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## HUMAN RESOURCE MANAGEMENT | RESEARCH ARTICLE

# Organizational Commitment, Competence on Job Satisfaction and Lecturer Performance: Social Learning Theory Approach

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**Abstract:** The purpose of this study is to measure employee performance seen from the achievement of lecturer work. Furthermore, the research design is structured in such a way that the researcher obtains answers to the research questions. The research sample is 244 lecturer in Indonesia, data collection with online survey. The results showed that organizational commitment had a significant positive effect on job satisfaction. Feel happy, think, emotionally attached, worry, sense of belonging, little choice, alternative, sacrifice, loyal, obligation, loyal, work, one organization, wise, and make a very strong contribution. Competence directly has a significant positive effect on employee job satisfaction. This means that through the competencies possessed by lecturer Competence directly has a significant positive effect on employee performance. Competencies possessed by lecturer give a real meaning to employee performance. Job satisfaction directly has a significant positive effect on employee performance. Organizational commitment indirectly has a positive and insignificant effect on performance through job satisfaction. Competence indirectly has a significant positive effect on performance through job satisfaction.

**Keywords:** Organizational Commitment, Competence, Job Satisfaction. Lecturer Performance.

**JEL Classification Code:** 015, L20, L30

## 1. INTRODUCTION

Indonesian ministry of higher education always improve themselves to improve human resources through increasing organizational commitment, and competence towards achieving job satisfaction and employee performance in carrying out their main tasks and functions. According to Indarti et al. (2017) stated that human resource organizations always pay attention to job satisfaction and improving the performance of everyone in the organization. Job satisfaction is a personal value that determines the achievement of performance. And the performance itself is an important assessment for every lecturer to pay attention to job satisfaction and employee performance according to national and international standards. Understanding this, is supported by several previous studies that have looked at the effect of organizational commitment on job satisfaction and employee performance as has been studied in observing the gap between the variables observed in an organization, including: (See. Irfan et al., 2021; Vrontis et al., 2021; Webber et al., 2012) by recommending there is a positive and significant influence of competence, organizational commitment and discipline variables on job satisfaction. Research by Chen et al. (2021); Dechawatanapaisal, (2018) and Song & Gale, (2008), which examined the effect of competence, organizational commitment and discipline on employee performance by recommending research to find a positive and significant effect, has a negative and significant effect, from the observed independent variables on the employee performance variable. After looking at several previous studies, the researcher suggests that the phenomenon regarding the assessment of employee performance is important to be considered by lecturer which can be seen in the achievement of employee performance

realization through improvements in the quantity, quality, efficiency and effectiveness of lecturer in carrying out their main tasks. and optimal function.

The facts in the field above need to be considered to fix and improve employee performance through the application of employee performance theory as a result of R. Fluegge-Woolf, (2014) that the success of an organization in realizing its goals is judged by employee performance or the results achieved. Understanding employee performance is certainly inseparable from the performance appraisal being measured. The reference for measuring employee performance is seen from the achievement of work results that are reported annually by Indonesia of Education Ministry to improve employee performance if it is not supported by job satisfaction. This is relevant to what was stated by Ayalew et al. (2021) and Jeha et al. (2022) that the achievement of employee performance is easily realized by first realizing job satisfaction. This theory refers to what was put forward by Herzberg in which says that a person's job satisfaction can be seen from the expression of pleasant or disappointing feelings for the work done (Alrawahi et al., 2020). Job satisfaction needs to be given to lecturer in order to create pleasure in working so that it is expected to be able to improve their performance. Including what is considered in terms of causing job satisfaction and employee performance to decrease, can not be separated from phenomena based on the fact that the influence of weak organizational commitment in this case lacks institutions, as organizational commitment that must be realized into an advanced organizational commitment, organizational commitment based on work rules and organizational commitment oriented towards organizational survival that is more dynamic in facing competitive work challenges. Symptoms of low organizational commitment to realize organizational progress can be seen from the attitudes and behavior of lecturer who do not show the totality of sincerity to work diligently and become part of the organization, commitment in the form of rules and policies often changes. There are some lecturer who often ignore organizational rules and do not have the innovation to continue to advance and improve the organization's work orientation on an ongoing basis.

Seeing the symptoms of organizational commitment that are weakening currently being faced, it is necessary to consider the theory of organizational commitment orientation according to Allen and Meyer (2009: 19) that the orientation of organizational commitment must be carried out in an affective, normative and continuous manner towards organizational goals. Previous studies examining organizational commitment to job satisfaction and performance include: (e.g., Haryadi et al., 2022; Sofyan et al., 2015; Solihin, 2021). In general, this previous study emphasized the practice of implementing organizational commitment, job satisfaction and employee performance. The results of the study found that organizational commitment is more considered by organizational policies to realize satisfaction and performance. The results of this study recommend that organizational commitment has a positive and insignificant effect on employee satisfaction and performance, so efforts are made to improve organizational commitment. Recommendation findings indicate that organizational commitment has a negative and significant effect on satisfaction and performance to increase employee commitment. In order to improve employee competence in an effort to increase job satisfaction and employee performance, it is a consideration to apply competency theory according to Swanson et al. (2020) stating that everyone in the organization has an interest in achieving according to knowledge, skills, work experience and mastery attitudes which are commonly called competencies. to achieve organizational goals.

Previous studies that examined competence on job satisfaction and employee performance, among others, were conducted by San Lam & O'Higgins, (2012) and Zacharatos et al. (2007) in general, previous research emphasized on competence, job satisfaction and performance. The results of the study found that competence plays an important role in an organization to achieve job satisfaction and improve employee performance. For organizations that have advanced and have a better level of competence, it will no longer be a concern and policy of the organization, but will be increased to achieve satisfaction and performance. The results of the study recommend several findings from previous studies that competencies that have a positive and significant effect on satisfaction and performance need to be maintained. Competency recommendations that have a positive and insignificant effect on satisfaction and performance need to be improved. Meanwhile, competencies that have a negative and insignificant effect on job satisfaction and performance need to be addressed.

## 2. Literature Review

### 2.1. Organizational Commitment

Study of organizational commitment, such as a company, is basically a form of social group consisting of several members who have a common perception of their unity. Each member gets a reward, to achieve a common goal. If a group has been formed and jointly realized the existence of interdependence and mutual rewards and perceive themselves as a unit in achieving goals, of course the problems of the organization or company as a social group will not occur. When an organization offers a job and a job applicant accepts the offer, the job applicant has become a part of the organization. By being part of the company, lecturer are educated to be committed to the goals of the organization. There are many reasons why an organization should try to increase the organizational commitment of its lecturer. For example, many studies have found that the more committed an employee is to the organization, the employee will do a better job of completing his or her tasks. In addition, committed lecturer will also increase employee productivity because lecturer feel integrated with the organization and work to achieve organizational goals. With a sense of oneness with lecturer, lecturer do not think about leaving the organization so that it is said that high organizational commitment will reduce the desire to move lecturer (Heimann et al., 2020).

Castellano et al. (2021) provide a definition, "Organizational Commitment is the degree to which lecturer believe in and accept organizational goals and desire to remain with the organization". will remain or will not leave the organization). Ivens et al. (2016) state work commitment as another term for organizational commitment. According to him, organizational commitment is an important behavioral dimension that can be used to assess the tendency of lecturer to remain as members of the organization. Organizational commitment is the identification and involvement of a person who is relatively strong in the organization. Organizational commitment is the desire of organizational members to maintain membership in the organization and are willing to strive for the achievement of organizational goals. According to Castellano et al. (2021), organizational commitment includes member pride, member loyalty, and members' willingness to join the organization. Zhang et al. (2019) mention organizational commitment as the alignment and loyalty of lecturer to the organization and organizational goals. Castellano et al. (2021) defines organizational commitment as an attitude that reflects the likes or dislikes of lecturer towards the organization. Schwepker & Dimitriou, (2021) mentions employee commitment to the organization as an individual's psychological bond to the organization which includes work involvement, loyalty, and a feeling of trust in the values of the organization. Schwepker & Dimitriou, (2021) say that a form of commitment that appears is not only passive loyalty, but also involves an active relationship with work organizations that have the aim of giving all efforts for the success of the organization concerned. According to (Tajeddini et al., 2020), organizational commitment is an attitude that reflects the extent to which an individual knows and is bound to his organization.

Alqudah et al. (2022) and San Lam & O'Higgins, (2012) shows that lecturer who have high commitment have low attendance scores and have a longer working period and tend to work harder and show better performance. The high commitment of the lecturer mentioned above cannot be separated from the employee's belief in the good management of them, namely the existence of a management approach to human resources as a valuable asset and not merely as a commodity that can be exploited at will by management. Management of human resources by the organization, needs to pay attention to the commitment of its lecturer. High employee commitment will greatly affect the achievement of organizational goals. Organizations will find it easier to achieve goals and objectives if lecturer are committed to the organization. Kalkavan & Katrinli, (2014) formulate that organizational commitment is the level of trust and acceptance of workers towards organizational goals and have a desire to remain in the organization which is ultimately reflected in the statistics on attendance and turnover of workers from the organization (turnover). Schwepker & Dimitriou, (2021) formulate a definition of organizational commitment as a psychological construct that is characteristic of the relationship between organizational members and their organizations, and has implications for individual decisions to continue membership in organizations.

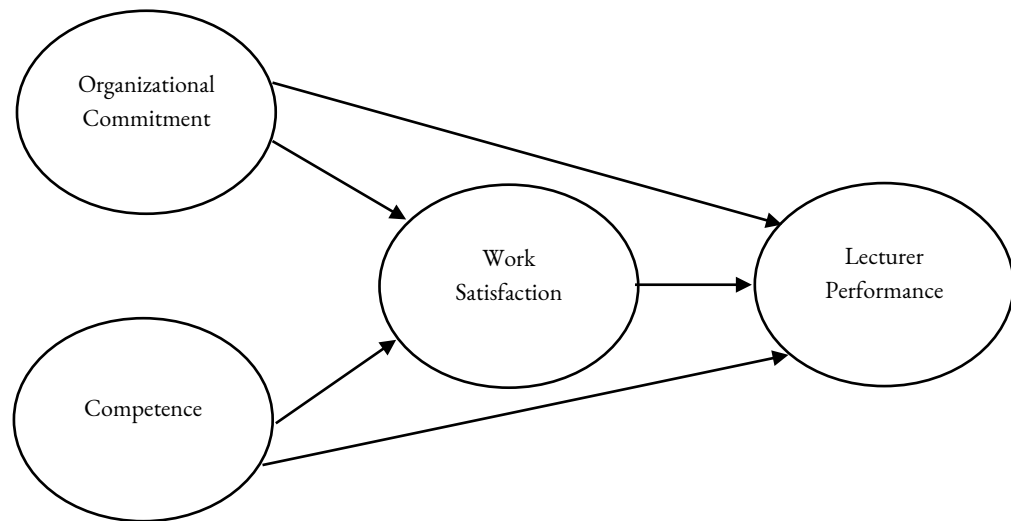
## 2.2. Competence

Skills and knowledge are supported by the work attitude required by the job. David McClelland (1997) and Hopkins et al. (2007) define competence as a person's ability to produce at a satisfactory level in the workplace, also showing the characteristics of knowledge and skills possessed or required by each individual that enable them to perform their duties and responsibilities effectively and raise the standard of professional quality in work. The study of competencies presented in this study is based on potential assessment theory, status theory, training theory, work experience theory and mastery theory with several supporting concepts such as the concept of intelligence, the concept of agility, the concept of added value and the concept of relevance. These theories and concepts are basic understanding that can be used in explaining the meaning of competence. Islam & Amin, (2021) put forward the theory of potential assessment. This theory states that the success of the organization in achieving its goals can not be separated from the competence of human resources (HR). Competency assessment is assessed based on the potential of human resources in the form of academic competence, training, work experience and work mastery. The higher the competence of HR, the easier it is to provide job satisfaction and improve performance. The theory of status put forward by Teece et al. (1997) which states that everyone demands the status of competence to be recognized by others. The form of visible competence status and academic qualifications as the highest status after that of wealth status and social status, this can be proven that academic status occupies a high proportion because people are encouraged to compete in seeking knowledge, and every person who studies has attached wealth status. and this social status is relevant in relation to the training theory put forward by Hanaysha, (2016); Mear & Werner, (2021) which states that the higher a person's level of education, the higher the level of skills they have in accordance with the training manifestation. This means that this theory provides an illustration that a person's competence can be assessed and the level of academic qualifications and training skills possessed. This theory of experience correlates with the theory of work mastery or so-called job mastery proposed by Berger et al. (2020) that every competency born of ability comes from the mastery of the work occupied. Mastery of work is always based on talent and various inspirations that produce creativity. The methods that are widely applied in mastering work are work systems, work rules, work techniques and work applications. Kock, (2007) states that work mastery is the core and system and application of work and people who have competence. In principle, the basic mastery of work always begins with carrying out a learning process in accordance with systems, methods, techniques and work applications. The better the mastery of work. The more measurable the level of learning assessment received is according to the system that is run through the correct method or technique in its application. Competence comes from the word "competency" is a noun which according to Powell (1997) by (Bangma et al., 2021) is defined as 1) skills, abilities, competencies 2) authority.

## 2.3. Job Satisfaction

Job satisfaction is an evaluation that describes a person on the achievement of work goals, work performance, realization, targets, and welfare. Perera & John, (2020) states that job satisfaction is the work achieved by a person in carrying out the tasks assigned to him which is based on work actualization based on the achievement of work goals, work performance, realization, targets, and welfare. According to Ghuman, (2011) a successful organization is always marked by the fulfillment of job satisfaction. Expectancy theory states that a person's job satisfaction is assessed based on the fulfillment of goals, achievements, goals, goals and well-being. The more fulfilled expectations, the more satisfied with the work produced. It is undeniable that currently job satisfaction is important considering that in carrying out work activities, every employee is faced with job competition, so they are required to continue to improve the development of job satisfaction. Furthermore, job satisfaction, it must be defined broadly so that the concept can meet the interaction standards in an organization's policies and can meet the increasing standards of work activities in accordance with ideal working conditions. This means that the assessment of job satisfaction is something that plays an important role in carrying out work activities in accordance with organizational goals. Ma, (2022) suggests that there are two factors that

influence job satisfaction, namely intrinsic job satisfaction and extrinsic job satisfaction. Intrinsic job satisfaction in the form of an approach assessment based on job satisfaction in lecturer, becomes a driving force in their activities. Diana et al. (2022) defines job satisfaction as “the level of a worker’s positive affection for work and work situations.”



**Figure 1: Conceptual Framework**

Based on our explanation in literature review and introduction section. Our hypothesis are:

- H1: Organizational Commitment has a positive and significant effect on employee job satisfaction.
- H2: Competence has a positive and significant effect on job satisfaction.
- H3: Organizational Commitment has a positive and significant effect on lecturer Performance
- H4: Competence has a positive and significant effect on lecturer performance
- H5: Job satisfaction has a positive and significant effect on lecturer.
- H6: Organizational commitment is positive and significant on lecturer performance through employee job satisfaction
- H7: Competence has a positive and significant effect on lecturer performance through job satisfaction.

### 3. Research Method and Materials

#### 3.1. Data Samples

This study uses a descriptive research approach and confirmatory research. Descriptive approach aims to explain the data listed in tables, pictures and graphs. While the confirmatory approach is used to confirm the effect of (1) exogenous variables on intervening, (2) exogenous variables on endogenous variables, and (3) the effect of intervening variables on endogenous variables. The types of data in this research consist of primary and secondary data. Primary data are data obtained from observations, questionnaires and interviews. Data collection techniques (instruments) used are observation, questionnaires and documentation. The population in this study were 244 of Indonesian lecturer describe in Table 1. The classification of male lecturer is 131 people (53%) with ages between 31-40 years, there are 93 people (38.1%), whose age has worked above 15 years. Lecturer generally have a bachelor’s degree as many as 102 people (41.8%). Meanwhile, the working period is >15 years or approximately (41.3%) according to the age of the employee. This shows the feasibility of being a respondent who provides information about the effect of Organizational Commitment, Competence on Job Satisfaction and lecturer Performance.

**Table 1: Characteristics of Respondents**

No	Demography	Measurement	Total	
			Frequency	%
1	Gender	Man	131	53,6
		Woman	113	46,4
		Total	244	100.0
2	Age (Years)	21 – 30	54	22.1
		31 – 40	93	38.1
		41 – 50	50	20.4
		> 50	47	19.2
		Total	244	100.0
3	Education	S3	157	6.9
		S2	87	13.9
		Total	244	100.0
4	Working Time (Years)	1 – 5	31	12.7
		6 – 10	42	17.2
		11 – 15	70	28.6
		> 15	101	41.3
		Total	244	100.0

### 3.2. Measurement

Furthermore, the method of data analysis used in this study is the analysis of structural equation modeling (SEM) to determine the causal relationships between latent variables contained in structural equations. The measurement of variables using a Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). Measurement items as shown in table 1. The testing phase is to test the instrument's validity, reliability, reliability of the instrument is measured by Cronbach's alpha, i.e., if Cronbach's alpha coefficient > 0.60, it means that the instrument is reliable and fulfills the reliability requirements. However, Cronbach's alpha < 0.60 means the instrument is unreliable (Hair et al., 1998:118). The coefficient of determination ( $R^2$ ), if  $R^2$  is very high (e.g., between 0.7 - 1) and none of the regression coefficients are significant, then statistically, this means that multicollinearity symptoms occur. Looking at the Variance Inflating Factor (VIF) value, if the VIF value is less than 10, then multicollinearity symptoms do not occur, but if the VIF value 10 means there are multicollinearity symptoms. Data analysis techniques used in explaining the phenomena in this study are descriptive statistical analysis techniques and Structural Equation Modeling (SEM) analysis with the criteria of Goodness of Fit Chi-square Index (Expected to be small), Significant Probability ( $\geq 0.05$ ), RMSEA ( $\leq 0.08$ ), GFI ( $\leq 0.90$ ), AGFI ( $\geq 0.90$ ), CMIN / DF ( $\leq 2.0$ ), TLI ( $\geq 0.95$ ), CFI ( $\geq 0.95$ ) (Mashur et al., 2020); (Indahingwati et al., 2019); (Putra et al., 2019); (Hair et al., 2014).

## 4. Results and Discussion

### 4.1. Descriptive Analysis

#### a) Organizational Commitment Variable

**Table 2: Organizational Commitment Descriptive Statistics**

Indicator	Respondent's Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
<i>Affective Commitment</i>											
Happy	3	1,2	3	1,2	33	13,5	137	56,1	68	27,9	4,08
Feel	1	0,4	1	0,4	6	2,5	168	68,9	68	27,9	4,23
Think	1	0,4	2	0,8	18	7,4	150	61,5	73	29,9	4,20
Emotionally Attached	6	2,5	8	3,3	45	18,4	131	53,7	54	22,1	3,90

Indicator	Respondent's Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
A sense of belonging	16	6,6	37	15,2	59	24,2	101	41,4	31	12,7	3,39
<b>Normative Commitment</b>											
Loyal	1	0,4	1	0,4	14	5,7	157	64,3	71	29,1	4,21
Obligation	0	0,0	2	0,8	16	6,6	153	62,7	73	29,9	4,22
Faithful	6	2,5	7	2,9	27	11,1	160	65,6	44	18,0	3,94
Work	0	0,0	2	0,8	34	13,9	155	63,5	53	21,7	4,06
One Organization	0	0,0	3	1,2	24	9,8	161	66,0	56	23,0	4,11
<b>Continuance Commitment</b>											
worried	9	3,7	18	7,4	49	20,1	121	49,6	47	19,3	3,73
Wise	1	0,4	5	2,0	36	14,8	149	61,07	53	21,7	4,02
Few Options	7	2,9	20	8,2	60	24,6	132	54,1	25	10,2	3,61
Alternatif	9	3,7	23	9,4	54	22,1	117	48,0	41	16,8	3,65
Sacrifice	1	0,4	7	2,9	18	7,4	153	62,7	65	26,6	4,12
Mean											3,96

Source : Data primer (Processed) 2022

The indicator that has the highest average value of the organizational commitment variable is feeling (X1.2) with a value of 4.23. This means that lecturer in organizations with indicators feel that they have made a very high and meaningful contribution to organizational commitment. While the lowest indicator is a sense of belonging (X1.6) with a value of 3.39, which means that the sense of belonging to lecturer towards the organization has a very minimal contribution or lecturer ack of real meaning in an effort to build commitment to the organization. That lecturer really feel as if organizational problems are my own problems (X1.2) with a mean value of 4.23. This illustrates that the indicator is categorized as very good or very important, then indicator.

b) Competency Variable

**Table 3: Descriptive Statistics of Competency Variables**

Indicator	Respondent's Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
<b>Knowledge</b>											
Knowledge	0	0,0	1	0,4	22	9,0	166	68,0	55	22,5	4,13
Mastery	3	1,2	9	3,7	58	23,8	130	53,3	44	18,0	3,83
<b>Skills</b>											
Skill	4	1,6	7	2,9	70	28,7	122	50,0	41	16,8	3,77
Experience											
Experience	1	0,4	1	0,4	27	11,1	167	68,4	48	19,7	4,07
<b>Attitude</b>											
Propessionalisme	3	1,2	5	2,0	40	16,4	152	62,3	44	18,0	3,94
Mean											3,95

Source : Data primer (Processed) 2022

The indicator that has the highest average value of the organizational commitment variable is knowledge (X2.1) with a value of 4.13 above the average value of 3.95, meaning that the knowledge possessed by respondents, in this case lecturer, gives meaning to the achievement of commitment. organization. While the lowest is skill (X2.2) with a value of 3.77 which means that the respondent in this case has skills that do not have a real or meaningful impact in an effort to achieve organizational commitment. Or the skills of the lecturer do not give a real meaning to the competence of lecturer in carrying out their duties or completing their work. with the knowledge that I have, I am able to do my

job well (X2.1) with an average value of 4.13, this shows that the indicator is categorized as good/important.

c) Job satisfaction variable

**Table 4: Job Satisfaction Descriptive Statistics**

Indikator	Respondent's Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Achievement of objectives											
Profession	1	0,4	3	1,2	15	6,1	166	68,0	59	24,2	4,14
Achievement											
Rewards	1	0,4	1	0,4	28	11,5	161	66,0	53	21,7	4,08
Realization											
Solution	5	2,0	8	3,3	41	16,8	148	60,7	42	17,2	3,88
Target											
Oriented	2	0,8	8	3,3	46	18,9	143	58,6	45	18,4	3,91
Target	1	0,4	4	1,6	40	16,4	160	65,6	39	16,0	3,95
Well-being											
allowance	0	0,0	1	0,4	29	11,9	164	67,2	50	20,5	4,08
Mean											3,97

Source : Data primer (Processed) 2022

This illustrates that respondents understand job satisfaction intended in this study. Indicators that have the highest average value of the job satisfaction variable are work (Y1.1) with a value of 4.14 which means lecturer do their work to give a real meaning in an effort to achieve job satisfaction. Or in other words, the lecturer of their work make a meaningful and real contribution in an effort to achieve job satisfaction. The indicator with the lowest score is completion (Y1.4) with a value of 3.88, which means that lecturer in completing their work have not contributed significantly to the achievement of job satisfaction. I work on the work given to me until it is finished (Y1.1) with an average value of 4.14. This description illustrates that job satisfaction is categorized as good/important.

d) Performance Variables

**Table 5: Descriptive Statistics of Performance Variables**

Indicator	Respondent's Answer Score										Mean
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Quantity											
Standard	2	0,8	7	2,9	59	24,2	141	57,8	35	14,3	3,82
Quality											
Work plan	2	0,8	5	2,0	30	12,3	156	63,9	51	20,9	4,02
Solution	4	1,6	1	0,4	26	10,7	161	66,0	52	21,3	4,05
Efficiency											
On time	0	0,0	7	2,9	22	9,0	150	61,5	65	26,6	4,12
Working hours	2	0,8	3	1,2	22	9,0	168	68,9	49	20,1	4,06
Effectiveness											
Minimize	1	0,4	2	0,8	22	9,0	165	67,6	54	22,1	4,10
Mean											4,02

Source : Data primer (Processed) 2022

It appears that in general the respondents rate the organization as performing well, this can be seen from the mean value of 4.02, this illustrates that the respondents understand the questions or statements given to them. The performance variable with the highest indicator is on time (Z1.4) with a value of 4.12 which means that the employee in completing his work on time gives a real and meaningful



contribution to performance achievement. Or in other words, lecturer in carrying out their work on time give a real meaning to employee performance.

#### 4.2. Statistical Result

##### a) Linearity Assumption Test

**Table 6: Result Analysis**

Variables	R <sup>2</sup>	F	Sig	Description
Organizational commitment → Job satisfaction	0,200	60,511	< 0,001	Linier
Competence → Job satisfaction	0,432	183,798	< 0,001	
Organizational commitment → Performance	0,203	61,756	< 0,001	
Competence → Performance	0,528	270,535	< 0,001	
Job satisfaction → Performance	0,482	224,779	< 0,001	

Source: Data processed with SPSS

Pattern Scatter graph from the intersection of two variables. If the linear function between the two variables is estimated to be significant at 5% alpha, it is concluded that the two variables have a linear relationship.

##### b) Testing the Outer Model (Measurement Model)

Outer model or measurement model is an assessment of the reliability and validity of research variables. There are three criteria to assess the outer model, namely: convergent validity, discriminant validity and composite reliability. This test is carried out so that the measuring instrument meets the requirements and can precisely and accurately measure what should be measured and does not measure other measuring objects.

**Table 7: Hasil Uji Convergent validity**

Variable	Indicators	Loading	Type (a)	SE	P value
Organizational Commitment	Happy	0.485	Reflect	0.059	<0.001
	Feel	0.501		0.059	
	Think	0.561		0.058	
	Emotionally Attached	0.523		0.058	
	worried	0.503		0.059	
	A sense of belonging	0.522		0.058	
	Few Options	0.463		0.059	
	Alternatif	0.162		0.062	
	Sacrifice	0.452		0.059	
	Loyal	0.551		0.058	
	Obligation	0.462		0.059	
	Faithful	0.329		0.060	
	Work	0.535		0.058	
	One Organization	0.619		0.057	
Wise	0.489	0.059			
Competence	Knowledge	0.756	Reflect	0.056	<0.001
	Skill	0.861		0.055	
	Mastery	0.855		0.055	
	Propessionalisme	0.799		0.056	
	Experience	0.738		0.056	
Job Satisfaction	Work	0.750	Reflect	0.056	<0.001
	Oriented	0.533		0.058	
	Target	0.754		0.056	
	Settlement	0.681		0.057	
	Allowances	0.719		0.056	

Variable	Indicators	Loading	Type (a)	SE	P value
	Rewards	0.743		0.056	
Performance	Work Plan	0.873	Reflect	0.055	<0.001
	Standard	0.740		0.056	
	Minimize	0.760		0.056	
	On time	0.728		0.056	
	Working Hours	0.820		0.056	
	Settlement	0.791		0.056	

Source: Combined loadings and cross-loadings

For the latent variable of organizational commitment, the loading is X2.2. For the latent variable of job satisfaction, the loading is Y1.3. As for the performance latent variable, the loading is Z1.5.

**Table 8: Cross loadings untuk Uji discriminant validity**

Variables		Com	Comp	Jobs	Perf
Organizational Commitment	Happy	0.567	0.234	0.831	-0.363
	Feel	0.753	0.503	-0.098	0.500
	Think	0.807	0.560	0.112	0.336
	Emotionally Attached	0.819	0.590	-0.153	0.534
	worried	0.703	0.518	-0.417	0.544
	A sense of belonging	0.764	0.539	-0.183	0.495
	Few Options	0.521	0.479	0.019	0.781
	Alternatif	0.805	0.689	-0.555	-0.185
	Sacrifice	0.963	-0.494	0.019	-0.190
	Loyal	0.991	-0.351	0.093	-0.296
	Obligation	0.992	-0.421	-0.042	-0.183
	Faithful	0.892	-0.382	-0.301	0.341
	Work	0.985	-0.268	-0.057	-0.253
	One Organization	0.996	-0.399	0.013	-0.199
Wise	0.988	-0.314	0.100	-0.382	
Competence	Knowledge	0.057	0.640	-0.179	0.395
	Skill	0.015	0.653	0.116	-0.123
	Mastery	-0.012	0.680	0.085	-0.233
	Profesionalisme	-0.019	0.667	-0.034	0.035
	Experience	-0.036	0.677	-0.099	0.145
Job Satisfaction	Work	0.026	-0.035	0.647	0.340
	Oriented	0.108	-0.226	0.711	-0.091
	Target	-0.014	0.141	0.716	-0.368
	Settlement	0.104	-0.163	0.732	-0.250
	Allowances	-0.112	0.040	0.636	0.498
	Rewards	-0.144	0.187	0.651	0.273
Performance	Work Plan	0.052	0.186	-0.099	0.651
	Standard	0.001	0.167	-0.075	0.656
	Minimize	-0.029	-0.228	0.067	0.695
	On time	0.089	-0.036	0.285	0.638
	Working Hours	-0.087	0.121	-0.000	0.668
	Settlement	-0.002	-0.157	-0.078	0.702

Source: Normalized structure loadings and cross-loadings

AVE indicates the ability of the latent variable to represent the original data score (before extraction). AVE is identical to multiple R<sup>2</sup> (coefficient of determination), so the larger the AVE, the greater the representation of the original variable value by the factor score. The cut-off value of AVE is 0.50. values Average Variance Extracted and correlations between latent variables are presented in the following table 9.

**Table 9: Average Variance Extracted (AVE) and Correlation between Latent Variables**

Variable	AVE	√AVE	Correlation Matrix			
			Commitment	Competence	Jobs	Performance
Organizational commitment	0,339	0,582	0.582	0.529	0.460	0.445
Competence	0,645	0,803	0.529	0.803	0.674	0.731
Job satisfaction	0,492	0,701	0.460	0.674	0.701	0.712
Performance	0,619	0,787	0.445	0.731	0.712	0.787

Source: Output WarpPLS

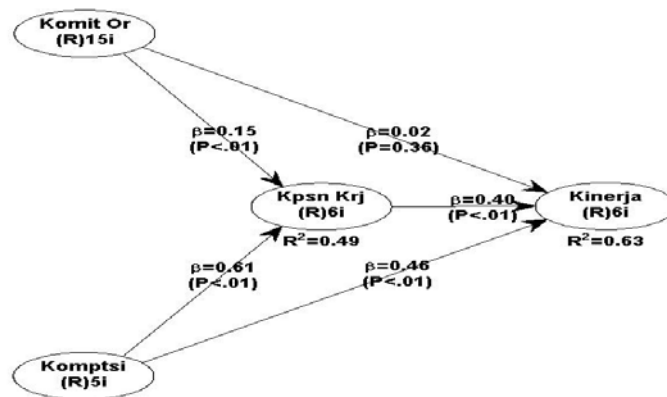
It is concluded that the measurement of the 4 latent variables has good discriminant validity, which can be distinguished from other measurements of latent variables.

**Table 10: Composite Reliability**

Variables	Composite Reliability	Cronbach's alpha
Organizational commitment	0,818	0,761
Competence	0,901	0,861
Job satisfaction	0,851	0,789
Performance	0,907	0,876

Source: Output WarpPLS

The level of reliability of the variable measurement is good, because each latent variable has a composite reliability value > 0.70. The composite reliability values of the 4 latent variables ranged from 0.907 to 0.941. This means that the indicators support each other in measuring the latent variables. Likewise, the value of Cronbach's alpha coefficients are all > 0.70, which means the research instrument has a good level of reliability. Testing the path coefficient on the structural model also means testing the hypothesis proposed in this study because the formulated hypothesis is reflected in the existing paths in the model. The results of the structural model processed with WarpPLS are presented in the following figure 2.



**Figure 2: Result Inner Model (Original Sample Estimate)**

**Table 11: Result R-square**

Equation	Variable	R-square
1	Organizational commitment, competence	0,488
2	Organizational commitment, competence, and Job satisfaction	0,627

Source: Output WarpPLS

Based on the coefficient of determination of the three dependent variables in the model, it can be seen that Stone-Geisser Q Square is 0.809. These results indicate that the model has good feasibility, because the model is able to describe the actual conditions at the research site by 80.9%, while the

remaining 19.1% is a limitation of the research instrument and error. The value of the coefficient of total determination is high, so the model deserves to be interpreted.

**Table 12: Evaluation of Model Testing**

Model fit	Quality indices	Result Model	Description
APC	-	0.329, P<0.001	Good
ARS	-	0.562, P<0.001	Good
AARS	-	0.557, P<0.001	Good
AVIF	acceptable if $\leq 5$ , ideally $\leq 3,3$	1,592	Ideal
AFVIF	acceptable if $\leq 5$ , ideally $\leq 3,3$	2,246	Ideal
GoF	small $\geq 0.1$ , medium $\geq 0.25$ , large $\geq 0.36$	0,529	large
SPR	acceptable if $\geq 0.7$ , ideally = 1	1,000	Ideal
RSCR	acceptable if $\geq 0.9$ , ideally = 1	1,000	Ideal
SSR	acceptable if $\geq 0.7$	1,000	Good
NLBCDR	acceptable if $\geq 0.8$	1,000	Good

Source : Output WarpPLS (Model fit and quality indices)

Hypothesis testing in PLS analysis is basically testing the significance of the path coefficients in the model. To conclude whether the research path or hypothesis is proven, a cut-off value of p-value  $<0.05$ . Thus, if the p-value on the path being tested is  $<0.05$ , then the research hypothesis is proven. The path coefficient test results are presented in the following table 13:

**Table 13: Hypothesis Testing Results**

HIP	Independent	Dependent	Direct Effect			
			Coefficient	SE	p-value	Description
H1	Organizational Commitment	Job Satisfaction	0,154	0,062	0,007	Significance
H2	Competence	Job Satisfaction	0,661	0,058	$< 0,001$	Significance
H3	Organizational Commitment	Performance	0,024	0,064	0,356	Not Significance
H4	Competence	Performance	0,461	0,059	$< 0,001$	Significance
H5	Job Satisfaction	Performance	0,395	0,060	$< 0,001$	Significance
Indirect Effect						
HIP	Independent	Dependent	Intervening	Coefficient	P-value	Description
H6	Organizational Commitment	Performance	Job Satisfaction	0,061	0,088	Not Significance
H7	Competence	Performance	Job Satisfaction	0,241	$<0.001$	Significance
Total Effect						
Independent		Dependent	Coefficient	p-value	Description	
Organizational Commitment		Job Satisfaction	0,154	0,007	Significance	
Competence		Job Satisfaction	0,661	$<0.001$	Significance	
Organizational Commitment		Performance	0,084	0,091	Not Significance	
Competence		Performance	0,703	$<0.001$	Significance	
Job Satisfaction		Performance	0,395	$<0.001$	Significance	

Source: Output WarpPLS

#### 4.3. Discussion

##### a) The Effect of Organizational Commitment on Job Satisfaction Organizational

Commitment has a positive and significant effect on job satisfaction. Happiness is a very important indicator and becomes the basic capital for humans or lecturer or institutions in carrying out their

duties. By feeling happy in doing the work of lecturer in their institutions to carry out their job duties and responsibilities in increasing job satisfaction. This means that the lecturer have a sense of happiness in doing work to carry out their activities and duties in managing and developing the work of the lecturer which have a positive and significant effect on job satisfaction. The theory regarding the effect of strong commitment to the organization has been shown to increase job satisfaction, reduce absenteeism and improve performance. This indicates that advanced organizations always make commitment and job satisfaction an important part of realizing organizational progress. The relationship with previous research has similarities and differences. The similarity lies in the exogenous and endogenous variables studied, namely Organizational Commitment to job satisfaction, while the difference lies in the analysis tool, the object of research and the size of the population and sample.

#### b) The Effect of Organizational Commitment on Job Satisfaction Organizational

Based on the results of research to answer the proposed hypothesis, it is proven that competence has a positive and significant effect on job satisfaction. This means that all indicators in the form of knowledge, skills, work experience, professionalism and mastery together provide a positive influence strengthening in increasing employee competence and this contributes significantly to increasing job satisfaction in facing interesting, fun and challenging work, both get a promotion and deserve an award for various work activities carried out by competent lecturer. In more detail, each competency indicator that has a positive and significant impact on job satisfaction is described. The Competence theory state that a person's competence can be seen from the four sides of the window frame consisting of knowledge, skills, experience and the attitude of mastery . This element of competence will determine the job satisfaction of an employee. The theory of professionalism state work professionalism is a satisfactory competence for the organization. Skill theory according means that the ability to operate a job easily and carefully requires basic skills. The theory of work experience state that experiences that can affect the behavior of organisms can be considered as learning opportunities, learning outcomes from work experience will make the person work more effectively and efficiently. The theory of work attitudes explains that work attitude is a person's attitude towards his work that reflects pleasant and unpleasant experiences in his work and his expectations of future experiences.

#### c) The Effect of Organizational Commitment on Performance

The results of the research based on the data obtained show that organizational commitment has a positive and insignificant effect on performance. This means that organizational commitment variables and their indicators have not made a real contribution and positive reinforcement to being happy, feeling, thinking, emotionally attached, worried, having a sense of belonging, few choices, alternatives, sacrifices, loyal, obligations, loyal, working, one organization, wise, and make a very strong or significant contribution to performance. The work results are supported by the theory of commitment analysis which states that every organizational success requires an analysis of organizational commitment. Commitment as a condition in which an individual sided with the organization and its goals and desires to maintain membership in the organization. The theory of results that assesses organizational performance based on the achievement of the results of a series of work activities in terms of quantity, quality, efficiency and effectiveness. The relationship with previous research Organizational commitment to performance has similarities and differences. The similarity lies in organizational commitment and employee performance, while the differences lie in the object of research, population and sample size, analytical tools and research results. Meanwhile, in this study, organizational commitment shows a positive and insignificant effect on performance, so that it becomes the update of this research between previous studies.

#### d) The influence of competence on performance

Employee competence is very important for organizations and individuals in carrying out one's activities or tasks because they will do the work in an effort to realize performance. them according to

the degree of their respective jobs. Competence plays an important role for every individual as an employee in carrying out his duties and responsibilities as a person in doing work. Through knowledge, skills, mastery, professionalism and experience, it gives a meaningful and real meaning to the performance of lecturer. The theory of work professionalism that organizational success lies in people who have professionalism based on competence and performance achieved. The theory of increasing competence state that the increase in competence affects the increase in human resources. This gives an indication that for an organization to be able to improve the performance of its lecturer it is necessary to increase competence. The theory of objectivity of assessment state the objectivity of a good competency assessment is to produce increased performance. The theory of work justification states that the justification of work in an organization always pays attention to the importance of a person's competence and performance. This means that people who have good competence always justify their competence with the interests and needs of work in order to realize increased performance.

e) The Effect of Job Satisfaction on Performance

The results of the research based on the data obtained show that job satisfaction has a positive and significant effect on performance. This means that the job satisfaction variable and its indicators provide positive reinforcement for work, orientation, target, completion, benefits and rewards and provide a very strong or significant contribution to performance. The theory of results proposed states that satisfaction and performance determine work results. The theory of benefits proposed state job satisfaction always provides benefits to the realization of performance. The relationship with previous research has similarities and differences. The similarity lies in job satisfaction and performance, while the differences lie in the object of research, population and sample size, analytical tools and research results.

f) The Effect of Organizational Commitment on Performance Through Job Satisfaction

The results of the research based on the data obtained show that organizational commitment has a positive and insignificant effect on performance through job satisfaction. This means that organizational commitment variables and their indicators provide positive reinforcement for being happy, feeling, thinking, emotionally attached, worried, having a sense of belonging, few choices, alternatives, sacrifices, loyal, obligations, loyal, working, one organization, wise, and making a very significant contribution. strong or significant to job satisfaction. But not yet in improving employee performance. The theory of trust put that the core of organizational commitment is trust. The theory of point of view or point of view theory put forward which states that a good commitment will produce a point of view of job satisfaction and performance achievement. Compliance theory state organizational progress is determined by organizational behavior based on compliance. The form of obedience from this theory is obedience to self, organizational rules, and devotion. In this previous study, organizational commitment directly and indirectly had a positive and significant effect and had a negative and insignificant effect on employee performance through job satisfaction. Meanwhile, in this study, it shows that organizational commitment has a positive and insignificant effect on employee performance through job satisfaction, so that it becomes the update of this research between previous studies.

g) The Influence of Competence on Performance Through Job Satisfaction

Competence indirectly through job satisfaction has a positive and significant impact on employee performance. Knowledge indicators of competence are needed in employee work activities. Every employee must know and be able to develop work activities properly according to their knowledge. Indirectly, indicators of knowledge of competence also have a positive and significant effect through job satisfaction on performance. This means that every work activity requires the ability of lecturer who have sufficient work knowledge, so that lecturer in carrying out their activities are able to realize job satisfaction by happily carrying out the service work itself. Innovative theory state the core of

innovation is satisfaction and performance-oriented competencies. The relationship with previous research has similarities and differences. The equation lies in competence, job satisfaction and performance. While the difference lies in the object of research, population and sample size, analysis tools and research results.

## 5. Conclusion

Implementation of organizational commitment must be the totality of lecturer in providing satisfaction in every work activity undertaken by lecturer continues to pay attention and develop the competencies of lecturer as potential, so that each employee shows his satisfaction in the implementation of his main duties and functions. Instilling a strong commitment to every employee in facing work challenges so that they are happy, feel, think, emotionally attached, worried, have a sense of belonging, few choices, alternatives, sacrifices, loyal, obligations, loyal, work, one organization, wise, can feel comfortable in improving better performance. Every employee is required to always develop their competencies in the form of knowledge, skills, mastery, work experience and professionalism at work. Because this determines the increase in employee performance. It is hoped that every employee will enjoy every job given in carrying out their main duties and responsibilities, so that by itself it will improve their performance. Strengthening organizational commitment consistently and continuously to lecturer so that they can provide their own job satisfaction in improving their performance properly. Current employee competencies need to be maintained and improved so that they have reliable potential and work professionally which indirectly provides job satisfaction for lecturer to continue to improve their performance.

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