

DETERMINANT FACTORS THAT INFLUENCE PERFORMANCE OF LECTURERS IN PRIVATE HIGHER EDUCATION (PTS) IN EX. BESUKI RESIDENCY

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INTRODUCTION

The quality of an organization's human resources is one of the main factors for good or bad organizations that are included in it. If human resources are weak, the organization's development can be hampered and its productivity becomes limited, so the organization cannot compete for both on a local, regional and global scale. A person's competence to produce performance at a satisfactory level at work, also shows the characteristics of the knowledge and skills possessed or needed by each individual that enable them to carry out their duties and responsibilities effectively and raise professional quality standards in work. There are two terms that emerge from two different streams of the concept of suitability for work. The term is "Competency" (competence), which is a description of behavior, and "Competence" (skills) which is a description of the task or work results (Palan, 2007).

Competence, competency models and competency-based training are words that can be interpreted in various ways following their definitions. These differences in meaning are not without a logical basis, but from some fundamental procedural and philosophical differences among those competing to define and shape the concept, and establish a model for researchers who will use the term competence in everyday endeavors. Competence will only be practiced or carried out properly if it is driven by existing motivation because it is interrelated.

Motivation explains what makes people do something, keeps them doing it, and helps them complete tasks. This means that motivation theory is used to explain the desire to behave, the direction of behavior (choice), the intensity of behavior (effort, sustainability), and actual completion or achievement (Pintrich, 2003). Manullang (2005) states that motivation is the work done by a manager to inspire, encourage and encourage others. In this case employees take action, this encouragement aims to activate employee people so that they are excited and can achieve the desired results from these people.

However, there are things that are no less important, namely the leadership of decision makers who play a role in an organization. Decisions and various policies made by leaders are required to increase the commitment of their subordinates, especially toward the performance of the lecturers themselves. Therefore, one important means of managing human resources in an organization is the creation of a good and correct organization according to Robbins (2017) states that:

"An organization is a social unit that is deliberately regulated, consists of two or more people, and functions relatively continuously to achieve a common goal or set of goals. In an organization, habits that come to be known as organizational behavior are then discussed in a discipline that studies individual and group level behavior in an organization, and their impact on performance (whether individual, group, or organizational performance)".

Organizations do not forget about a leader who is very influential on the operation of an organization within and also the nature of its strategic leadership. Strategic leadership according to (Dess et al., 2008) "to be able to compete in a global competitive market,

organizations need strong and effective leadership . "Leadership is a process in which individuals influence groups to achieve common goals (Northouse, 2013).

Leadership is more inclined to a person's ability to influence, motivate, and make others willing to follow orders in achieving a goal from a particular institution or institution. According to Sudarwan Danim, "Leadership is all actions taken by individuals or groups to coordinate and provide direction to other individuals or groups who are members of a certain forum to achieve predetermined goals."

Commitment to this organization concerns workers' pride in their work and being part of the organization where they work, so that in carrying out their duties as part of the organization, employees are committed to making the best contribution to the organization.

One of the important points that must exist in the HR itself with a fairly broad scope is the HR in tertiary institutions or higher education institutions. Although, higher education has been regulated in law as in Article 56 of the PD DIKTI governance principles, developed and managed by ministries, PTs are required to convey data and information, ensure the truth and accuracy, always develop in a better direction.

Referring to data from the Directorate General of Educators and Education of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia in 2020, information can be obtained about the composition of lecturer data based on the level of education, indicating that the educational level of lecturers is still a problem (Sujarwo, 2021). Therefore, the competence and professionalism of lecturers at PTS LLDIKTI VII is still a problem that needs to be solved, below is data for lecturers with doctoral education levels in the LLDIKTI East Java region, namely:

Table 1. Data for Doctoral Qualification Lecturers at PTS in East Java

No	Year	Total (People)
1	2019	2.679
2	2020	2.934
3	2021	3.044

Source: <https://dikti7.kemdikbud.go.id/Laporan-Kinerja.2021>

Based on the data in Table 1 it can be explained that the number of PTS lecturers who have the highest doctoral education qualifications in 2021 is 3,044 permanent lecturers at LLDIKTI Region VII East Java, of course this number is relatively small compared to the total number of permanent lecturers spread across private universities in Java Timur, to support the improvement of the quality of higher education institutions and their own graduates. The non-optimal performance of other lecturers can be seen from the data on the number of lecturers who still need to be certified educators. This is also a problem related to lecturer performance, as shown in the data below:

Table 2. Data for Lecturers Certified Educators from 2019 to 2021

No	Year	Total (Lecturer)
1	2019	6.938
2	2020	7.913
3	2021	8.378

Source: <https://dikti7.kemdikbud.go.id/Laporan-Kinerja.2021>

Based on the data from Table 2 above, it can be explained that the number of certified lecturers still needs to be bigger compared to the total of all PTS lecturers in East Java,

namely 23,229 people under LLDIKTI Region VII. Likewise, the number of lecturers with the available positions of Head Lecturer and Professor is also relatively small. Below is data from available positions, namely:

Table 3. Lecturer Data with the Functional Position of Head and Lector Professor at PTS in the LLDIKTI VII Region

No	Year	Functional	
		Head Lecturer	Professor
1	2019	1.212	178
2	2020	1.296	209
3	2021	1.338	222

Source: <https://dikti7.kemdikbud.go.id/Laporan-Kinerja.2021>

From the data in Table 3 above, if it is related to the responsibilities of Higher Education as explained by Hasan (2015), Higher Education carries out education that can provide academic, professional, intellectual, social, spiritual and leadership competencies, so that alumni from these tertiary institutions can affect the social environment.

Based on the description above which is the result of theoretical and empirical studies of research related to competence, motivation, and strategic leadership variables on performance through organizational commitment, there are various kinds of results (research gaps) for researchers, namely organizational commitment variable which is a mediating variable in carrying out further research with additional expansions in different research areas, namely at the university cluster 4 in the Besuki residency area above shows the same problem related to the determinant factors that are on campus whether they can affect lecturer performance.

LITERATUR REVIEW

Based on the research objectives, hypotheses can be developed to be tested in this study, as follows:

Spencer (2007: 84) competence refers to the characteristics that underlie behavior that describes motives, personal characteristics (traits), self-concept, values, knowledge or skills brought by someone who is a superior performer (superior performer) in the workplace Self-concept, and values that are believed to lead to satisfaction for someone. Bhargava et al. (2014) found that educational level qualifications in lower occupational groups should not be forced to be fulfilled, because operational work in lower groups requires more physical labor than education.

Thus the results of Nugroho (2019) state that competence has a positive and significant influence on organizational commitment. Thus, the hypothesis can be built as follows:

H_{a1}: *Competence significantly positively affects organizational commitment to private tertiary institutions in the Besuki Residency area.*

McClelland (2014) stated that organizational commitment is a reflection of loyalty to an organization, one of the reasons for its emergence among employees is that organizations must increase motivational efforts toward employees. Salahudina et al. (2016) found that work ethics affect organizational commitment and three dimensions; affective, normative and continuance commitment. Jared M. Hansen, Michael A. Levin (2016). Work motivation affects the behavior of employees who can encourage enthusiasm by engaging in carrying out work related to consumers. So according to Hanaysha (2016) Employees must be empowered, because through empowerment an organization will develop a strong culture

that reflects the commitment of employees to survive, grow, compete, and face challenges that may arise at any time.

The results from Yandry (2022) show that work motivation significantly influences organizational commitment. Thus, the hypothesis can be built as follows:

H_{a2}: *Work motivation significantly affects lecturer organizational commitment at private tertiary institutions in the Besuki Residency area.*

Andriani Lestari (2016). The results of this study indicate that participatory leadership is in the very high category, and organizational commitment is in the very high category. Raharjo and Nafisah (2006) found that the five leadership style factors: participatory style, achievement-oriented style, directive style, supportive style, and nurturing style have a positive and significant effect on job satisfaction, organizational commitment, and employee performance. Furthermore, Mira (2012) explains that strategic leadership influences organizational commitment. Meanwhile, Dumatubun (2018) states that strategic leadership positively and significantly affects organizational commitment. Meanwhile, this study differs from the findings of Lumbanraja (2009) who found that individual characteristics and leadership style do not affect employee commitment. Thus, the hypothesis can be built as follow:

H_{a3}: *Strategic leadership significantly affects the organizational commitment of lecturers at private tertiary institutions in the Besuki Residency area.*

Bhargava et al. (2011) found that employee recruitment policies do not need to consider gender. Middle-level education is enough to be managed by management so that employee performance can be improved through skills training. Prawirosentono (2008) states that performance is the result of work that a person or group of people can achieve in an organization, according to their respective authorities and responsibilities, in order to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics.

The results of Aprilia et al. (2019) show that competence significantly affects performance. Thus, the hypothesis can be built as follow:

H_{a4}: *Competence significantly affects the performance of lecturers at private tertiary institutions in the Besuki Residency area.*

Hansen and Levin (2016). Work motivation affects the behavior of employees who can encourage enthusiasm by establishing a relationship in carrying out work related to consumers. High performance is important for the purpose of increasing efficient, effective and productive company performance, creating motivation and achieving employee job satisfaction and high employee performance will be able to become a pillar of sustaining life turmoil from outside the company which puts pressure both psychologically and has an impact financial for the company (Rivai, 2003). The results of Madjid (2020) show that results significantly positively affect performance. Thus, the hypothesis can be built as follows:

H_{a5}: *Work motivation significantly affects the performance of lecturers at private tertiary institutions in the Besuki Residency area.*

Mary (2015). There is an influence of strategic leadership on teacher performance. Another study by Dumatubun (2018) found that strategic leadership had a positive and significant effect on work performance in the Mappi-Papua Regency Education and Teaching (P&P) Office. This means that applying the servant leadership style in agencies can affect employee performance. Sapengga. (2016) found that the results of his research showed that strategic leadership with the dimensions of love, empowerment, vision, humility, and trust was found to have a positive and significant effect on employee performance intervene. Elly Noer (2017) found that strategic leadership has positive and significant determinants. The results of this study differ from the findings of Enrico

Maramis (2013) who found that leadership, and organizational culture has an effect on employee performance and motivation has no significant effect on employee performance. Thus, the hypothesis can be built as follows:

H_{a6}: *Strategic leadership significantly affects the performance of lecturers at private tertiary institutions in the Besuki Residency area.*

Wang (2016). An organizational commitment must be further strengthened to increase mutual trust among fellow employees. Warsa (2012) found that leadership policies need to consider organizational culture, so they can be considered adaptive to the culture that has taken root. Employee performance improvement can be improved through organizational culture. Shodiqin (2020) results show a significant positive effect on performance. Thus, the hypothesis can be built as follows:

H_{a7}: *Organizational commitment has a significant positive effect on the performance of lecturers at private tertiary institutions in the Besuki Residency area.*

Nugroho (2019) states that competence positively and significantly influences organizational commitment. Furthermore, the results of Aprilia et al. (2019) show that competence significantly affects performance. Thus, the hypothesis can be built as follows:

H_{a8}: *Competence significantly affects lecturer performance through organizational commitment to private tertiary institutions in the Besuki Residency area.*

Madjid (2020) shows that results have a significant positive motivational effect on performance. Likewise, the results from Yandry (2022) show that work motivation significantly influences organizational commitment. Thus, the hypothesis can be built as follow:

H_{a9}: *Work motivation significantly affects lecturer performance through organizational commitment to private tertiary institutions in the Besuki Residency area.*

Sapengga. (2016) found that the results of his research showed that strategic leadership with the dimensions of love, empowerment, vision, humility, and trust was found to have a positive and significant effect on employee performance. Likewise, dumatubun (2018) states that strategic leadership positively and significantly affects organizational commitment.

H_{a10}: *Strategic leadership significantly affects lecturer performance through organizational commitment to private tertiary institutions in the Besuki Residency area.*

RESEARCH METHODS

Based on the level of explanation, this research is included in the explanatory-confirmative research category which aims to determine the causal relationship between research variables. This study tries to explain the effect of exogenous variables (competence, work motivation, and strategic leadership) on lecturer performance (endogenous variables), both directly and indirectly through job satisfaction (quasi intervening variables) and organizational commitment (pure intervening variables).

The following is the population that will be used from several private universities which are the object of research:

Table 4. Ex. Private Universities. Besuki Residency Clusterization 4

No	PT code	Name of PTS Ex. Besuki Residency	Accreditation	Number of Lecturers
1	71036	Universitas Abdurachman Saleh Situbondo	B	107

2	71033	Universitas Mochammad Sroedji Jember	B	50
3	73030	Sekolah Tinggi Ilmu Ekonomi Mandala Jember	B	34
4	71032	Universitas Muhammadiyah Jember	B	300
5	71035	Universitas 17 Agustus 1945 Banyuwangi	B	129
6	72007	UNIPAR Jember	B	162
Total Lecturers				782

Source of data, Database and PT Accreditation, 2022

The table data above explains that the total population of all selected tertiary institutions is in accordance with Accreditation B, which is included in the Ex Besuki Residency area.

The sample in this study were lecturers who worked at six private tertiary institutions where the research was conducted: Abdurachman Saleh Situbondo University, Mochammad Sroedji Jember University, ITS Mandala Jember, Muhammadiyah University Jember, University of 17 August 1945 Banyuwangi, and UNIPAR Jember. Thus the number of samples to be taken is 200 samples from 6 private tertiary institutions in the former Besuki residency.

This study uses the Slovin formula because in sampling the number must be representative so that the research results can be generalized and the calculation does not require a table of the number of samples, but can be done using simple formulas and calculations.

RESULT AND DISCUSSION

SEM analysis in this study consists of an analysis of the basic model (base structural model). The base structural model is a model with exogenous variables: competency (X1), work motivation (X2), and strategic leadership (X3). Intervening variable: organizational commitment (Z1). Endogenous variable: the performance of educators and educational staff (Y).

Table 5. Validity of Measurement Indicators

Variable	Indikator	SLF	CR	Status
Competence (X₁)	X ₁₁	0,991	***	Valid
	X ₁₂	0,161	6,153	Valid
	X ₁₃	0,142	5,906	Valid
	X ₁₄	0,163	6,182	Valid
	X ₁₅	0,158	5,996	Valid
Work motivation (X₂)	X ₂₁	0,201	6,808	Valid
	X ₂₂	0,282	7,759	Valid
	X ₂₃	0,267	7,535	Valid
	X ₂₄	0,208	6,579	Valid
	X ₂₅	0,201	***	Valid
	X ₃₁	0,186	7,725	Valid
	X ₃₂	0,199	8,059	Valid

Strategic Leadership (X₃)	X ₃₃	0,208	7,807	Valid
	X ₃₄	0,176	6,845	Valid
	X ₃₅	0,186	***	Valid
Organizational Commitment (Z₁)	Z ₁₁	0,200	4,142	Valid
	Z ₁₂	0,195	4,049	Valid
	Z ₁₃	0,188	3,606	Valid
	Z ₁₄	0,188	4,480	Valid
	Z ₁₅	0,200	***	Valid
Performance (Y)	Y ₁	0,232	***	Valid
	Y ₂	0,232	4,501	Valid
	Y ₃	0,233	4,606	Valid
	Y ₄	0,231	4,796	Valid
	Y ₅	0,221	4,989	Valid

The structural coefficient's significance is calculated from the critical ratio (CR) value. The results of the structural coefficient significance test are presented in Table 6:

Table 6. Significance of Structural Coefficient Base Structural Model

Variable	Koefisien	S.E	CR	Status
X ₁ → Z ₁	0,590	0,130	4,530	Significant
X ₂ → Z ₁	0,323	0,110	2,943	Significant
X ₃ → Z ₁	0,243	0,095	2,565	Significant
X ₁ → Y	0,221	0,203	1,088	Not significant
X ₂ → Y	0,188	0,128	1,477	Not significant
X ₃ → Y	0,418	0,124	3,372	Significant
Z ₁ → Y	0,691	0,329	2,102	Significant

Source: AMOS Results Printout, Appendix 6 processed.

The Relationship of Competence to Organizational Commitment in Higher Education Accredited B in the Besuki Residency

The results of the analysis found that competence has a significant positive effect on organizational commitment. This means that changes in competence (X1) directly impact organizational commitment (Z1). This shows that the first hypothesis is accepted. The competencies provided by the organization to all lecturers have a very good influence on performance. These findings were measured using 5 indicators including: 1) Knowledge, 2) Skills, 3) Self-concept, 4) Personal Characteristics, and 5) Motives, with these five indicators showing significant positive results on organizational commitment. From the results of the measurement model, knowledge results with an SLF result of 0.991 with a valid status, skills with an SLF result of 0.161, CR 6.153 with a valid status, self-concept and values with an SLF result of 0.142, CR 5.906 with a valid status, personal characteristics with a result of 0.163, CR 6.182 with valid status and motive with SLF 0.158, CR 5.996 with valid status. The results of the Significant Structural Coefficient test show a coefficient value of 0.590, SE of 0.130, and CR 4.530 with a Significant status, and not only that the results of the standardized coefficient between Competence (X1) and Commitment (Z1) have a result of 0.712 with a Significant status.

These results indicate that competence is very important for a tertiary institution for lecturers with the aim of increasing the commitment that each teaching lecturer has. The

results of this study support the results of research conducted by Nugroho (2019) with the result that competence has a significant positive effect on organizational commitment, Hasanah (2020) with the results of competence has a significant positive effect on Organizational Commitment. Rantesalu (2016) with research results there is a significant positive effect between Competence on Organizational Commitment.

The Relationship between Work Motivation and Organizational Commitment in Higher Education Accredited B in the Besuki Residency

The results of the analysis show that work motivation has a significant positive effect on organizational commitment. From these results it is measured using 5 indicators consisting of 1) Desire to achieve work performance, 2) Feeling given an opportunity, 3) Good communication with superiors, 4) Work results are recognized, and 5) There is reward and punishment. From the results of the measurement model, they want to achieve work performance with SLF results of 0.201, CR 6.808 with valid status, feel given the opportunity to have SLF results of 0.282, CR 7.759 with valid status, communication has SLF results of 0.267, CR 7.535 with valid status, work results are recognized with an SLF result of 0.208, CR 6.579 with a valid status and the implementation of a reward and punishment system with an SLF result of 0.201. For standardized coefficient results between Motivation and Commitment it has a value of 0.305 with a Significant status. From the results above, motivation from the lecturer's self and the motivation given by the tertiary institution influences the work commitment that each lecturer will have.

The results of this study support the results of research conducted by Putri (2015) with the results of work motivation research having a significant positive effect on work commitment, Suherman (2017) with research results showing that there is a significant positive effect between motivation on work commitment, and Mulia (2019) with the results of the study that work motivation has a significant positive effect on work commitment.

The Relationship between Strategic Leadership and Organizational Commitment in Higher Education Accredited B in the Besuki Residency

The results of the hypothesis test show that strategic leadership has a positive effect on organizational commitment. The results of this study used a measuring tool through indicators which contained 5 indicators which became the basis of the measurement, namely 1) Level of Transparency, 2) Level of Leadership Innovation, 3) Leaders Able to Create a Work Climate, 4) Leaders Make Decisions and 5) Leaders' Loyalty. The results of the measurement model include the level of transparency with valid status SLF 0.186 CR 7.725, the level of innovation with valid status SLF 0.199 CR 8.059, creating a work climate with valid SLF 0.208 CR 7.807 results, leadership with SLF 0.176 CR 6.845 with valid status and showing loyalty to the vision and mission with an SLF of 0.186. The result of the standardized structural coefficient between Strategic Leadership and Commitment is 0.255 with a Significant status.

The results of this study support the results of research conducted by Suciono (2016), showing that leadership has a significant positive effect on organizational commitment.

The Relationship between Competence and Performance in Higher Education Accredited B in the Besuki Residency

The results of the Competency Test on Performance have positive but insignificant results. The results of these findings are measured using indicators between 1) Knowledge, 2) Skills, 3) Self-concept, 4) Personal Characteristics, and 5) Motives. Therefore, the hypothesis which states that competence has a significant effect on lecturer performance is

rejected. The value of the results of the knowledge measurement model with an SLF result of 0.991 with a valid status, skills with an SLF result of 0.161, CR 6.153 with a valid status, self-concept and values with an SLF result of 0.142, CR 5.906 with a valid status, personal characteristics with a result of 0.163, CR 6.182 with valid status and motive with SLF 0.158, CR 5.996 with valid status. The results of the standardized structural coefficient between Competency and Performance have a result of 0.332 with an insignificant status.

The research results are not in line with the research conducted by Diansyah (2020) with the results of the research that competency has a significant positive effect on performance, Setyo (2019) has the result that there is a significant positive effect between competence on performance, Madjid (2020) research found that, partially, competence, commitment and motivation have a significantly positive influence on teacher performance. Aprilia (2019) The results of this study conclude that competence has a significant direct influence on performance. Other research results that are in line are Hasanah (2020) with results that competence has a significant positive effect on Organizational Commitment, Shodiqin (2020) with the results obtained that competence does not affect teachers' performance.

The Relationship between Work Motivation and Performance in Higher Education Accredited B in the Besuki Residency

The analysis of work motivation on the performance shows that the effect is positive but insignificant. The results in the measurement use the results of the indicator values which consist of five indicators including 1) Desire to achieve work performance, 2) Feeling given opportunities, 3) Good communication with superiors, 4) Work results are recognized, and 5) There is reward and punishment. From these results it is stated that the hypothesis used is rejected. The results of the measurement model that has been carried out have value, namely achieving work performance with SLF results of 0.201, CR 6.808 with valid status, feeling given the opportunity to have SLF results of 0.282, CR 7.759 with valid status, communication has SLF results of 0.267, CR 7.535 with valid status, work results are recognized with SLF results of 0.208, CR 6.579 with valid status and the implementation of a reward and punishment system with SLF results of 0.201, while the results of standardized structural coefficient testing between motivation on performance with results of 0.222 with insignificant status.

The results of this study are in line with the results of research by Hayati (2014) which found that motivation has a positive but not significant effect on performance, and these results are not in line with the results of research conducted by Diansyah (2020) with the results of research that competency has a significant positive effect on performance, Madjida (2020) The research found that, partially, competence, commitment and motivation have a significantly positive influence on teacher performance. and Aprilia (2019) The results of this study conclude that competence has a significant direct influence on performance.

The Relationship between Strategic Leadership and Performance in Higher Education Accredited B in the Besuki Residency

The results of the analysis show that strategic leadership has a significant positive effect on performance. The results of this study use measurements with indicators in which the indicators have five of them 1) Level of Transparency, 2) Level of Leadership Innovation, 3) Leaders Able to Create a Work Climate, 4) Leaders Make Decisions and 5) Leaders' Loyalty. In the measurement model results, the level of transparency with SLF 0.186 CR 7.725 with valid status, the level of innovation with SLF 0.199 CR 8.059 with valid status,

creates a work climate with SLF 0.208 CR 7.807 with valid status, leadership with SLF 0.176 CR 6.845 with status is valid and shows loyalty to the vision and mission with an SLF result of 0.186. From this indicator, lecturer performance can increase, not only the results from testing the measurement model, but from the results of standardized structural coefficients between strategic leadership and lecturer performance, it has a result of 0.861 with a significant status.

The results of this study are in line with the results of previous research, namely Rakhmawati (2014) transformational style leadership had a positive and significant effect on employee performance, Hasanah (2020) with Competence results having a significant positive effect on Organizational Commitment, Shodiqin (2020) with the results obtained that competence has no effect on teacher performance, and Tanjung (2018) leadership has a positive and significant effect on employee satisfaction and employee performance.

The Relationship between Organizational Commitment and Performance in Higher Education Accredited B in the Besuki Residency

The results of the analysis show that organizational commitment has a significant positive effect on performance. The results of this study measure the results using indicators which are the measurements which consist of five indicators including: 1) Understanding, 2) Pride, 3) Participatory desire, 4) Giving the best results at work, and 5) Still wanting to be part of the university. Meanwhile on the results of the measurement model on understanding indicators with SLF results of 0.200, CR 4.142 with valid status, pride with SLF results of 0.195 CR 4.049 with valid status, the desire to always participate with SLF results of 0.188, CR 3.606 with valid status, still gives results work with an SLF result of 0.188, CR 4.480 with valid status. They intend to become a part with an SLF result of 0.200 with a valid status, from several of these indicators it has been able to improve the performance of existing lecturers in an institution. In contrast, the results of a standardized structural coefficient have a result of 0.861 with a Significant status.

These results are in line with the results of research that has been done before such as by Madjida (2020) The research found that, partially, competence, commitment and motivation have a significantly positive influence on teacher performance, and Mulia (2019) with research results that work motivation has a positive effect significant effect on work commitment.

CONCLUSION

Competence significantly positively affects the organizational commitment of lecturers at private universities/universities in the former Besuki Residency. Therefore, the competencies provided by the institution to all lecturers have a significant impact on increasing lecturer commitment. Besides that, it will be able to improve university accreditation.

Motivation has a significant positive effect on the organizational commitment of lecturers at private universities/universities in the former Besuki Residency. Any increase in motivation can directly increase organizational commitment, motivation is very important in teaching and delivering courses. Because there is reciprocity between lecturers and students, students will be more active in accepting these courses to prevent a reduction in the number of students each year.

Strategic leadership significantly positively affects the organizational commitment of lecturers at private universities/universities in the former Besuki Residency. Strategic leadership is an element of novelty in this study, where leaders can read and see the

potentials that exist in subordinates, so that they can maximize their ability to apply organizational commitment, which can produce students who are superior and innovative and have a strong character.

Competence has a positive but insignificant effect on the performance of lecturers at private universities/universities in the former Besuki Residency. In this case it shows that the competencies that have been given to lecturers are not able to influence performance improvement, competencies need to be in accordance with the lecturer's responsibilities which results in performance not increasing in tertiary institutions.

Motivation has no significant positive effect on the performance of lecturers at private universities/universities in the former Besuki Residency. Therefore, a leader must consider motivation more to improve the performance of lecturers in each tertiary institution.

Strategic Leadership significantly affects the performance of lecturers at private universities/universities located in the former residency. Leaders have an understanding of lecturers effectively and efficiently so that strategic leadership attitudes can improve lecturer performance in various changes. Leadership that is in accordance with the circumstances of the organization so that it can determine what kind of institution will develop in the future.

Organizational commitment significantly affects the performance of lecturers at private universities/universities in the former Besuki Residency. Commitment refers to identification with organizational goals, the ability to exert all resources for the benefit of the organization, the lecturer aims as a function of trust in carrying out his responsibilities, organizational characteristics are indeed a factor influencing lecturer trust by involving organizational commitment in it.

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