It shows that competence includes the tasks, attitude skills and appreciation that must be possessed by learners to be able to carry out the learning tasks in accordance with certain types of work.

On the other hand, Law No.14/2005 on Teachers and Lecturers in article 1 verse 10 mentioned that the competence is a set of knowledge, skill, and action that has to be owned, lived, mastered, and actualized by teachers or lectures in performing their professionalism. Competencies that must be owned by teachers and lecturers include pedagogical competence, personality competence, social competence, and professional competence.

2.5 Organisational Commitment

The concept of commitment essentially leads one to categorize individual differences in values and motives more simply. Benkhoff (1997: 3) defines commitment as the degree of employees care and their contribution to the organisational success. Mowday et al. (1982: 27) define organisational commitment as a relative and individual force in identifying

self-involvement within the organization. It is characterized by three things, namely: (1) employees acceptance of organizational values. (2) the readiness and willingness of employees to work hard and earnestly on behalf of the organization; and (3) the willingness of employees to maintain their membership in the organization (becoming part of the organization).

Another point of view on organizational commitment is expressed by Steers (1999: 50): the sense of identification (trust in a values) and loyalty (desire to remain to be a member of the organization concerned) expressed by an employee to his organization. Steers argues that organisational commitment is a condition in which employees are deeply attracted to the goals, values, and the target of a commitment to the organization itself is more than just a formal membership, as it includes the attitude of liking the organization and the willingness to strive for the The h2's interest in achieving its goals. Greenberg and Baron (2000: 182) stated that organisational commitment is the concept relates to the extent to which an individual identifies his/herself and his/her desires to remain in the organization. This means that employees loyalty is needed by the organization to achieve organisational goals. Davis (1996: 259) states that the organisational commitment of employees also known as employee loyalty is a level or degree of self-identification of employees with the organization. This means that the employee loyalty will be measured by the organization through the strength of attributes attached to the employee. Organizational commitment is like a magnetic force to pull another object into the magnet, which is the measure of the employees' desire to remain within their organization.

Based on that definition, affective commitment is related to the employees' emotional attachment, and involvement in the organization. Thus, employees with strong affective commitment will identify themselves by being actively involved in the organization and enjoying membership in the organization.

2.6 Hypotheses

H1:   It is supposed there is a direct relationship between motivation and certified-lecturers job satisfaction.

H2:   It is supposed there is a direct relationship between organisational commitment and certified-lecturers job satisfaction.

H3:   It is supposed there is a direct relationship between competition and certified-lecturers job satisfaction.

H4:   It is supposed there is a direct relationship between motivation and certified-lecturers performance.

H5:   It is supposed there is a direct relationship between organisational commitment and certified-lecturers performance.

H6:   It is supposed there is a direct relationship between competition and certified-lecturers performance.

H7:   It is supposed there is a direct relationship between job satisfaction and certified-lecturers performance.

H8:   It is supposed there is a direct relationship between motivation, organization commitment, competence and certified-lecturers performance.

H9: It is supposed there is a direct relationship between motivation, organisational commitment, competence and job satisfaction and certified-lecturers performance.

3. Research Method

3.1 Population and Sample

The population of this research is all lecturers both PNS DPK lecturers and foundation permanent lecturers who have been certified (professional lecturers) from 2008 until 2011 that is 2843 lecturers spread in 328 PTS in East Java (personnel bureau of Kopertis region VII).

The number of the sample was determined by using the Slovin formula (in Umar: 2000). Based on the number of existing population, the number of a sample used in this study is 194,079 rounded to 195 samples.

Samples taken are part of the entire population (all certified lecturers) in Kopertis Region VII East Java. The sampling technique of this research is multistage random sampling which is a sampling technique that requires 2 stages of sampling. Those including categories of multistage random are stratified random sampling, cluster random sampling and a combination of the two. In this study, the researcher used a combination technique of the two.

3.2 Data Collection Technique

The data was collected through questionnaire distribution. It was done directly by visiting the research object (PTS) and directly submitting the questionnaire to the certified lecturer. The result of the respondent's answer is a certified lecturer in Kopertis Region VII East Java, technically will be analyzed.

3.3 Data Analysis Technique

The phase of data analysis is a very important stage because it requires high precision and accuracy; therefore, prior to testing hypotheses, it is necessary to do testing of research instruments through validity and reliability test. Data analysis to test the research hypotheses using SEM model procedurally includes seven steps (Hair et al., 2006, Ferdinand, 2002), namely: (a) development of concept and theory based model, (b) development of flowchart, (c) conversion of flowcharts into structural models (statistical equations), (d) selecting the input matrix and the comparative model, (e) assessing the problem of identification, (f) evaluating goodness-of-fit and (g) model interpretation and modification. Relationship model between variables can be described as follows.

Given the sample size in this study is 153, the researcher uses a PLS-SEM method. PLS is intended for causal-predictive analysis in high complexity situations and low theory support. For that matter, PLS will help to get the value of the latent variable for prediction purpose.

4. Results and Discussion

4.1 Results

4.1.1 Linearity Assumption Test

Linearity assumption in path analysis is only related to the structural equation modeling and is not related to hypothesis test, that is the relationship between variables in the structural model is linear.

Table 1. Linearity Assumption Test

Relationship	Linearity		Deviation from Linearity		Description
	F	P	F	p	
Lecturers motivation >> Lecturers job satisfaction	21,223	0,000	1,004	0,482	Linear
Lecturers Commitment >>Lecturers job satisfaction	14,336	0,001	0,840	0,658	Linear
Lecturers Competence >> Lecturers Job Satisfaction	40,035	0,000	2,024	0,034	Linear
Lecturers Motivation >> Lecturers Performance	23,588	0,000	0,525	0,905	Linear
Lecturers Commitment >> Lecturers Performance	18,101	0,000	1,054	0,432	Linear
Lecturers Competence >> Lecturers Performance	57,599	0,000	2,850	0,003	Linear
Lecturers job satisfaction >> Lecturers Performance	88,362	0,000	3,349	0,003	Linear

Source: Primary data, processed.

The linearity results explain that all paths meet the linearity assumption that is F-test results in the linearity path are significant (p <0.05). There is a result of supporting test on another part that is a deviation from linearity which aims to test whether linearity completed is also supported by the low model for a nonlinear relationship. If the deviation test result from linearity is insignificant (p> 0, 05), it means that the relationship between the two variables is indeed linear. However, if the deviation test results from linearity are significant (p <0.05), then the relationship of both variables can be linear and not. Thus, the assumption of linearity is fulfilled if the test results of the linearity part are significant. This analysis gives the conclusion that the linearity requirement has been fulfilled in all paths in the hypothetical model. In the test results of linearity, the F-test result is significant (p <0.05).

4.1.2 Validity and Reliability of Construct

The outer model test result shows that all items have outer loading more than 0.50 so that the whole points can be used. In addition, the validity of each item is also checked using the results of cross loading calculations. The validity of an item is high or fulfilled if the cross loading coefficient is the highest on the construct and lower on the other. In Table 2 the result

of cross loading describes that all items used have high validation as the descriptor of each construct. The cross loading coefficient of each item in the other construct is lower than the loading factor of the construct in question.

Table 2. Loading Factor and Cross loading

Indicator	Motivation	Organisational Commitment	Competence	Job Satisfaction	Lecturers Performance
X11	0,728	0,350	0,406	0,465	0,367
X12	0,737	0,303	0,343	0,484	0,419
X13	0,576	0,253	0,354	0,366	0,279
X14	0,593	0,237	0,325	0,360	0,302
X15	0,858	0,311	0,406	0,496	0,430
X16	0,834	0,277	0,356	0,560	0,363
X21	0,120	0,601	0,107	0,236	0,254
X22	0,341	0,805	0,189	0,359	0,342
X23	0,392	0,852	0,380	0,447	0,330
X31	0,441	0,267	0,857	0,470	0,502
X32	0,500	0,279	0,854	0,551	0,534
X33	0,361	0,237	0,842	0,410	0,464
X34	0,342	0,275	0,788	0,411	0,411
Z11	0,558	0,349	0,452	0,767	0,558
Z12	0,468	0,257	0,546	0,706	0,560
Z13	0,512	0,451	0,500	0,849	0,500
Z14	0,552	0,451	0,386	0,817	0,482
Z15	0,433	0,397	0,378	0,829	0,414
Z16	0,480	0,343	0,376	0,819	0,428
Y11	0,457	0,461	0,509	0,600	0,805
Y12	0,176	0,065	0,185	0,169	0,508
Y13	0,282	0,175	0,289	0,336	0,645
Y14	0,398	0,287	0,511	0,486	0,820

Source: Primary data, processed.

The reliability of the measurement model can also be judged from the value of reliability composite coefficient, it is categorized into a good category when the coefficient reaches 0.70 or more. Two other ways of assessing reliability are the average variance extracted (AVE) and

communality coefficients, falling into good category when the coefficient reaches 0.50 or more. AVE coefficient will have exactly the same value as communality. Reliability test result shows that all constructs have Cronbach's alpha coefficient which is more than 0.60, reliability composite coefficient is more than 0.70, and the coefficient of AVE and communality is more than 0, 50. Thus, all the measurement models used in this study already have high reliability.

Table 3. Convergent Validity Result

Construct	Cronbach's alpha Coefficient	Composite Reliability	AVE	Communality
Motivation	0,817	0,869	0,532	0,532
Organisational Commitment	0,631	0,801	0,578	0,578
Competence	0,857	0,902	0,698	0,698
Job Satisfaction	0,886	0,914	0,639	0,639
Lecturers Performance	0,687	0,794	0,500	0,500

Source: Primary data, processed

Table 4. Calculation Result of Discriminant Validity

Construct	Motivation	Organisational Commitment	Competence	Job Satisfaction	Lecturers Performance
Motivation	(0.729)				
Organisational Commitment	0,396	(0.761)			
Competence	0,499	0,316	(0.836)		
Job Satisfaction	0,632	0,470	0,557	(0.799)	
Lecturers Performance	0,499	0,408	0,577	0,621	(0.706)

Description: The coefficient on the diagonal part is the root of AVE; The coefficient outside the diagonal is the correlation coefficient between constructs; AVE = Average Variance Extracted.

Source: Primary data, processed

Table 4 presents the calculation root of AVE of a construct as the validity discriminant coefficient and the correlation value between constructs. The test results show that the AVE root value of a variable is higher than the correlation value between variables. For that matter, it can be concluded that the measurement model of this study has fulfilled discriminant validity.

4.1.3 Correlation Matrix of Latent Variable

The five variables in the model have a positive correlation coefficient with range 0.316 to 0.621. Correlation coefficient on the relationship between variables is significant because the critical value of the correlation coefficient on the sample size of 153 is 0.254. The following table is the correlation matrix between variables.

Table 5. Matrix Correlation Between Variables

Construct	Motivation	Organisational Commitment	Competence	Job Satisfaction	Lecturers Performance
Motivation	1,000				
Organisational Commitment	0,396	1,000			
Competence	0,499	0,316	1,000		
Job Satisfaction	0,632	0,470	0,557	1,000	
Lecturers Performance	0,499	0,408	0,577	0,621	1,000

Source: Primary data, processed

The correlation coefficient between motivation and lecturers performance by 0.499 explains the positive correlation in these two variables. The performance of lecturers tends to be better if the motivation is successfully established. The number of the coefficient of the lecturer's performance described by the other two variables is 0.577 higher than the organisational commitment and 0.621 than the job satisfaction. In the hypothesis mode, job satisfaction of lecturers is a mediator on the relationship of motivation, organisational commitment and competence, and performance of lecturers. The allegation of lecturers job satisfaction as a mediator is quite strong because the correlation coefficient between motivation, organisational commitment, and competence with this variable ranges from 0.470 to 0.632.

4.1.4 Structural Model Test (Inner Model)

A hypothesis test is based on the result of PLS-SEM model analysis which contains all supporting variables of the hypothesis. In addition to the analysis result of hypothesis model, some additional models will also be added such as (1) model without mediation and (2) hypothetical model

4.1.5 Model Mediation Without

This model shows the results of the analysis that contains only four variables, namely motivation, commitment, competence, and lecturers performance. In the model, there is a strong relationship between these four variables. The contribution of motivation, commitment, and competence to lecturers performance is 42.5%. Figure 1 describes the result of PLS model without job satisfaction variable as the variable that allegedly mediates the relationship

of motivation, commitment, and competence of the lecturer's performance. The result of PLS model without mediation indicates that the value of path coefficients of motivation, commitment, and competence on lecturers performance is 0.222, 0.197 and 0.405, respectively.
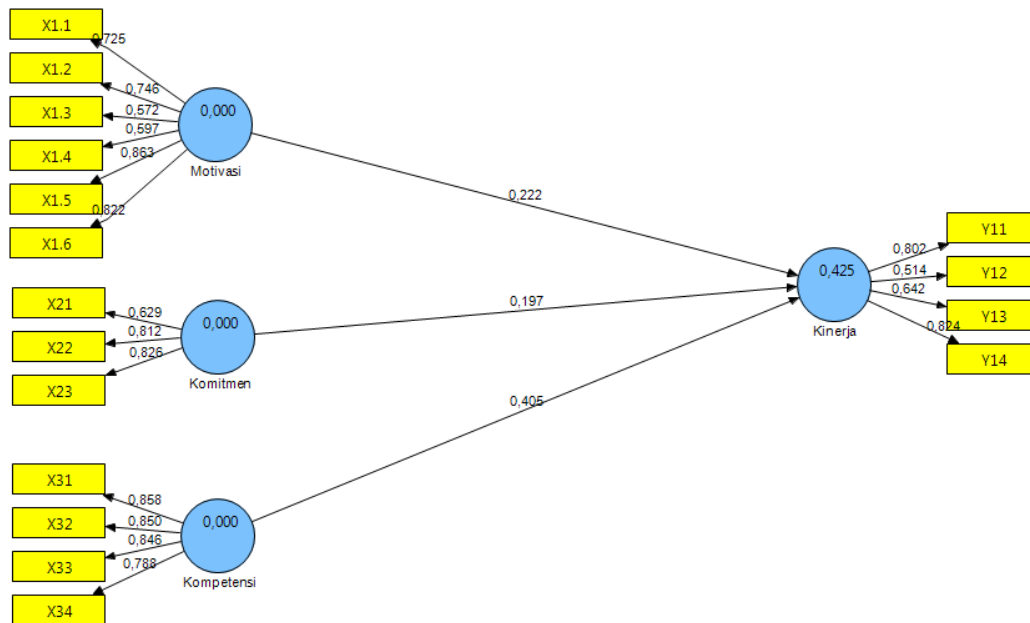

Figure 1. Model Without Mediation

Determination coefficient by 42.5% explains that the contribution of other factors that can explain the performance of lecturers is quite large. Hypothetical model of this study is not only motivation, commitment, and competence, but also lecturer performance can be explained by the lecturer's job satisfaction.

4.1.6 Hypothesis Model

In this hypothetical model, the result of the path coefficients test passing the lecturer's job satisfaction on the lecturer's performance is interesting because it is strongly related to the assumption that the lecturer's job satisfaction as the mediation variable. The path coefficients on the direct correlation of the motivation on the lecturer's performance decreased to 0.084. This can be explained because the contribution to the performance of lecturers sourced from lecturer competence is stronger.
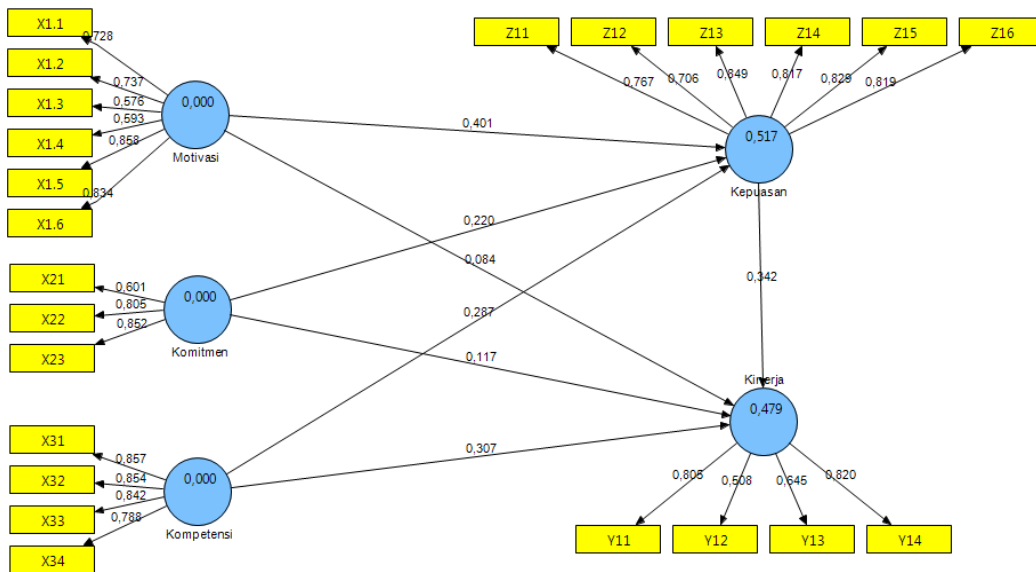
Figure 2. Hypothesis Model

Hypothesis model calculated using Smart PLS Version 2 aims to know the significance of path coefficients in the model or significance of hypothesis support (Hartono and Abdillah, 2009; Ghozali, 2008). The path coefficients are significant if p is less than 0.05, the inner model summary outcomes are described in Figure 4.3 and Table 4.26.
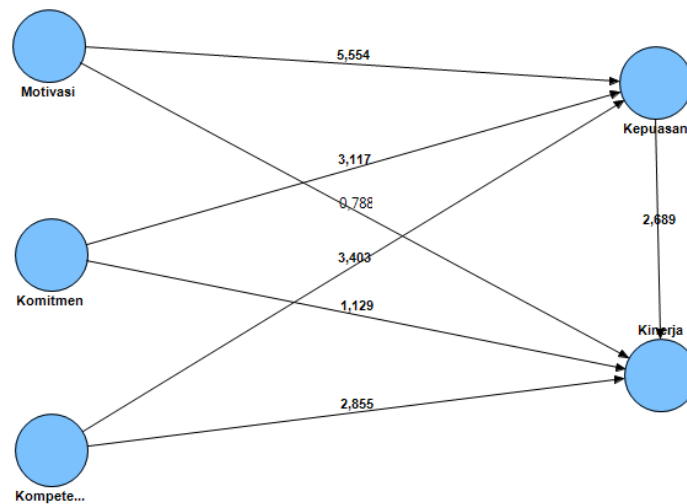

Figure 3. Inner Model Test Result 10

Table 6. Path Coefficient Test Result to the Inner Model

Relationship	Path Coefficient	Standard Deviation	t Statistic	P
Lecturers Motivation >> Lecturers Job Satisfaction	0,401	0,072	5,554	0,000
Lecturers Commitment >>Lecturers job satisfaction	0,220	0,071	3,117	0,002
Lecturers Competence >> Lecturers Job Satisfaction	0,287	0,065	4,403	0,000
Lecturers Motivation >> Lecturers Performance	0,084	0,107	0,788	0,431
Lecturers Commitment >> Lecturers Performance	0,117	0,104	1,129	0,259
Lecturers Competence >> Lecturers Performance	0,307	0,108	2,855	0,004
Lecturers job satisfaction >> Lecturers Performance	0,342	0,127	2,689	0,007

Description : ns = p > 0.05; * = p < 0.05

Source: Primary data, processed

Interpretation of the table and the picture explains the relationship between variables, namely: (1) the relationship between motivation and job satisfaction lecturer has coefficient with positive direction. The calculation result shows that the coefficients of the path are equal to 0,401 with t-statistic equal to 5.554 (p <0,05) gives a decision that motivation has a significant effect on job satisfaction of lecturer. Strong motivation will improve lecturer's job satisfaction; (2) commitment to the lecturers' job satisfaction has positive direction coefficient. The calculation results show that the path coefficients of 0.220 with t-statistics of 3.117 (p <0.05) gives the decision that commitment has a significant effect on the lecturer's job satisfaction. A high commitment will increase the lecturer's job satisfaction; (3) lecturer's competence on job satisfaction has positive direction coefficient. The calculation result shows that the coefficients of the path which is equal to 0,287 with t-statistic equal to 4,403 (p <0,05) gives a decision that lecturer competence has a significant effect on job satisfaction of lecturer. High lecturer competence will increase lecturer's job satisfaction; (4) motivation on lecturer performance has coefficient with positive direction. The calculation result shows that the coefficients of path equal to 0.084 with t-statistic equal to 0.788 (p> 0,05) give a decision that motivation has not significant effect to lecturer's performance. Motivation cannot directly explain the performance of lecturers; (5) commitment to lecturer's performance has coefficient with positive direction. The result of calculation shows that the coefficient of path equal to 0,117 with t-statistic equal to 1,129 (p> 0,05) gives a decision that commitment has not significant effect to lecturer's performance. Commitment cannot directly explain the performance of lecturers; (6) lecturer's competence on lecturer performance has coefficient with positive direction. The calculation result shows that the coefficient of path equal to 0,307 with t-statistic equal to 2,855 (p <0,05) give a decision that lecturer competence has significant effect to lecturer's performance. High lecturer competence will improve lecturer's performance, (7) lecturer's job satisfaction on lecturer's performance has coefficient with positive direction. The calculation result shows that the coefficient of path equal to 0,342 with t-statistic equal to 2,689 (p <0,05) gives a decision that lecturer's job satisfaction has

significant effect to lecturer's performance. High lecturer work satisfaction will improve lecturer's performance.

4.1.7 Hypothesis Testing Results

The h1 hypothesis states that the motivation directly related to job satisfaction has a coefficient in a positive direction. The calculation results show that the path coefficient of 0.401 (p <0.05) gives the decision that motivation has a significant relationship with the lecturer's job satisfaction. The test results explain that H1 is supported.

H2 hypothesis states that there is a direct relationship between commitment and job satisfaction. The calculation results show that the path coefficient of 0.220 (p <0.05) gives the decision that commitment is significantly related to the job satisfaction of lecturers. The results of this test explain that H2 is supported.

H3 hypothesis states that lecturer competence is positively related to job satisfaction has coefficient with positive direction. The calculation results show that the coefficient of the path of 0.287 (p <0.05) gives the decision that the competence of lecturers have a significant relationship with the lecturer's job satisfaction. The results of this test explain that H3 is supported.

H4 hypothesis states that motivation is directly related to lecturer performance. The calculation result shows that the coefficient of path equal to 0,084 (p> 0,05) gives decision that motivation has a relationship which is not significant with lecturer performance. The test results explain that H4 is not supported.

H5 hypothesis states that commitment has a positive relationship with the performance of lecturers. The calculation results show that the coefficient of the path of 0.117 (p> 0.05) gives a decision that commitment has a relationship that is not significant with the performance of lecturers. The results of this test explain that H5 is not supported.

H6 hypothesis states that the competence of lecturers is positively related to the performance of lecturers. The calculation results show that the coefficient of the path of 0.307 (p <0.05) gives the decision that the competence of lecturers has a significant relationship with the performance of lecturers. The results of this test explain that H6 is supported.

H7 hypothesis states that job satisfaction has a positive relationship with the performance of lecturers. The calculation results show that the coefficient of the path of 0.342 (p <0.05) gives a decision that job satisfaction has a significant relationship with the performance of lecturers. This test result explains that H7 is supported.

H8 hypothesis states that the motivation, organisational commitment and commitment of lecturers are directly related to the performance of lecturer. The results show that the path coefficients is 0.084 (p <0,05) for motivation and 0,117 (p> 0,05) for lecturer commitment shows no significant correlation with performance. The results of this test explain that H8 is not supported.

H9 hypothesis states that motivation, organisational commitment and lecturer competence is

directly related to the satisfaction and performance of lecturers. The result of the calculation shows that only the coefficient of lecturer competence by 0.287 and 0.307 with (p <0,05) which proves the existence of significant correlation between competence and satisfaction and performance. The results of this test explain that H9 is supported.

4.1.8 Model Agreement

The model agreement can be judged from the model determination coefficient (Rm2). The coefficient of determination model is calculated by using all the coefficients of determination (R2) in the model. The result of the R2 calculation can be seen in Table 4.27. The value of R2 for the lecturer's performance variable is 0.479. The value indicates that the variation of lecturers performance explained by motivation, organisational commitment, commitment, lecturers job satisfaction by 47,9%, while the rest is explained by other variables. The value of R2 for the lecturer's job satisfaction variable is 0,517. The value indicates that the variation of the lecturer's job satisfaction explained by motivation, organisational commitment, and competence by 51.7%, while the rest is explained by other variables.

Table 7. R-Square Measurement Result

Dependent Variable	R2
Motivation	-
Organizational Commitment	-
Competence	-
Job Satisfaction	0,517
Lecturers Performance	0,479

Source: Primary data, processed

The value of R2 for the commitment variable is 0.387. The value indicates that the variation of commitment described by motivation is 38.7%, while the rest is explained by another variable. The value of R2 for the organisational commitment variable is 0.377. The value indicates that the variation of organisational commitment described by motivation is 37.7%, while the rest is explained by other variables. The result of calculation shows that the value of the Rm2 inner model is 0.748 which means the model of this study has a high agreement of model. The model accuracy by 74.8% explains that the model contribution to explain structural relationship from those five model observed is 74.8% and the rest is explained by other variables not involved in the model.

4.2 Discussion

4.2.1 The Relationship Between Motivation and Job Satisfaction (X1 Z1)

The result of the first hypothesis test shows that path coefficients by 0.401 (p <0.05) between motivation and lecturers job satisfaction is significant with a positive direction. This means

the first hypothesis stating that the direct relationship between lecturers motivation and certified-lecturers performance is true or accepted. Positive path coefficients theoretically mean that the relationship between work motivation and job satisfaction is in the same direction. This point indicates that the higher the work motivation of lecturers, the higher the job satisfaction they get. Conversely, the lower the work motivation of lecturers, the lower the job satisfaction they get. Promotion becomes a dominant indicator in reflecting motivation variables with the loading factor of 0.858. It means that the motivation of lecturers is reflected by the strength of desire to improve career to the higher position (functional or structural). Of the six indicators of lecturers job satisfaction, the satisfaction of salary becomes the main indicator which is enhanced by lecturers.

4.2.2 The Relationship Between Organisational Commitment and Job Satisfaction (X2 Z1)

The test result of the second hypothesis shows that the path coefficients by 0.220 (p <0.05) between the organisational commitment and the lecturers job satisfaction is significant to the positive direction. This means the second hypothesis stating that the direct relationship between lecturers organisational commitment and certified- lecturers job satisfaction is true or accepted. Positive path coefficients theoretically mean that the relationship between organisational commitment and job satisfaction is in the same direction. This point indicates that the higher the organisational commitment of lecturers, the higher the job satisfaction they get. In contrast, the lower the organisational commitment of lecturers, the lower the job satisfaction they get. Normative commitment becomes a dominant indicator in reflecting organizational commitment variable with loading factor by 0.392. It means that the commitment of a lecturer is reflected by the strength of desire to remain in a higher organization.

4.2.3 The Relationship Between Competence and Job Satisfaction (X3 Z1)

The result of the third hypothesis test shows that the path coefficients by 0.287 (p <0.05) between lecturers competence and lecturers job satisfaction is significant with the positive direction. This means the third hypothesis stating that there is a direct influence between lecturer competence and certified-lectures job satisfaction is true or accepted. Positive path coefficients theoretically mean that the relationship between competence and job satisfaction is in the same direction. This point indicates that the more the competent of the lecturers, the higher the job satisfaction they get. Conversely, the less the competent the lecturers, the lower the job satisfaction they get. Professional competence becomes the dominant sub-variables in forming competence variables with the loading factor of 0.500. It means that lecturers competence is formed by the strength of lecturers professional competence in carrying out their profession.

4.2.4 The Relationship Between Motivation and Performance (X1 Y1)

The result of the fourth hypothesis test shows that the path coefficients by 0.084 (p> 0.05) between motivation and lecturer performance is not significant with positive direction. This means the fourth hypothesis stating that the direct relationship between lecturers motivation and certified-lecturers performance is true or accepted. Positive path coefficients theoretically

mean that the influence of work motivation to the performance is in the same direction. This point indicates that the lecturers having high work motivation not spontaneously has a better performance. On the contrary, lecturers who have low work motivation not spontaneously has a bad performance. Promotion becomes a dominant indicator in reflecting motivation variables with loading factor of 0.858. It means that the motivation of lecturers is reflected by the strength of desire to improve career to the higher position (functional or structural).

4.2.5 The Relationship Between Organisational Commitment and Performance (X2 Y1)

The result of the fifth hypothesis test shows that the path coefficient by 0.117 (p> 0.05) between organisational commitment and lecturers performance is not significant with positive direction. This means the fifth hypothesis stating that the direct influence between lecturers organizational commitment and certified-lecturers performance is true or accepted. Positive path coefficients theoretically mean that the influence of organizational commitment to performance is in the same direction. This term indicates that the lecturers having a high organisational commitment do not spontaneously have a better performance. Conversely, lecturers with weak organizational commitment do not spontaneously have a low performance. Normative commitment becomes a dominant indicator in reflecting organizational commitment variable with loading factor by 0.392. It means that lecturers commitment is reflected by the strength of desire to remain in a higher organization.

4.2.6 The Relationship Between Competence and Performance (X3 Y1)

The result of the sixth hypothesis test shows that the path coefficient by 0.307 (p <0.05) between lecturers competence and lecturers performance is significant in the positive direction. This means the sixth hypothesis stating that the direct influence between lecturers competence and certified-lecturers performance is true or accepted. Positive path coefficients theoretically mean that the influence of competence to performance is in the same direction. This term indicates that the lecturers who are more competent will have a better performance. Conversely, lecturers who are less competence will have a dissatisfactory performance. Professional competence becomes the dominant sub-variables in forming competence variables with the loading factor of 0.500. It means that the competence of a lecturer is formed by the strength of lecturer professional competence in carrying out their profession.

4.2.7 The Relationship between Job Satisfaction and Performance (Z1 Y1)

The result of the seventh hypothesis test shows that the path coefficient by 0.342 (p <0.05) between lecturers job satisfaction and lecturers performance is significant in the positive direction. Positive path coefficients theoretically mean that the influence of interaction between performance and reward system and job satisfaction is in the same direction. This term indicates that lecturers with high job satisfaction will have a better performance. Conversely, lecturers with weak job satisfaction have a dissatisfactory performance. Salary satisfaction becomes a dominant indicator in reflecting the variable of job satisfaction with the loading factor of 0.558. It means that the satisfaction expected by lecturers is reflected from the number of salary and the other allowances accepted.

4.2.8 The Relationship Between Motivation, Organisational Commitment, and Lecturers Competence and Lecturers Performance

The result of path analysis on the relationship between motivation, organisational commitment and lecturer competence and lecturers performance shows that the motivation variable has not direct and significant relationship to the lecturer performance. This shows that the existence of another variable is essentials to encourage lecturers motivation so that producing well performance. The existence of another variable or factor indirectly improves lecturers performance. This indicates that not all lecturers motivation performed aim to provide the best performance.

4.2.9 The Relationship Between Motivation, Organisational Commitment, and Lecturers Competence and Job Satisfaction and Lecturers Performance

Path analysis of relationship between motivation, organisational commitment and lecturers competence and job satisfaction and lecturers performance shows the existence of strong relationship between those five variables. There are several lecturers motivations to get job satisfaction so that producing a performance which significantly increase. The same goes for the organisational commitment which increases along with the sense of satisfaction to the job which is performed by lecturers so that will trigger them to show a good achievement and performance. Lecturers competency variable is directly related to the performance of certified lecturers because one of the elements used as an indicator of lecturers professionalism is seeing, assessing, and measuring their competence. The result of path analysis at this stage also strengthens the position of lecturers job satisfaction variable as an intervening variable for lecturers to be motivated to work and show their performance and commit to the institution where they are sheltered so that it can show better performance.

5. Conclusion

Based on the results and discussions that have been done, the conclusions of this study include: (1) lecturers motivation has a direct relationship with the certified-lecturers job satisfaction; (2) lecturers organisational has a direct relationship with the certified-lecturers job satisfaction; (3) lecturers competence has a direct relationship with the job satisfaction of certified lecturers; (4) lecturers motivation does not have a direct relationship with the performance of certified lecturers; (5) lecturers organisational commitment does not have a direct relationship with the performance of certified lecturer; (6) lecturers competence does not have a direct relationship with the performance of certified lecturers; (7) lecturers job satisfaction has a direct relationship with the performance of certified lecturers; (8) organisational motivation and commitment of lecturers have significant indirect relationship with the performance of certified lecturer, which is different from lecturer competence having significant direct relation with lecturer performance; and (9) lecturer's job satisfaction is the trigger factor of direct relationship between the motivation and organisational commitment of lecturer with the performance of certified lecturer. Based on the statistical analysis of the variables, it can be concluded that: (1) the general motivation of certified lecturers in Kopertis Region VII East Java is highly motivated to work and perform their role as a lecturer. Job is the biggest motivating factor that causes them to carry out a good job; (2)

organisational commitment by lecturers is perceived as an effective, sustainability and normative commitment. Commitment to the organization is closely related to what the organization has given to them as part of the organization; (3) lecturers competence by lecturers perceived as pedagogical competence. Social competence, professional competence and personality competence. Of several competencies above, pedagogical competence is the main determining factor in deciding lecturer competence; (4) job satisfaction of lecturers are perceived as satisfaction on salary, occupation, supervision, promotion, co-worker and working condition. Job satisfaction factor plays an important role in determining the level of job satisfaction of certified lecturers in Kopertis Region VII East Java; and (5) Lecturers performance is perceived as performance in the field of teaching, research, public service and the Trridarma Perguruan Tinggi (three missions of universities) support. The result shows that the portion of lecturers performance assessment still focuses on the teaching field. This study has found a model that has alignment in accordance with empirical facts. The findings model of this study has been presented in the SEM analysis model. It is selected based on the goodness of fit index and the results of hypothesis test performed to the model and supported by the variables and constructs.

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