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THE MODEL OF ORGANIZATIONAL COMMITMENT AND ITS IMPLICATIONS ON THE LECTURER PERFORMANCE

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| <p>ARTICLE INFORMATION Received: 8 October 2020 Revised: 25 October 2020 Issued: 5 November 2020</p> <p>Corresponding author: First Author</p> <p>E-mail: hasanah.umj@gmail.com harries.madi@gmail.com</p>  <p>DOI: 10.38035/DIJEFA</p> | <p>Abstract: The aim of this research was to find out and to analyze both partially and simultaneously the influence of leadership style, competency, work discipline and organizational commitment toward the performance of lecturer. The research methods were descriptive and verificative used to test the hypothesis. The populations in this research were 410 lecturers, and samples were taken by proportionate random sampling on 260 lecturers, data collection was through questionnaires. The hypothesis test was using Structural Equation Modelling or SEM) with application program of LISREL 8.70. The result of this research was processed by 2nd CFA (Second Order Confirmatory Factor Analysis). The result of the research explained that the organizational commitment variable mediated three variables of leadership style, competency and work discipline of the lecturer performance. Thus organizational commitment variable was as full mediating, the most dominant variable which influenced the lecturer performance was the organizational commitment especially affective commitment dimension.</p> <p>Keywords: Leadership Style, Competency, Work Discipline, Organizational commitment and Lecturer Performance.</p> |
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INTRODUCTION

The purpose of Indonesia National Education is to educate the live of the nation and develop the whole Indonesia society, who believe and trust God Almighty, have virtuous character, knowledge and skill, physical and spiritual health, independent and good character who can face the strict competition with other countries in the world especially in Asia. The quality of this society was resulted from the implementation of education in Indonesia.

Higher institution can be said to be a place to achieve the purpose of national development through education according to Indonesia Law year 2012 about higher education Article 1 Part 2 “Higher Education is the level of education after secondary education which includes diploma, undergraduate, graduate, post graduate, professional program, as well as specialist program conducted by higher education based on Indonesia culture”. Therefore, there needs to be efforts to fix the quality of higher education in Indonesia, in which Public University is managed by the government meanwhile the private university is managed by private party.

In a way to supervise the process of studying and teaching in a Private University, Higher Education Service Institution (LLDIKTI) was formed and it spread in many regions. The Private University in DKI Jakarta was under supervision of LLDIKTI Regional III. One of the things that have important role in increasing the quality of higher education is the educator, in this case is lecturer. Lecturer is one of important components in an education system in a higher education. The roles, tasks and responsibilities of lecturer will be meaningful to make the purpose of national education come true, which are to educate the life of Indonesia society, includes faith, piety, noble character, the mastery of science, technology, and art as well as to create the advance, fair, prosperous and civilized.

In the opening of the Indonesia 1945 Constitution article 31 which had been amendment, it stated that: (1) all citizen has the opportunity of education; (2) all the citizen must follow the basic education and the government must pay the tuition fee; (3) the government tries and operates one national system education, which increases faith and believe as well as good behavior in the term of educate the live of nation, which role in the constitution; (4) country prioritizes the education budget at least 20 % (twenty per cent) from the budgeting income and regional expenditure income to fulfill the needs of national education implementation; and (5) government develops the knowledge and technology to uphold the values of religion and national unity for the advancement of civilization and the welfare of the people. It is very clear that the meaning of rules above interprets that education is an important factor in the lives of nation and therefore, government published Law No 14 Year 2005 about Teacher and Lecturer the regulation of Indonesia government No. 37 year 2009 about Lecturer, stated that lecturer is an educator of knowledge whose main tasks are transforming, developing, and spreading knowledge, technology, and arts through education, research, and community dedication program..

The main task of lecturer is to implement Tri Dharma College which are to teach, to research and to dedicate to community. In implementing the Tri Dharma College, a lecturer had a role as (1) facilitator and speaker about the study for the students; (2) the researchers and

the experts in his field of study to develop the knowledge, technology, culture and art; (3) community dedication by implementing his ability for the public welfare and the advancement of humanity` In order to maximize the professionalism of lecturer, he needs training and development of profession and career as a lecturer. The training and development of profession of lecturer is conducted through functional position. Meanwhile, the coaching or training and development of lecturer career is conducted through work assignment and promotion. This means that the achievement of lecturer is determined by the number of papers or journals presented in seminars, writing articles in scientific journals and compiling academic books. Besides, lecturer needs to have the ability to think logically and critically, understand the principle and method of research as well as able to communicate the result of research. Therefore, lecturer is always asked to update the development of knowledge, technology and social community.

The private university as the partner of public university, as mentioned in GBHN in 1999, that a private university as a part of national education needs to be supported to develop, to have roles and to be responsible for the quality of education by still having the characteristic of a private university which related with the general requirements of education. This means that university has to strengthen the ability of civitas academic in order to be professional and qualified. The contributions of university to create human resources are very significant. . According to Law Number 20 Year 2003 about National Education System (Sisdiknas), it is described that: (1).University can conduct program of academic, profession and vocation, (2). Professional education after bachelor degree is conducted to get job with specific skills, (3).Vocation education is at the same level with bachelor degree with some specific requirements of vocational skills

The next variable which influences the performance of lecturer is the work discipline. It is assumed that the discipline of work of the lecturer is still low in implementing Tri Dharma of University, especially when conducting the research to society dedication program.

LITERATURE REVIEW

Lecturer Performance

Based on Law No 14 Year 2005 about teacher and Lecturer and Indonesia Government Law No 37 Year 2009 stated that lecturer is an educator of knowledge whose main tasks are transforming, developing, and spreading knowledge, technology, and arts through education, research, and community dedication program (Tridharma University). The Depdiknas

Performance (2004), stated that the lecturer performance of lecturer is the ability to finish his task.

According to Wibowo (2014:70) the performance is seen as a process of how a work is processed and as the result of work.. According to Edison et al (2016:206) the performance is a result of a process which related and measured during certain periods of time based on the requirement and agreement which have been stated before.

The task and responsibility of lecturer given and stated in Tridharma University based on the Government Regulations No 60 Year 1999 about University that the works of lecturer includes:

1. Education and Teaching includes:
 - a. Preparing the lecture materials.
 - b. Giving lecture, response, task, examination, evaluation and score.
 - c. Becoming advisor, sponsorship in compiling thesis and dissertation.
 - d. Becoming examiner in the final trial.
 - e. Guiding and helping the process of practice.
 - f. Delivering a scientific oration.
2. The research and the writing of scientific writing (scientific publication) includes:
 - a. Conducting scientific research.
 - b. Producing research and a scientific work.
 - c. Writing a teaching material book.
 - d. Guiding the research of thesis writing and dissertation.
 - e. Leading and participating actively in seminar and scientific meeting.
 - f. Guiding the research to be focus on specialization of writing scientific report.
3. Dedication to community includes:
 - a. Institutional training and scientific group member.
 - b. Planning and conducting program of member training.
 - c. Helping society by giving counseling and result of the research.

Based on the explanation of some theories above, thus, the researcher made the synthesis of theory of lecturer performance that the implementation of an activity done by a lecturer so that it can create a service as a form of task given for him, which are education and teaching, research and dedication to community.

Organizational Commitment

Commitment is sometimes related with the condition in which someone takes side on certain organizations and his purpose and willingness are to maintain his membership in that organization. Below are some understandings of organizational commitment according to the experts.

Allen and Meyer in Darmawan (2013:169) stated that organizational commitment is a concept which had three dimensions which are affective commitment, continuance, and normative". Moorhead and Griffin (2013:73) stated that organizational commitment is a behavior that reflects how far an individual knows and relates to his organization

According to Allen and Meyer in Darmawan (2013:169), there were three 3 dimension of organizations which were:

1. Affective commitment is an emotional relationship to the organization and the trust to the value of organization. By the indicators that being proud of organization care to the organization, has the high sense of belonging to the organization and place of work.
2. The high continuance commitment will last in an organization not because of the emotional reason but because of the awareness of the individual of the significant loss if leaving the organization. With a high commitment level in organization, he has the willingness to still working and to develop himself.
3. Normative commitment is rules which must be obey to be the member of organization as moral and ethics reason. With the indicators of having responsibility to do the task and work, loyal to organization, happy to work in organization and proud with the organization

Based on the explanation above, in this research the organizational commitment is the behavior of every member to be attracted with the purpose, value and aim of the organization as well as the willingness to affiliate with organization and the willingness to work hard so that he will stay in that organization in order to get the purpose and the continuity of that organization

Leadership Style

Leadership is a factor which determines the company. Success or the failure of a company in achieving purposes is determined by the way someone leads. The profile of the leader can be effective managing his company and will influence the behavior of his staffs in achieving the goals of company.

According to Robbins & Coulter (2012:461) "Leadership is a process of influencing a group to achieve goals." Armstrong (2016:4) "Leadership is the process of getting people to do their best to achieve a desired result." Schermerhorn (2013:352), "Leadership is the process of

inspiring others to work hard to accomplish important tasks.” The leadership style is the ability to influence, to motivate and to make other people to give their contribution for the sake of effectivity and success of organization (House et al., in Yukl 2010)

Therefore, according to some understanding of leadership style based on experts above, it can be concluded that leadership style is the interaction of two or more people in a structural group or to situation of perception and the wish of members. Those two people are the leaders and his subordinates. Both of them make the same perception and wish so that they have way of thinking, way of behaving, and way of conducting to achieve the group goals.

In operational, the variables of leadership style has three dimensions :

1. Authoritarian leadership with the indicators of absolute authority of the leader in which all the decisions are made by the leader and cannot be discussed
2. Delegative leadership with the indicator that the leader gives his authority to many of his staffs. The leader gives freedom to do the activity of work, and the decision is made by most of the workers.
3. Participative style of leadership with the indicators that the authority of the leader is not absolute, the decision is made together between the leader and the staffs.

Based on the explanation of the theories above, thus, the leadership style in this research is the ability of someone to give direction, push, and control the staffs and his workers to do the works to achieve goals with the staff's willingness to do the task.

Competency

In general, competency can be understood as a compilation of skill, personal attribute, knowledge reflected in job behavior which can be seen, measured and evaluated.

Below are the understanding of competency based on experts:

Based on Spencer & Spencer (in Srinivas R. Kandula, 2012:3): “An underlying characteristic of an individual that is causally related to criterion referenced effective and/or superior performance in a job or situation.

Competency is the characteristics which related with causal relationship or the cause and effect of the effective implementation in a work or condition. Then, according to George Klemp (in Edison *et al*, 2016:143): “Competency is the characteristics which becomes the base of someone to result an effective work and the best performance.”

According to Edison *et al* (2016:17) Competency is the ability of individual to do a work correctly and have super ability related with knowledge, skill, and attitude. Spencer & Spencer in Sukmalana (2012:707), mentioned that competency is the personal characteristics to be the determinant factor of someone in doing the work.

Law No. 14 Year 2005 about Teacher and Lectures stated that teacher and lecturer to have academic qualification, certification, have physical and mental health, and fulfill other academic qualifications in the place where he works, as well as to have the ability to make the purpose of national education come true.

The discussion related with the principle of professionalism is that profession of a teacher and a lecturer is a special field done based on the principles below:

1. Having talent, passion, self-calling and idealism.
2. Having commitment, academic qualification, responsibility, and competency.
3. Having income determined by the work achievement.
4. Having the guarantee and law protection.
5. Having profession of organization related with the task of teachers professionalism.

Based on the explanation above, Thus, the researcher made synthesis from some theories of lecturer competency which were the compilation of many skills in the form of knowledge, skill, value and attitude which should be owned and implemented, reflected in the behavior of thinking and doing.

In operational, a dimension of competency of lecturer consists of four dimensions:

1. Pedagogical competency with indicators , the ability to manage the studying of students, planning and implementation of the teaching and studying of the students, and conducting process of studying using more than one reference book and study report evaluation
2. Self-competency with the indicator which are proud to be a lecturer, authoritative, and become the example of the students, having a good behavior and giving the real example..
3. Professional competency with indicators the mastery of study and fulfill the standard of competency.
4. Social competency, with indicators, communication skill and work skill.

Work Discipline

Disciplinary is the most important operational function of management of human resources which is the more discipline, the better the performance of the worker. Without a good discipline, it's hard for the organization to get the optimal result. Disciplinary is a main factor needed as the announcement to the worker to change his behavior so that he will have a good discipline with a good responsibility towards his task.

According to Rivai & Sagala (2013:825) work discipline is a tool for the manager to communicate with their workers in order the staffs will change their behavior to increase their willingness to obey the rules and social norm in a company.

In line with Rivai & Sagala, & Wiratama (2013:129), work discipline is a way to push the awareness of the company 'member to obey all the rules and the social norms voluntarily..

Based on the explanation above, there were some influences between worker discipline and the performance of the worker. The more discipline, the better result of the worker performance. And on the other hand, the worse the discipline of the worker, the lower result of the worker performance. The writer understood that discipline was an attitude, behavior and activity of someone o group to obey and follow the rules, ethics, and social norms in an organization.

Factors Which Influence the Work Discipline

According to Singodimenjo in Edy Sutrisno (2011:86) that things which influence the discipline of the workers are:

1. The amount of compensation can influence the strict of discipline. All the workers will obey all the rules, If they get something in return which is just the same as their works contributed to the company.
2. The existence of examples in the leader in the company. The disciplinary of the leader is very important because in the company environment, every worker pays attention to the way how the leader shows his disciplinary and how the leader can control his words, attitude and behavior to not break the rules in the company.
3. The existence of exact written regulation as the guidance of the disciplinary in the company. there is not, then there will be no real guidance.
4. The courage of the leader to take action, if there is any staff breaking the rules by giving a correct action to the staff.
5. The existence of leader's observation to every events occurred by guiding the staff to do his task based on the rules given.
6. The existence of attention to the worker. Worker or staff is a human being who has different characteristics from one to the other.

The synthesis of work discipline theory was “ the awareness and the willingness of someone to obey all the company rules and social norms. Thus, someone will obey all the rules and do all his tasks either by full of heart or by force. “In the operationalization of variables of work discipline consists of three dimensions:

1. The purpose of work discipline with the indicators of on time arrival, achieve the goal and the intensity of presence.

2. Supporting factors of work discipline the indicators are the example of leadership, remuneration, the work awareness in working
3. Determinant factor of work discipline. The indicators are observation, understanding of work regulation, and penalty sanctions.

RESEARCH METHODS

Sugiyono (2013:5) stated the meaning of Research Method: “The scientific way to get a valid data in order to get the goals which can be found developed and proved by certain science of knowledge. Therefore it can be used to understand, to solve and to anticipate problem in business. It is also a way to understand the object of the research

Meanwhile, the descriptive approach was seen to be the best for this research with all the information of leadership style, competency, work discipline, organizational commitment and their implications to lecturer performance were gained. They will be used to investigate the true relation and influence between dependent (endogenous) variable and independent (exogenous) variable so that it would be empirically and statistically tested. Causality research was used to test the true relation between the research variables, which were the leadership style, competency, work discipline and organizational commitment to the work performance of permanent lecturer on undergraduate degree of Management Study Program with accreditation A in a Private University in LLDIKTI Regional III

Data in this research would be analyzed by descriptive qualitative approach using SPSS version 20.0. Meanwhile, the inferential quantitative analysis used the approach of SEM (Structure Equation Modelling) using computer program of Lisrel 8.8.

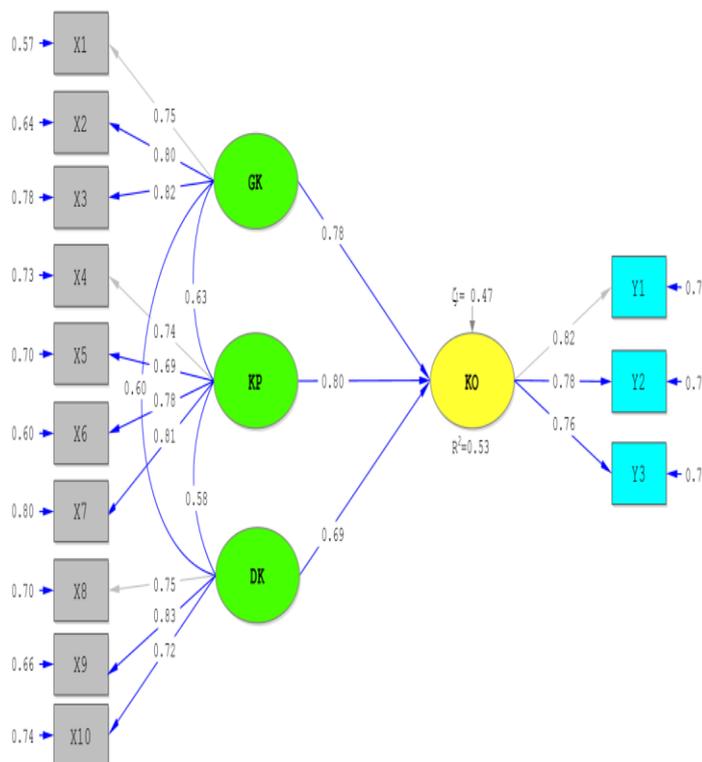
According to Sugiyono (2013:61) population is a generalization of region consists of object subject with certain quality and characteristic determined by the researcher to be studied and concluded. The populations in this research were 410 permanent lecturers in 2015.

The sample determination in the test used Structural Equation Model–SEM. According to Lomax & Schumacher (2011:296) in the technical analysis of Structural Equation Model (SEM), at least there were ratios 5 to 10 times of variable observer or at least 5 times of the required indicators as the research sample. Therefore, the numbers of samples in this research were 260 respondents and the population numbers were 410 lecturers.

Table 1
The measurement of Model Compatibility

| Indicator GOF | Expected Measurement | Estimati on result | conclusion |
|----------------------------------|----------------------|--------------------|------------|
| Measurement Absolute Fit | | | |
| GFI | GFI ≥ 0.90 | 0.95 | Good Fit |
| RMSEA | RMSEA < 0.08 | 0.075 | Good Fit |
| Measurement Increment Fit | | | |
| NNFI | NNFI ≥ 0.90 | 0.93 | Good Fit |
| NFI | NFI ≥ 0.90 | 0.92 | Good Fit |
| AGFI | AGFI ≥ 0.90 | 0.94 | Good Fit |
| RFI | RFI ≥ 0.90 | 0.97 | Good Fit |
| IFI | IFI ≥ 0.90 | 0.96 | Good Fit |
| CFI | CFI ≥ 0.90 | 0.95 | Good Fit |

Source : Process Result



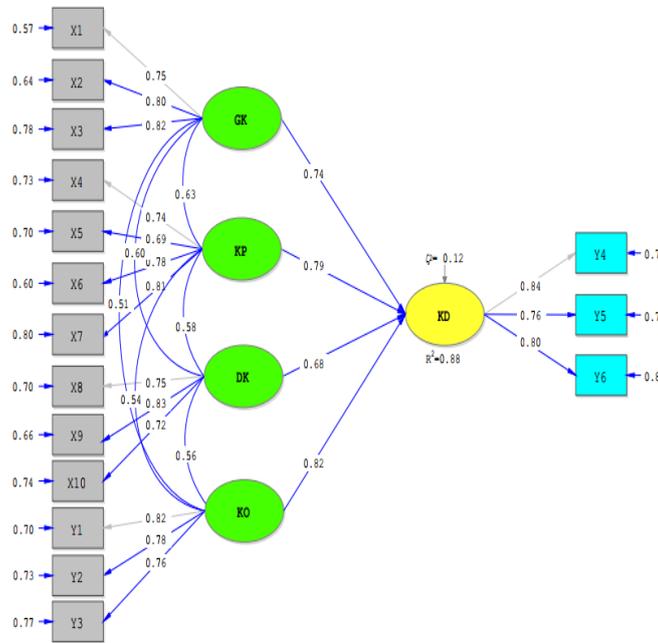
Picture .2.
Model Structural Equation(SEM)

Based on Picture 2 of causality variable of leadership style, competency and work discipline to the organizational commitment, the equation was below:

$$KO = 0.78 * GK + 0.80 * KP + 0.69 * DK$$

Error var.= 0.47, R² = 0.53

The result data stated in the test of parameter and β (loading factor of dimensional coefficient/) structural on exogenous and endogenous. The test was pointed to know the causal relation or influence from one latent variable to other latent variables.



Picture 3.
Full Model t-value

Based on Picture 1 of causality variable of leadership style, competency and work discipline to the organizational commitment, the equation was below:

$$KD = 0.74 * GK + 0.79 * KP + 0.68 * DK + 0.82 * KO$$

,Errorvar.= 0.12, R² = 0.88

Based on Picture 2 above, it could be explained the test of significance from each variables partially as follow::

1. Variable of Leadership Style (GK) influenced to Organizational commitment (KO), it is proved from t_{count}(8.95) which was bigger than t_{table} (1.96).
2. Competency variable (KO) influenced significantly to organizational commitment (KO), proven from t_{count}(9.87) which was bigger than t_{table} (1.96).
3. Work Discipline Variable (DK) influenced the organizational commitment (KO), proven from t_{count}(9.89) which was bigger that t_{table} (1.96).
4. Variable of Leadership style (GK), competency (KO) and work discipline (DK) altogether influenced significantly to the organizational commitment (KO), proven from F_{count}(7.87) which was bigger than F_{table} (2.77).
5. Variable of Leadership Style (GK) influenced work performance (KD), proven from t_{count} (9.68) which was more than t_{table} (1.96).

6. Variable of competency (KO) influenced significantly to the lecturer performance (KD), proven from $t_{count}(8.33)$ which was bigger than $t_{table}(1.96)$.
7. Variable of work discipline (DK) influenced significantly to lecturer performance, proven from $t_{count}(8.95)$ which was bigger than $t_{table}(1.96)$.
8. Variable of organizational commitment (KO) influenced significantly to the lecturer performance (KD), proven from $t_{count}(8.99)$ which was bigger than $t_{table}(1.96)$.
9. Variable of Leadership Style (GK), competency (KO) and work discipline (DK) and the organizational commitment (KO) altogether influenced significantly to lecturer performance (KD), proven from $F_{count}(8.78)$ which was bigger than $F_{table}(2,77)$.

For more detail, see the table of test 2 below:

Table 2
The influence of Exogenous Variable to the Endogenous Variable

| No | Hypothesis | t_{count}/f_{count} | t_{table}/f_{table} | Result | Statistic Conclusion |
|----|---|-----------------------|-----------------------|-------------|--|
| 1 | Leadership style influenced significantly to organizational commitment | 8.95 | 1.96 | Significant | Ha was accepted, there was influence between Leadership style and organizational commitment |
| 2 | Competency influenced significantly to organizational commitment | 9.87 | 1.96 | significant | Ha was accepted, there was influence between competency and organizational commitment |
| 3 | Work discipline significantly to organizational commitment | 9.89 | 1.96 | Significant | Ha was accepted, there was influence between Work discipline and organizational commitment |
| 4 | Leadership style, competency, and work discipline were influenced significantly to organizational commitment | 7.87 | 2.77 | Significant | Ha was accepted, there was influence among Leadership style, competency, and work discipline and organizational commitment |
| 5 | Leadership style influenced significantly to lecturer performance | 9.68 | 1.96 | Significant | Ha was accepted, there was influence between leadership style and lecturer performance |
| 6 | Competency influenced significantly to lecturer performance | 8.33 | 1.96 | Significant | Ha was accepted, there was influence between competency and lecturer performance |
| 7 | Work discipline influenced significantly to Lecturer performance | 8.95 | 1.96 | Significant | Ha was accepted, there was influence between work discipline and lecturer performance |
| 8 | Organizational commitment influenced significantly to Lecturer performance | 8.99 | 1.96 | significant | Ha was accepted, there was influence between organizational commitment and lecturer performance |
| 9 | Leadership style, competency, work discipline and organizational commitment were influenced significantly to Lecturer performance | 8.7 | 2,7 | Significant | Ha was accepted, there were influence among leadership style, competency, work discipline, organizational commitment and Lecturer performance. |

Source: processed by Output Lisrel

Table 3
The Direct Influence and Mediation from Organizational Commitment

| Variable | Direct influence to Lecturer Performance (%) | Indirect Influence toward Lecturer Performance through organizational Commitment | Conclusion |
|--|--|--|------------|
| Leadership style | $(0.74)^2 = 0.547$ | $0.78 \times 0.82 = 0.639$ | L < TL |
| Competency | $(0.79)^2 = 0.624$ | $0.80 \times 0.82 = 0.656$ | L < TL |
| Work discipline | $(0.68)^2 = 0.462$ | $0.69 \times 0.82 = 0.565$ | L < TL |
| Organizational commitment | $(0.82)^2 = 0.672$ | - | - |
| The influence of GK, KP, DK all together to KO | | | R1 = 0.53 |
| The influence of other variables to KO = 0.47 | | | ζ_1 |
| The influence of GK, KP, DK, KO all together to KD | | | R2 = 0.88 |
| The influence of other variables to KD = 0.12 | | | ζ_2 |

Source: The result of data process, 2018
(lisrel 8.71)

Note:

TL: indirect; L = direct

FINDING AND DISCUSSION

The result of this research could give a scientific report for the improvement of lecturer performance. Based on the descriptive and verificative research method, the research presented the picture of each research variable and the influenced of exogenous variable to endogenous variable. Below is the explanation:

1. The Influence of Leadership Style to the Organizational Commitment

Leadership variable would be measured through three dimensions, which were authoritative delegative, and participative leadership style. Variable of leadership style measured through nine indicators (GK1 until GK9).

Based on the perception of respondent, it had the score around ≥ 3.929 , the highest score was in indicator GK9 (4.133) which was about the involvement of subordinate and the lowest was GK4 (3.633) about the leader who gave most of his authority to the subordinate. Next the respondent data using Lisrel 8.87 to find out building construction to the variable of leadership style to the organizational commitment. The result showed the most dominant dimension was participative leadership style ($X_3=0.86$), all th decisions were made together and there was involvement between the leader and the staff. The result showed the leadership style influenced to organizational commitment. It interpreted as the change of organizational commitment was influenced by the leadership style. The implication of the fact of research showed the better the leadership style the higher organizational commitment.

2. The Influence of Competency to Organizational Commitment

Competency Variable measured through 4 dimensions which were dimension of pedagogic competency, competency of self, professionalism and social competency. Variable of competency was measured by 11 indicators (KP1 until KP11). Based on the respondent perception, competency variable had score around ≥ 3.690 . The highest score was in indicator of KP11 (4.333) which was about the ability to work and the lowest was in KP5 (2.200) which were about being proud to be a lecturer or teacher.

Data about competency showed a good vision. The most dominant data was about the ability to work and the lowest position was the indicators of pride of being a lecturer. It meant that indicator of the pride of being a lecturer needed more attention.

Next, the respondent processed by Lisrel 8.7 to know the construct built to competency variable and it's influenced to organizational commitment. The result showed the most dominant indicator was social competency ($X7=0.83$), which was about the ability to communicate and socialize as well as the ability to work.

The result showed that competency influenced the organizational commitment. This relation could be interpreted that the change of organizational commitment was influenced by competency variable. Implication of the fact from this research showed the better the competency, the higher the organizational commitment.

3. The Influence of Work Discipline to Organizational Commitment.

Discipline of work variable was measured through 3 dimensions which were work discipline, supported factor of work discipline and determinant factors of work discipline. Variable of work discipline measured through 9 indicators (DK1 s/d DK9).

Based on the respondent perception of work discipline variable with score around ≥ 3.781 , the highest score was in indicator score DK9 (4.067) which was about law sanction, and the lowest was in DK1 (3.100) about on time arrival.

Data showed that work discipline was good. The most dominant was about law sanction and the lowest was in indicators of on time arrival. Therefore, the indicator of on time arrival needed to get attention.

Next, respondent data processed by Lisrel 8.7 to know the construct built to variable of work discipline and its influenced to organizational commitment. The result showed the dominant indicator was the supported work discipline factor ($X9=0.85$), which was about the role of leadership and the intensity of presence.

The result showed that work discipline influenced organizational commitment. This relationship could be interpreted that the change of organizational commitment was influenced by work discipline variable. The empirical fact showed that the better work disciplines the higher organizational commitment.

4. The Influence of Leadership style, Competency and Work Discipline altogether to the Organizational Commitment.

Variable of Leadership Style influenced positively to the organizational commitment for about 0.78, it meant there was a directional influence in which the higher the leadership style, the higher the organizational commitment. Variable of competency influenced positively to organizational commitment for about 0.74. This meant there was a directional influence in which the higher the competency the leadership style, higher organizational commitment.

Variable of work discipline influenced positively to the organizational commitment for about 0.68, there was a directional influence in which the higher work discipline the higher organizational commitment. This research result showed that leadership style, competency and work discipline altogether influence significantly to organizational commitment. This relationship could be interpreted as a change in organizational commitment was influenced by competency and work discipline variable.

The implication of the fact of this empirical research showed the higher leadership style, competency, and work discipline, the higher the organizational commitment. **Based on picture 5.16 competency variable gave the highest influence to organizational commitment for about 0.80.**

Contribution of leadership variable, competency and discipline variable toward organizational commitment for about 0.53 (53%). The rest of it was 0.47 (47%) was variable influenced the organizational commitment but it is not examined in this research. It could be recommended that variable of leadership style, competency, work discipline could give organizational commitment.

5. The influence of Leadership Style to the Lecturer Performance

Leadership style variable was measured by 3 dimensions which are otoritative, delegative and participative leadership dimensions. The variable of leadership style on this research was measured by 9 indicators (GK1 s/d GK9). Based on the perception of respondent said, the mean score ≥ 3.929 . The highest score on indicator GK9 (4.133) was the involvement of staff and the lowest score on GK4 (3.633) was that leader gave more authority to staff. These data showed that in general leadership style could be categorized as good value and the involvement of staff categorized as dominant. Meanwhile the lowest value was achieved when the leader gave more authority to staff. In this situation, it can be concluded that when the leader gave more authority to staff, it needed more attention from the leader to increase organization commitment.

After that, the data of respondents said was processed by using Lisrel 8.87 to know the value toward leadership style variable and the influence of organization commitment. The result showed that the most dominant dimension was the participative leadership style ($X_3=0.86$), and the things related to leadership authority was not absolute because the decision was made together among leader, staff and staff participant.

This research showed that the leadership style influence toward lecturer performance. This relation could be interpreted that the change of lecturer performance was influenced by leadership style variable. The implication from the fact of this research showed that the better the leadership style the higher the lecturer performance.

6. The influence of Competency Toward Lecturer Performance

Variable of competencies was measured by four dimensions which were pedagogical, self, professional, social competencies. Variable competency in this research was measured by eleven indicators (KP1 s/d KP11).

Based on the perception of respondent variable competency, it had mean score for about ≥ 3.690 . The highest score was indicator KP11 (4.333) which was about the ability to work. The lowest was KP5 (2.200) about the pride to be a lecturer.

That data about competency showed a good result. The most dominant was about the ability to work, meanwhile the lowest indicator was being proud to be a lecturer. Related with this thing, it showed that the pride to be a lecturer needed to be paid attention.

Then, data of respondent was processed by Lisrel 8.7 to know the construct built to variable competency and its influenced to organizational commitment, the result showed that the most dominant indicator was about social competency ($X_7=0.83$), which was related to ability to communicate, socialize, and to work.

The result of this research showed that competency influenced the lecturer performance. It was interpreted that lecturer performance change was influenced by competency variable. The implication of this empirical research was the better the competency, the higher the lecturer performance.

7. The Influence of Work Discipline to Lecturer Performance

Variable of work discipline measured through three dimensions which were the purpose, the supporting, and the determinant of work discipline. Work discipline variable in this research was measured through 9 indicators (DK1 s/d DK9).

Based on the perception of respondent work discipline, it had mean score for about ≥ 3.781 , the highest score was in the indicator DK9 (4.067) which was about law sanction and the lowest was in DK1 (3.100) which was about on time arrival.

That data about work discipline showed a good result. The most dominant was law sanction and the lowest was the on time arrival. It meant that on time arrival needed to be paid attention.

Then, data of respondent was processed by Lisrel 8.7 to know the construct built to variable work discipline and its influenced to organizational commitment, the result showed that the most dominant indicator was about supporting factor of work discipline ($X9=0.85$), they were things related to leadership role, remuneration or rewards and intensity of attendance.

This result showed that work discipline influenced lecturer performance. This relationship could be interpreted that the change of lecturer performance was influenced by variable of work discipline. The implication of this empirical research was the better work discipline the higher the lecturer performance.

8. The influence of Organizational Commitment to the Lecturer Performance

Variable of Organizational Commitment measured through three dimensions of affective, continuance, and normative commitment. The variables were measured through 11 indicators (KO1 until KO11).

Based on the perception of respondent organizational commitment, it had mean score for about ≥ 3.946 , the highest score was in the indicator KO2 (4.267) which was about attention to organization and the lowest was in KO10 and KO11 (3.677) which was about doing the best work and the maximum work.

Data about organizational commitment showed a good result. The most dominant was the attention to organization and the lowest were indicator to do the best and maximum work. It meant that indicator of doing the best work and doing maximum work needed to be paid attention.

Then, data of respondent was processed by Lisrel 8.7 to know the construct built to variable organizational commitment and its influenced to lecturer performance, the result showed the dominant indicator was affective commitment ($Y1=0.83$), which were about being proud with the organization, attention to organization and high sense of belonging to the work place.

The result showed that organizational commitment influenced the lecturer performance.

9. The Influence of Leadership Style, Competency and Work Discipline as well as Organizational Commitment to Lecturer Performance

Variable of Leadership Style and Lecturer Performance had a positive relation on level (0.74), this meant there was a direct relation if the leadership style variable increased it influenced the lecturer performance and vice versa. Competency variable and Lecturer performance had a positive relation on the level (0.79), it meant that there was a linear relationship if the competency increased, it influenced the lecturer performance and vice versa. The variable of work discipline and lecturer performance had a positive relation on level (0.68), it meant that there was a linear relationship if the work discipline increased it influenced the lecturer performance and vice versa. Variable of organizational commitment and lecturer performance had a positive relation on level (0.82), it meant that there was a linear relationship if the organizational commitment increased, it influenced the lecturer performance and vice versa.

The implication of this empirical research was the better leadership style, competency, and the work discipline as well as the organizational commitment, the higher the lecturer

performance. Variable of leadership style, competency, work discipline and organizational commitment influenced the lecturer performance. Based on Picture 2 **variable of organizational commitment gave the highest influenced to lecturer performance which was for about 0.82**

The contribution of leadership style, competency, work discipline and the organizational commitment toward the lecturer performance was for about 0.88. the rest of it was 0.12 which was variable which influenced to lecturer performance but it was not examined in this research.

The result of this research showed that leadership style, competency work discipline as well as the organizational commitment altogether influenced positively and significantly to the lecturer performance. It could be interpreted that lecturer performance was influenced by leadership style, competency work discipline as well as the organizational commitment.

CONCLUSION

In the structural equation 1, it was founded that to enhance the organizational commitment, especially for affective commitment dimension, determined by competency variable which was dominant among other exogenous variables. , with social competency dimension in reaching the increase of organizational commitment of permanent lecturer on undergraduate degree of Management Study Program with A accreditation in a Private University. There were some contributions from those three exogenous variables (leadership style, competency and work discipline) which were for about 53% and the rest were 47% contributed by other variables which were not observed by thee researcher.

In the structural equation 2, it was found that lecturer performance in education and teaching can be increased directly by applying the variable of organizational commitment with affective commitment dimension, so that in the lecturer performance can be noticed by being proud to the organization, care to the organization and had a high sense of belonging to the work place in order to achieve the increase of performance of permanent lecturer on undergraduate degree of Management Study Program with A accreditation in a Private University Kopertis Regional III DKI Jakarta. The contributions of four variables (leadership style effects the performance of lecturer for about , competency and work discipline, and organizational commitment for about 88% and the rest of it only 12% contributed from other variables which were not observed.

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