

The Lecturer's Performance: Mediation of Commitment

Ani Yunaningsih, Fajar Eryanto Septiawan, Teni Listiani, Doni Purnama Alamsyah

Abstract— The importance of the educational level in Indonesia is in encouraging the country's progress, so evaluation of the lecturer's performance conducted. Reviewing the phenomenon, so this study aims to study the correlation of the lecturer's performance to competence and commitment through testing of a mediation model. The research method is conducted through a survey to 384 lecturers in West Java, with the variable focuses on competence, commitment, and the lecturer's performance. Data and information obtained from lecturers through a questionnaire, and it analyzed with the Structural Equation Modeling and used SmartPLS analysis tools. The research result knows that competence has a positive relationship to commitment, then commitment has a positive relationship to the lecturer's performance. Research finding explains that the lecturer's performance can be influenced indirectly by competence through commitment possessed. The importance of the lecturer's commitment position in mediating the correlation of competence and the lecturer's performance to appear one mediation model is a mediation model of commitment to increasing the lecturer's performance. This information is useful for the institution in evaluating the lecturer regarding the internal factor of the lecturer, which is the level of competence and commitment.

Index Terms—Lecturer's Performance, Competencies, Commitment.

1 INTRODUCTION

Important education to encourage the improvement of living standards of society and the economy in a country [1]. Because education is the beginning of economic activator from society and government [2]. So every country in the world has a high priority in increasing educational levels [3]. It seems from the more developing educational industry in every country, including in Indonesia through government and private universities [4]. Support of educators like a lecturer is needed in order to encourage the improvement of education in Indonesia. Lecturer in Indonesia spreads in several provinces; one of them is in West Java that has many universities and lecturers. Each semester, the lecturer is evaluated and assessed the performance result by The Ministry of Research, Technology and Higher Education in order to keep control of the lecturer's obligation to conduct Three Pillars of Higher Education, which are teaching, researching, and dedicating to society [5]. This study explains the importance of the lecturer in order to encourage the educational level, so it evaluated the lecturer's performance.

Lecturer in conducting teaching has undoubtedly preparation. It supported by the competence level owned before, which is educationally possessed until the training and

workshop had been attended [6]. Those academic activities encourage the lecturer to give the best performance in conducting teaching. Reviewing from that phenomenon, it seems clear the importance of ability possessed by a lecturer in encouraging the lecturer's performance. In the previous study, it has explained that the competence level possessed by someone is the beginning capital in performing, the higher of competence possessed, the better in supporting the company's goal [7], [8]. In line with the lecturer, it is needed competence through several abilities in their science field in order to support the performance in the educational industry [9].

Relating to the lecturer's competence, it has many conducted supports from universities. One of them is through national and international level seminar activities [10]. Besides that, competence can also be possessed by the lecturer through an individual, which is searching for science individually in research activity [9]. It means that research activity conducted by the lecturer is a crucial part of encouraging the lecturer's competence as a professional. Supporting from universities for lecture research is very large, through incentive programs, as from government through a grant program [4]. However, there are not a few lecturers who lack focuses on research, so they are slow in supporting their level competence. It is caused by the knowledge and awareness of lecturers who still need to evaluate as teaching staff.

Besides competence, other cases also related to the lecturer's performance is the lecturer's commitment. Sometimes it is not often realized by the lecturer besides they are as teaching staff [11], [12]. The lecturer's commitment relates to the effectiveness level of the lecturer in conducting Three Pillars of Higher Education, which is teaching, researching, and dedicating [10]. The lecturer does not seldom have a double profession recently, both as a lecturer and as other professional staff. It is undoubtedly not good considering it will give a chance for a lecturer not to focus and not professional as teaching staff. It starts empirically in the

- *Ani Yunaningsih* is a lecturer from **Universitas Langlangbuana**, has Doctoral Degree from Universitas Padjadjaran. She has interest research in the behavior of the lecturer.
E-mail: aniyunaningsih@gmail.com
- *Fajar Eryanto Septiawan* is lecturer from **Universitas Langlangbuana**. He has interest research in Management.
E-Mail: fajareryantos@gmail.com
- *Teni Listiani* is a lecturer from **STIA LAN Bandung**. She has interest research in Human Resource Management.
E-Mail: tenistiani@yahoo.com
- **Doni Purnama Alamsyah* is a lecturer and researcher from **Binus University**. He has interest research in green customer behavior.
Corresponding Author Mail: doni.syah@binus.ac.id

previous research about the importance of a professional level of the lecture through commitment in order to support their performance [13].

Many factors can improve the lecture's performance; it can finish by universities or the shield, which is government. So, professionalism level of lecturer keeps safety, and it improves to the lecturer's performance. Reviewing from research phenomenon related to the lecture's performance, which relating to competence and commitment, so this study focuses on reviewing the impact of the lecturer's competence and commitment to the lecture's performance, through testing of a mediation model.

2 LITERATURE REVIEW

2.1 Competencies

The development of each organization is determined by human resources within it [14]. Where knowledge and capability of human resources provide opportunities for knowledge management created [15]. One of management knowledge that attaches to human resources is competence, as for the educational industry relating to the lecture's competence. Competence is a truly initial capital for the lecturer to provide science for students, the initial capital for lecturer to do study in researching, and the initial capital for lecturer to give dedication to society [9]. The lecturer's competence provides opportunities in the development of students' knowledge; in previous studies, competence is a unique science that must be possessed by universities relating to competitiveness [16]–[18].

In theory, competence is knowledge, skills, abilities, or personality characteristics that directly influence the lecturer's performance [9]. The lecturer's competence, according to Law No. 14 of 2005, includes pedagogical competence, personality competence, social competence, and professional competence. As stated in article 69, mentions that the guidance and development of the lecturer include the guidance and development of professions and careers. The guidance and development of a lecturer; pedagogical competence, personal competence, social competence, and professional competence. Guidance and professional development of the lecturer carried out through functional positions: guidance and career development of lecture as referred to include assignments, preferment, and promotions. By fulfilling the competencies required for a lecture, it expected that lecturer concerns to will become a lecture who becomes a role model for their students and they will provide better performance for their institution [9], this is one reason why competence's variable of the lecturer is essential to examine in this study.

2.2 Commitment

Commitment is the willingness of employees to work hard and to provide energy and time for a job or activity [19], which is the object of commitment is not only for an organization but also it can be people, groups of people, ideas, practice. Commitment is a statement that grows from the bottom of the heart to carry out its obligation seriously.

Commitment arises from someone's self-motivation when they work, as well as a lecturer as teaching staff who has commitments in which one of them is to educate students as well as possible [9]. Another exciting aspect of a commitment to the educational industry is a commitment concerning Three Pillars of Higher Education, which is consistency in conducting teaching well, consistency in conducting research, and community service [10], [20]. The matters that are always held by every lecturer; however, the reality in the field is not fully implemented. It means that other factors have a relationship with the lecturer's commitment.

In previous research studies, it noted that commitment is closely related to motivation [15], but the most important is competence—the higher competence of a lecturer, the opportunity to implement competence through a high commitment. At least, competence provides a positive outlook for the lecturer to commit to their profession [21]. The lecturer's commitment is closely related to the level of satisfaction that has been passed before as a lecturer [9]. It means that reciprocity from universities or government in protecting the lecturer plays a role in indirectly maintaining the lecturer's commitments. The commitment is related to the lecturer's intention to maintain a valuable relationship with his profession [21]. A close relationship signifies satisfaction with the satisfaction of a lecturer who works in his profession and receiving the reciprocity they want [22]. It explains the importance of attention from universities and the government in maintaining the lecturer's commitment.

Commitment has a standard measurement to be evaluated, namely by several factors, including affective commitment, continuous commitment, and normative commitment [23]. These three things in management science often measure the level of commitment either for customers or workers [24]; in fact, it can see the level of commitment that attached to someone. Along the way, commitment becomes one of the bases in measuring the lecturer's performance, where it has known in previous research that measuring the performance's educators from the commitment level has been done.

2.3 Performance

Performance is always associated with evaluations conducted to the results of works that are done by someone [25]. In connection with the lecturer, the intended evaluation of the lecturer in conducting Three Pillars of Higher Education has been carried out [10]. It means that teaching, researching, and dedicating to society are a measurement of the lecturer's evaluation in their performance.

Theoretically, performance stated as a measure of work results, which is done well with the quality or quantity [26]. So, that performance is said as an illustration of the achievement implementation of a work program in realizing the vision and mission of the company [27]. A person's performance is related to the company's business strategy; in this case, performance is an evaluation of the strategy implementation that has designed, and it will be achieved [28]. In the educational industry, the lecturer's performance is a workload that is received an implemented by lecturers every

year; it is evaluated both by universities and government on the lecturer's performance reports [10]. The lecturer's performance report relates to teaching, researching, and dedicating to community and the support, namely lecturer knowledge enrichment activities in the form of scientific meetings.

In the previous study, it has been explained that the lecturer's performance is related to commitment and also competencies possessed [29]. It means that an evaluation of the lecturer's commitment and competence is directly needed to evaluate their performance. Also, it also is known that there is a good relationship of competence in increasing commitment [30]. As the previous expert studies, it suspected that the lecturer's competence has an impact on the lecturer's commitment; besides that, it also suspected that competence has a positive impact on the lecturer's performance. And the support of a good relationship between commitment and the lecturer's performance [31]. It focused on the current study to lecturers in West Java and Banten.

3 METHODOLOGY

3.1 Method and Measurement

The research method used in this research surveyed. The survey conducted to lecturers in the Higher Education Service Institute region 4, which covered all the lecturers in West Java and Banten Province. The study examined experimentally so that the number of samples was determined as many as 384 distributed in several universities.

Data collected from lecturers through a questionnaire. The questionnaire designed with predetermined answers, namely the value of "1" for offensive statements to the value of "6" for excellent statements. The measurement of each variable was different, where for competence used pedagogic, professional, personality, and social level measurements. In commitment was determined, namely the level of active, continuous, and normative. As for performance, it was determined by several indicators, which were teaching, researching, and dedicating to the community conducted by lecturers.

3.2 Analysis and Hypothesis

This study uses three variables with competence, commitment, and the lecturer's performance with the Structural Equation Modeling approach to study the mediation model. The design of the research hypothesis presented as follows that consisting of three hypotheses and model design in Figure 1.

- H1. Competence has a positive relationship with the lecturer's commitment.
- H2. Commitment has a positive relationship with the improvement of the lecturer's performance.
- H3. Competence has a positive relationship to the improvement of the lecturer's performance.

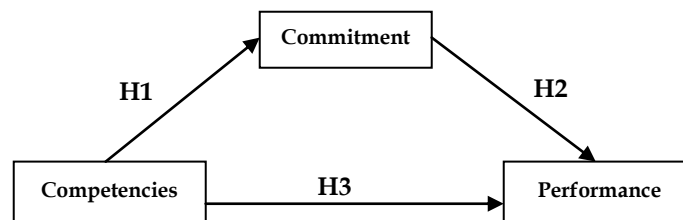


Fig. 1. Research Model

4 RESULT AND DISCUSSIONS

The results found that 384 respondents had filled out the questionnaire; all the data were valid because they filled in all. Then, data is processed using SmartPLS to test the Structural Equation Modeling a thorough evaluation of the outer model and inner model. The test finished through convergent validity, composite reliability, average variance extracted, and Cronbach alpha. The model test results stated that convergent validity is appropriate because it correlates more than 0.50, composite reliability is appropriate because the value is above 0.7, the average variance extracted is appropriate because the AVE value is more significant than 0.3, and the Cronbach alpha is appropriate because the discriminant validity suggested having a value of 0.7. Examining the test of research model is stated to be valid and reliable so that the model can be further analyzed, here are the model test results in Figure 2 with the summary of hypothesis test results in Table 1.

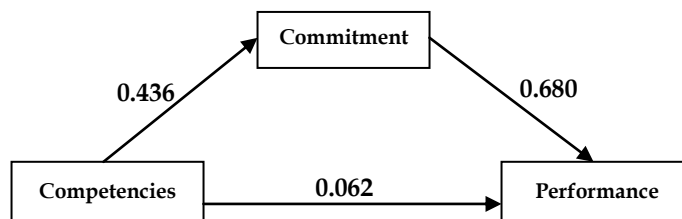


Fig. 2. Correlation Values

Table 1. Result of Hypothesis Tests

Hypothesis	t-value	Result
H1	3.413	Significant
H2	4.872	Significant
H3	0.035	Unsignificant

The model test results in Figure 2 can view that competence is positively related to commitment and performance, as well as commitment is positively related directly to performance. However, after the hypothesis competency test is directly not significantly related, it differs from the relationship of competence in commitment, and commitment to the lecturer's performance is significant for all (Table 1). The essence of findings in the results of this study is

a commitment to be able to mediate the relationship of competence with the lecturer's performance.

4.1 The Relationship of Competence to Commitment

The first finding will discuss the relationship of competence to commitment. Based on the results in Figure 2 and the hypothesis test in Table 1, it explained that the lecturer's competence has a relationship with the improvement of the lecturer's commitment. It means that each factor in the competencies, which are pedagogic, professional, personal, and social, are possessed by the lecturer can control to positive changes from the lecturer's commitments. Competence is an essential ability possessed by lecturers; each lecturer must have different competencies, based on these findings explain the importance of competence in attracting the lecturer's commitment in carrying out their work. Part of this finding is in line with previous research studies [30]; it tends to refine previous research that explains the importance of maintaining someone's commitment through competencies possessed.

Commitment is an essential part of an organization, especially for the educational industry through lecturers. The development of commitment can provide the optimum performance for the lecturer [11]. Commitment not formed easily; it takes time and adaptation from the lecturer [13]. It means that building commitment requires time and support from the surrounding environment. In this study, something that had an impact on commitment is competence. The essence of this finding is useful for universities in understanding the lecturer's competence, in order to be able to support the level of the lecturer's commitment as teaching staff who have the primary obligation to conduct Three Pillars of Higher Education.

4.2 The Relationship of Commitment to the Lecturer's Performance

The lecturer's commitment is in line with research results that can control the lecturer's performance. Based on Figure 2, it has explained that the correlation value of 0.680 is higher than the relationship of competence on commitment. Part of this finding emphasizes the importance of evaluating the level of commitment to the lecturer when it relates to the lecturer's performance, because the higher level of commitment, the better it supports the achievement of the lecturer's performance. Of course, part of this finding is also in line with previous research studies [31], [32], where the essence of the lecturer's performance depends on more than the lecturer's commitment to carrying out their work. The genuine commitment formed by three main things, namely active commitment, continuous commitment, and normative commitment [33]. Affective commitment relates to the level of lecturer's participation in implementing Three Pillars of Higher Education; it appears that lecturers who play an active role have a role in evaluating their performance.

Moreover, the lecturer needs to play an active role in every academic activity. Second, it relates to continuous commitment, which is a commitment to carrying out duties as a lecturer is not bothered by other activities. More specifically, the lecturer focused on implementing Three Pillars of Higher Education rather than a double profession. The undoubtedly good for the lecturer's career because the more lecturer is diligently carrying out his works, the more professional of lecturer assessed by his colleagues and students. Finally, it relates to normative commitment, which is commitment relates to scientific activities. It is not uncommon for the lecturer to make wrong decisions both on the research roadmap or teaching specialization. This phenomenon needs surely reviewed again; it is possible because of other motivations from the lecturer. Remember, there is a study that explains the impact of motivation on the lecturer's commitment [34].

The lecturer's performance is an achievement made by the lecturer every semester. In the end, it takes to the lecturer's commitment every semester so that the evaluation of the lecturer's performance is in line with expectations, namely the achievement of the lecturer's Three Pillars of Higher Education.

4.3 The Relationship of Competence and the Lecturer's Performance

Another finding of this study is the relationship of competence to the lecturer's performance. Based on data from Figure 2, it has explained that competence has a relationship with the lecturer's performance. However, after it is evaluated based on the hypothesis test results (Table 1), it appears that the relationship of competence is not significant, or it does not have a significant impact on the lecturer's performance. So, it can investigate that the lecturer's performance cannot directly evaluate through the competence possessed by the lecturer. It seems clear that this research is not in line with previous studies [7], where the study explains directly of the competence is the initial capital in creating performance. Happens differently because of possible differences in the object of study, competence means generally support to performance, but it is not for the educational industry. Where it needs support from other factors, as in this study, the ability of commitment to mediate competence with the lecturer's performance. Because it is indirectly or through commitment that can change positive things from the lecturer's performance.

This latest finding recognizes that the proposed research model needs to change by explaining the importance of mediation from the commitment to the relationship of competence with the lecturer's performance. Where in the lecturer's performance, three things need to achieve are teaching, which can provide knowledge to students, researching which can become additional knowledge for lecturer and service/ dedication as the implementation of lecturer's knowledge for community.

The review of this study has explained the relationship between competence and commitment to the lecturer's

performance, and the novelty of the research is the concept of mediation of the lecturer's commitment to supporting the relationship of competence with the lecturer's performance. These findings have undoubtedly important information for universities which cares to lecturer and government who protects to the lecturer's performance. In the future, it is necessary to pay attention to the lecturer's behavior relates to the level of the lecturer's commitment. Many things can be doing related to the lecturer's commitment, including the provision of training or research activities by focusing lecturers on their fields [35]. The financial support of lecturers through a series of research grants or dedication of lecturer for the educational industry and society. With the goal of the lecturer's commitment to evaluating the lecturer's performance, which can improve the level of education in Indonesia.

5 CONCLUSION AND RECOMMENDATION

The essence of this research is a study of the relationship from the lecturer's behavior which is the competence and commitment that have been given and the evaluation of the lecturer's performance in the universities. The research finding conveys that the lecturer's performance can be improved through the lecturer's commitment directly, with the support from indirect competence. However, it not recommended that the lecturer's performance is evaluated directly on their competence because it does not have a positive impact. Other findings in this study explain that the importance of mediation of commitment so that a model of commitment mediation arises over the relationship of competence with the lecturer's performance.

The results of this research finding certainly have important information for stakeholders, including universities and government, in evaluating the lecturer's performance. However, there are limitations where the study does not widen on other factors, which are also useful in evaluating the lecturer's performance, such as motivation and personality traits that have linkage theoretically. It becomes a recommendation in further research, for the study of the lecturer's performance evaluation is better, and it supports the improvement of education both nationally and internationally.

ACKNOWLEDGMENT

Special thanks are said by two authors in this collaboration research, especially for Langlangbuana University, STIA LAN Bandung, Binus University, and Higher Education Service Institute region 4, who have provided material and non-material support. So, research can be published relating to the lecturer's behavior in West Java and Banten.

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