EFFECT OF ORGANIZATIONAL CULTURE, WORK SATISFACTION, ACHIEVEMENT MOTIVATION AND ORGANIZATION COMMITMENT TO LECTURE PERFORMANCE IN STIE JAKARTA

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ARTICLE DETAILS

Article History:

Received 02 october 2017
 Accepted 06 october 2017
 Available online 11 october 2017

Keywords:

Organizational Culture,
 Organizational Commitment,
 Achievement Motivation, Job
 Satisfaction, Performance.

ABSTRACT

The purpose of this study is to analyze the influence of Organizational Culture, Job Satisfaction, Achievement Motivation and Organizational Commitment to Performance of STIE Lecturers in DKI Jakarta Province. Model Design research used descriptive design, while the object of research conducted on 35 Schools of Economics (STIE) with a sample of 202 certified permanent lecturers. The analysis tools used in this study using Structural Equation Modeling (SEM) supported Lisrel software. The result of research stated that: 1) Organizational culture has no effect on Performance; 2) Organizational culture affects Job Satisfaction; 3) Organizational culture has an effect on Achievement Motivation; 4) Organizational culture affects Organizational Commitment; 5) Job Satisfaction has no significant effect on Lecturer Performance; 6) Job satisfaction has no effect on Organizational Commitment; 7) Organizational Commitment Affects Performance; 8) Achievement Motivation Affects Performance; And 9) Achievement Motivation Influence on Job Satisfaction.

1. Introduction

The role of education in human life is very important. In Indonesia, according to Law no. 20 Year 2003 on National Education System, education is a conscious and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, , Society, nation and state. The scientific culture as part of the organizational culture is still far from expectations. Young lecturers behave and behave as unprofessional as lecturers as a result of lack of interaction with senior lecturers. Working environment, especially lecturers room and lecture room only rely on officers to clean and tidy up. The impact of low job satisfaction is a commitment to complete less stable tasks, as well as lesser motivation to advance. The financial limitations of the campus parties have led to very limited funding support for research as well as the availability of journals as reservoirs of research results for publication. Similarly, the quality of library services as the main provider of reading sources for students and lecturers is far from ideal so some lecturers and students should look for other sources. Last is the atmosphere and learning facilities in the lecture hall that still need to be improved according to the demands of students and lecturers.

CHAPTER II LITERATURE REVIEW

In Chamundeswari, (2013) in his study entitled Job Satisfaction and Performance of School Teachers International Journal of Academic Research in Business and Social Sciences, Vol. 3, No. 5 The study sample consisted of 588 school teachers in different regions of Pakistan. Analyzer used is regression and correlation, descriptive tistik assisted by SPSS. The results of the analysis indicate that teacher work satisfaction has a positive and significant effect on teacher performance. The study conducted by Bochen, Pan, Xue Shen, and Li Liu (2015) using samples The sample consists of 255 lecturer data from 6 universities in Shenyang, China. The analytical tools used are descriptive statistics and multiple regression analysis with SPSS support. The result of the research is that teacher's job satisfaction significantly influence to lecturer's performance. Regarding Organizational Commitment Affects Performance in Ahmad, Naveed; Nadeem Iqbal; And Naqvi Hamad. (2014) under the title Impact of Organizational Commitment and Employee Performance on the Employee Satisfaction. International Journal o Learning, Teaching, and Educational Research, Vol.1, No.1 concluded The research sample consisted of 110

employees from 10 banks in Pakistan Analyzer used was regression and correlation using SPSS. The results showed that organizational commitment had an effect on employee performance and employee job satisfaction.

CHAPTER III OBJECT AND RESEARCH METHODS

3.1.Objek Research

This research is conducted at Higher Education with the group of High School of Economics in Jakarta who are willing to cooperate in the research. This research is intended to certified lecturers on the aspects of Organizational Culture, Job Satisfaction, Achievement Motivation, Organizational Commitment, and Lecturer Performance in all STIE in Jakarta.

3.2. Place, Time of Data Collection and Research Model

The data was collected through questionnaires to certified lecturers at 35 STIE campuses spread across Jakarta. Data collection time was conducted in November 2016.

Figure 1. Research model Lisrel version

Explanation of the Symbol

$\Xi 1$ (Ksai 1) = exogenous latent variable Organizational Culture
 $X1$ = Power observation variable
 $X2$ = Role observation variable
 $X3$ = observation variable Achievement
 $X4$ = Owner observation variable
 $H1$ (Eta 1) = endogenous latent variable Job Satisfaction
 $Y1$ = observation variable The work itself
 $Y2$ = Supervision observation variable
 $Y3$ = Revenue observation variable
 $Y4$ = Campaign observation variable
 $Y5$ = observation variable Partner
 $H2$ (Eta 2) = endogenous latent variable Organizational Commitment
 $Y6$ = Emotional observation variable
 $Y7$ = observation variable Proud
 $Y8$ = observation variable of Meaning
 $H3$ (Eta 3) = endogenous latent variable Employee Performance
 $Y9$ = Quality observation variable
 $Y10$ = Quantity observation variable
 $Y11$ = Conservation observation variable
 $Y12$ = Personal observation variable
 $H4$ (Eta4) = endogenous latent variable Achievement Motivation
 $Y13$ = Persistence of observation variable
 $Y14$ = observation variable Working ability
 $Y15$ = observation variable Risk Taking
 $Y16$ = Observation variable Opportunity Anticipation
 $Y17$ = Feedback observation variable
 Δ (Delta) = error of exogenous indicator
 E (Epsilon) = error of the endogenous indicator
 Γ (Gamma) = path coefficient of exogenous latent variables and latent variables
 Λ (Lambda) = latent variable line coefficients to the indicator
 B (Beta) = endogenous variable path coefficient and endogenous variables
 Z (Zeta) = error of endogenous latent variable.

Sources : proceed by author

The structural model test is related to the influence of latent variables on the research model resulting from the processing and analysis using Lisrel. The following two images are complete computer output.

Figure 2. Coeffisien regression value

Figure 3. Distribution t regression coefficient

Figure 4. combined Figure 2 and 3

Sources : proceed by author

CHAPTER IV RESULTS AND DISCUSSION

Based on the results of the analysis on the influence of variables on the research model according to the image analysis with Lisrel model in chapter 3, there is influence between the variables that are not significant as evidence for the advanced researchers that empirical data is not necessarily according to what is theorized. Here are rejected hypotheses.

1. Job Satisfaction has no effect on Employee Performance. It has been described in the formation of a framework in which job satisfaction affects employee performance. This hypothesis is proved by several research results, among them by Afshar et al. (2015). But the results of this dissertation research as has also been done by Mae (2015) concluded that the job satisfaction of lecturers have no effect on the performance of lecturers. The results of this study indicate job satisfaction does not affect the performance of STIE lecturers in Kopertis Region III Jakarta. The high lecturer performance according to Kaprodi version turned out to have a low correlation with the lecturer's job satisfaction filled by the lecturer in question. Lecturers have low job satisfaction because the dimensions of job satisfaction as measured by the indicators have been assessed varied below enough, while the performance of lecturers assessed by the caprodi assessed varied above is sufficient. Performance of a lecturer who is highly rated by Kaprodi based on his perception is not correlated with the lecturer's job satisfaction filled by the lecturer in question. Thus lecturers have high expectations or expectations in working, but these expectations can not be realized so they are disappointed. While the performance can be realized well because of the demands of the task, although job satisfaction is low.
2. Job Satisfaction does not affect the Organizational Commitment. It has also been explained that job satisfaction influences organizational commitment as has been proved by the results of research Khalid et al. (2013). The results of this dissertation research is similar to the research of Joo et al. (2013), which provides the opinion that the job satisfaction of lecturers has no significant effect on the lecturer's commitment to the campus. Low job satisfaction is mainly attributed to high wages in high commitment, indicating that the commitment to become a lecturer is high but not accompanied by their job satisfaction. Therefore, management needs to increase efforts, especially in terms of wage income. Low job satisfaction because many unfulfilled lecturers' expectations can be caused by excessive expectations and the campus is not able to realize it. This dissatisfaction is varied. On the other hand, the commitment of lecturers to carry out their obligations is considered adequate and varied too, so that the influence between job satisfaction and organizational commitment becomes low. Therefore, the lecturers need to re-evaluate the high expectations so that more realistic.
3. Cultural Organization has no effect on Employee Performance. Conceptually and some previous research results such as research results Acar et al. (2014) indicates that organizational culture affects employee performance. Nevertheless, Adnan's (2015) research results have different results. The results of the analysis show that organizational culture has a positive effect on organizational commitment, but it does not affect employee performance. Supposedly, management performs planning and control over the enforcement of organizational culture so that it can have a positive role so that the attitude and behavior of lecturers can be adjusted with the culture of the organization.

CHAPTER V CONCLUSION

Based on the results of the analysis, the conclusions of this study are as follows. Organizational culture has no significant effect on the performance of certified permanent lecturer at Sekolah Tinggi Ilmu Ekonomi in Kopertis Region III, Jakarta. Thus, the results of this study is different from previous studies that support the hypothesis that organizational culture affects the performance of lecturers. Organizational culture affects the satisfaction of permanent lecturer work certified at Sekolah Tinggi Ilmu Ekonomi in Kopertis Region III, Jakarta. The organizational culture affects the achievement motivation of permanent lecturers certified at Sekolah Tinggi Ilmu Ekonomi in Kopertis Region III, Jakarta. Organizational culture affects the commitment of the organization of permanent lecturer certified at Sekolah Tinggi Ilmu Ekonomi in Kopertis Region III, Jakarta. Job satisfaction has no significant effect on the performance of certified lecturers at Ekoomi High School in Kopertis Region III, Jakarta, so the hypothesis is rejected. Job satisfaction does not affect the commitment of the Lecturer's organization remains certified at the College of Economics in Kopertis Region III, Jakarta, so the hypothesis is rejected. Achievement motivation affects the performance of certified permanent lecturer at Sekolah Tinggi Ilmu Ekonomi in Kopertis Region III, Jakarta. Achievement motivation influences on Job Satisfaction of

permanent lecturer certified at Sekolah Tinggi Ilmu Ekonomi in Kopertis Region III, Jakarta. The conclusion from the descriptive side is known that the lecturer's satisfaction is still low. In addition, the motivation of lecturers for achievement is also low, the lecturer's organizational commitment is also low, and the lecturer's performance is also low. In the previous section has been pursued proposed solution.

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