



THE FACTORS THAT INFLUENCE TO LECTURERS PERFORMANCE WITH MOTIVATION AS AN INTERVENING VARIABLE

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ABSTRACT

The purpose of this research is to examine about lecturer performance. Research in the first year study the performance of lecturer related aspects of behavior that influence performance of lecturer with contingency model approach. Variables in this research include: lecturer performance, organizational commitment, professional commitment and motivation. Research population are lecturers at PTS in East Java. Sample selection procedure is determined by using random sampling method. Analysis technique and hypothesis testing using path analysis. Results of the research on the first year shows that motivation is function as intervening variable that mediate the relationship between organizational commitment to performance of lecturer. Motivation does not mediate relationship between professional commitment to lecturer performance. This research also concluded that motivation significantly influence to lecturer performance.

Keywords : lecturer performance, organizational commitment, professional commitment and motivation.



I. INTRODUCTION

1.1. Research Background

Growth of an organization determined by quality of human resources. Thus, human resources must be considered properly including compensation factors are expected to improve productivity. Contribution of universities in creating quality human resources is very significant. According to Constitution number 20th of 2003 about National Education System, explained that:

- 1) College can set up a program of academic, professional and vocational.
- 2) Profession education that higher education after degree program must have a specific job skill requirements.
- 3) Vocational education that higher education equivalent a maximum degree program must be having specific applied skill job requirements.

It also confirms the requirements of expertise or competence in higher education. Responding to these demands, many universities are developing a competency based curriculum that shifts based curriculum substance. Not all majors or courses will match with competency based curriculum.

Private universities as partner universities state, as mentioned in Broad Outlines of State Policy in 1999, private colleges as part of the national education system should be actively encouraged to promote growth, roles, responsibilities, and quality of education while still heeding characteristic private universities concerned and conditions of general education. This means that universities should strengthen ability of ranks / academic community to become more professional and quality.

Swasto (1995) said that role of lecturers as well as educators as well as researchers and disseminators of information. This means that performance is determined from the number of faculty also presented papers in seminars, writing articles in scientific journals and books are weighted compilation. In addition lecturers need to have the ability to think logically and critically, master the principles and methods of research and be able to communicate the results of research. Thus teachers are always responsive to developments in science, technology and social.



1.2. Research Objectives

Contingency Model Research to Improve Lecturer Performance and Satisfaction Stakeholder of Graduate University is a multi-year study that based on a specific roadmap research in one scenario. This study aims to identify and provide solutions to grounding or superior human resource development for benefit of nation and state, which in many ways:

- 1) Improve the lecturers performance of private colleges in East Java.
- 2) Improve the competence of graduates of private universities in East Java, according to the needs of stakeholders and the labor market in the era of globalization.
- 3) Increase stakeholder satisfaction of private college graduates in East Java.

In addition, purpose of this study was also to demonstrate empirically that the lecturers performance are directly influenced by organizational commitment and commitment to profession as well as indirectly through the mediation of motivation. Competence of graduates of private universities in East Java is strongly influenced by the lecturers performance either directly or indirectly through organizational commitment and professional commitment as a moderated. Stakeholder satisfaction is influenced by competence graduates either directly or indirectly through organizational commitment and professional commitment as mediation.

1.3. Benefits of Research

Benefits research are primarily to provide a solution or a reference basis in development of human resources for the purpose of community development, state and nation. Results of this study are expected to benefit for community, especially educational institutions and business community, in terms of:

1. Equitable access to education, especially secondary education and higher education.
2. Improving the quality of education.
3. Reducing gap between skills taught in educational institutions with employment needs.



Dancing with Diversities and Local Values in Multiparadigm
Accounting Research (Methodology) Orchestra



1.4 Urgency Research

Article 3, paragraph 1 of Teachers and Lecturers Constitution number 4, 2005, stated that Teachers and Lecturers have accrued as professionals in higher education who are appointed in accordance with statutory regulations. Further stated that lecturer are professional educators and scientists with primary task to transform, develop, and disseminate science, technology, and arts through



2. Research and writing of scientific papers, include:
 - a. Conduct scientific research
 - b. Produce research and scholarly works
 - c. Writing textbooks
 - d. Guiding preparation of research writing, thesis and dissertation
 - e. Lead / participate actively in seminars, scientific meetings
 - f. Guiding research to lead to specialization and guide manufacture of scientific reports
 - g. Research assistant in preparation of thesis

3. Community service activities, including:
 - a. Fostering institutional and scientific cadres
 - b. Designing policies and overall academic master plan
 - c. Discretion in designing overall master plan (academic and physical)
 - d. Authorities in field of specialization
 - e. Plan and implement programs establishment / formation of cadres
 - f. Helping people by providing counseling and implementation of research results

Besides duties and responsibilities, lecturer is also to cultivate a scientific attitude through cultivation of curiosity for himself or others. This is because curiosity is basis for a person to grow and develop intellectually. In accordance with nature of science, which is always looking for the truth which is basis of research.

II. HYPOTHESES DEVELOPMENT AND LITERATURE STUDIES

2.1. Higher Education

Higher Education according to Government Regulation No. 60 of 1999 was education at a higher level than secondary education in education track. Furthermore, college as an educational unit which is higher education can be divided into two parts, namely academic and professional paths. Based on above understanding, students as learners occupy prestigious positions in society and are expected to have high quality. According to Tanjung (1995), college education is designed to prepare well-educated human resources who have a



certain degree of quality. With educational activities and teaching, research and community service are expected to produce different types of experts who have awareness of intellectual and professional abilities.

Clause 2 of Government Regulation No. 60 of 1999 on higher education, stated that purpose of higher education as follows:

- (1) Prepare students to be people who have academic and professional skills to implement, develop and create science, technology and arts.
- (2) Develop and disseminate science, technology and arts to pursuing its use to improve people's lives and enrich national culture.

College as a place to establish a cadre of nations leaders requires a different way of special management that different with non college education institutions management, because container was collected group of human resources that knowledgeable and reasoned. Infrastructure of higher education that proposed by Darjowidjojo (1992), include: (1) Means for Education and Teaching. (2) Means for Research. (3) Facilities for Community Service. (4) Mental Development. (5) External Factors. (6) Curriculum. (7) Cost of Education. (8) Management Information Systems.

2.2. Lecturer Performance

Convention No.14 of 2005 on Teachers and Lecturers, and Indonesian Government Regulation No. 37 of 2009 about Lecturer, said that lectures are professional educators and scientists with main task to transform, develop and disseminate science, technology, and arts through education, research and community service (Tridharma Perguruan Tinggi).

Ministry of Education (2004), stated that lecturer performance is ability to perform a job or task held lecturer in completing a job. Performance may be defined as presentation of work, job execution, job attainment, or performance work (LAN, 2004). Correspondingly that Smith (1982: 393) states, performance was "... output drive from processes, human or otherwise." So, performance is the result or outcome of a process. Educational performance criteria as stated by Blazey, et al. (2001: 31) aims to: (1) improve performance, capabilities, and output of education, (2) facilitate communication and exchange of information on best



educational practices with various types of educational institutions, and (3) as a tool for understanding and improving performance of educational institutions as well as guidance in strategic planning.

2.3. Motivation

Motivation is something that cause started movement, something that makes people act or behave in certain ways. Motivating people is to show them a certain direction and take necessary steps to ensure that they get reach destination. Motivation teory arises from variety concepts such as need theory, equity theory and expectancy theory. Analysis of motivation should focus on factors that drive and direct activities of a person. An expert emphasizes motivation aspects that lead to goals.

Reksohadiprodjo (1990) defines motivation as personal circumstances that encourage desire of individuals to carry out certain activities to achieve a goal. Any activity performed by a person that driven from a power within them. This driving force is called motivation. Motivation of someone will realize a goal-directed behavior to achieving job satisfaction. Moekijat (1992) suggested that motivation is a process or a factor that encourages people to act or behave in a certain way. Process of motivation includes three aspects: recognition and assessment of needs unfulfilled, goal setting which will determine satisfaction, as well as determining actions necessary to satisfy requirement.

Motivation is important because it is expected that each individual with motivation to work hard and enthusiastically to achieve high employment. Work motivation can generally be identified as a series of driving force that comes from within and beyond individual itself. Both power sparked interest and work related behavior and determine direction, intensity and duration of individual's behavior or habits. Purpose of motivation according to Hasibuan MSP (1996), include: (1) Encourage passion and employee morale. (2) Improve employee morale and job satisfaction. (3) Retain loyalty and stability of company's employees. (4) Improve discipline and lower levels of absenteeism. (5) Creating an atmosphere and a good working relationship. (6) Increase creativity, participation and employee benefits. (7) Increase sense of responsibility for task, increase labor productivity and improve efficiency.



2.4. Organizational Commitment

Organizational commitment tends to be defined as a combination of attitude and behavior. Organizational commitment involves three attitudes that is, a sense of identifying with goals of organization, a sense of engagement with task organization, and a sense of loyalty to organization. Kalbers and Fogarty (1995) using two views on organizational commitment, affective and continuence. Research results revealed that affective organizational commitment related to a view of dedication, professionalism, whereas continuence organizational commitment is positively associated with a negative experience and professionalism with a social obligation.

Buchanan (1974, in Vandenberg 1992) defines commitment as accept on values of organization (identification), psychological involvement (psychological immerson), and loyalty (affection / attachement). Commitment is an attitude and behavior are mutually encourage (reinforce) between one another. Employees who are committed to organization will demonstrate positive attitudes and behaviors toward agency, employee will have spirit to keep defending organization, seeking to improve performance, and has confidence that is sure to help realize goals of organization. In other words, employees' commitment to organization is employee loyalty to organization, as well as will foster loyalty and encourage involvement of employees in making decisions. Therefore, commitment will create a sense of belonging (sense of belonging) to employees of organization. It is expected to run well so as to achieve success and prosperity of organization in long run.

2.5. Professional Commitment

Commitment to profession is level of individual loyalty to profession as perceived by individual. Professional commitment that based on understanding behavior, attitudes and professional orientation in carrying out one's duties is a reflection of norms, rules and code of profession ethics. Norms, rules and code of ethics serves as a control mechanism that will determine quality of his work. This means that in a professional there is a system of values or norms that will govern their conduct in performance of duties or work. Rate desire to maintain a professional attitude may vary from one worker to another worker, depending on



each individual perception. This course will give feel of a professional commitment are different. That's why in a professional association emphasized that there is a level of commitment of highest professional are realized with quality performance as well as a guarantee of success in implementation of task / job at hand.

2.6. Influence Of Organizational Commitment To Lecturer Performance

Several studies have shown that organizational commitment also directly influence to job satisfaction (Bateman & Strasser, 1984 in Vandenberg 1992). The reason is based on a behavioral perspective about organizational commitment that an action is always associated with organization and conditions around in which action will determine attitudes and behaviors of organizational commitment (Salancik & Pfeffer, 1978; Staw, 1980, in Vandenberg, 1992). Strong commitment attitude to organization arising from interaction of an individual with organization when there are being alternatives offer that attractive from a job. Work gives hope that aligned with wishes, desires and past experiences of joy that will enhance employee performance. Based on logic of research results and conclusions from theoretical basis, it can be defined hypothesis as follows:

H1: Organizational commitment directly influence to lecturer performance.

2.7. Influence Of Commitment Professional To Lecturer Performance

Noris and Neibuhr (1984), from research results revealed that professionalism positively related to commitment and job satisfaction, but it is not a dimension of autonomy and professionalism. Kalbers and Fogarty (1995) from research results revealed that there is a significant relationship between experience with professional commitment, relationship with other professions (association). A professional would be happy (comfortable) to associate themselves with their professional organizations in carrying out their duties, and they are more willing to comply with norms, rules and code of professional conduct in solving problems encountered in performance of its duties, and this is no exception between man auditor and woman auditor in public accounting. Norms, rules and code of conduct serves as a control mechanism that will determine quality of auditor performance. Meanwhile,

professional commitment of course always maintained consistently excellent and improving lecturer performance.

Based on logic of above research results and conclusions from theoretical basis, it can be defined hypothesis as follows:

H2: Commitment professional directly influence to lecturer performance.

2.8. Influence Of Organizational Commitment To Motivation

Mobley et al (1979) define organizational commitment as degree of frequency identification and engagement level of individual to particular organization that is reflected by following characteristics: (a) a strong belief and acceptance of values and goals of organization, (b) willingness to seek best for the organization, and (c) there is a definite desire to maintain participation in organization.

While employees that committed to organization will demonstrate positive attitudes and behaviors toward agency, employee will have spirit to keep defending organization, seeking to improve performance, and has confidence that is sure to help realize goals of organization. In other words, employees' commitment to organization is employee loyalty to organization, in addition also foster loyalty and encourage involvement of employees in decisions making.

Organizational commitment of someone will cause motivation to work best in an organization as an effort toward a common goal, as a consequence of that commitment can be realized or achieved. Since motivation is a process or a factor that encourages someone to act or behave in a certain way in accordance with its commitments.

Based on theoretical basis then it can be formulated hypothesis as follows:

H3: Organizational commitment directly influence to motivation.

2.9. Influence Of Professional Commitment To Motivation

Profession commitment is level of individual loyalty to profession as perceived by individual. Professional commitments underlying behavior, attitudes and professional orientation of a person in performing a task or job. Norms, rules and codes of ethics that serves as a control mechanism will be able to determine quality of professional work. Thus,



profession's commitment will affect one's motivation in working particularly in order to get title as a true professional as a pride in a professional association.

Based on the theoretical basis then it can be formulated hypothesis as follows:

H4: Commitment profession directly influence to motivation

2.10. Influence Of Motivation To Lecturer Performance

Linkage between motivation and job satisfaction shown on Syafar (1996) research result. In this studies, Syafar stated that both motivation and job satisfaction influence quality of employees. According Syafar in this psychological work is influenced by intelligence, talents, interests, personality, motivation and education. These influence will result in performance.

Performance itself is a function of motivation in produce at some stage. In addition to performance motivation can also be studied through job satisfaction. Job satisfaction is ultimate goal of every employee. Achieving job satisfaction will improve performance and employee performance. It's just that job satisfaction is very subjective because it depends on circumstances and nature of each individual employee. Each employee will achieve job satisfaction there are different from each other according to background and value system espoused. Nature of individual job satisfaction is causing more and more aspects that have not been tune with wishes and needs of individuals work. Individual needs and desires that influence level of job satisfaction, it is associated with employee motivation. Thus it can be said that the fulfillment of motivation can increase job satisfaction. Based on logic of research result and conclusions of theoretical basis then hypothesis can be formulated as follows:

H5: Motivation directly influence lecturer.performance

2.11. Influence Of Organizational Commitment To Lecturer Performance Through Motivation.

Someone who join an organization must take wishes, needs, and past experiences that shape her work expectations, and together with organization trying to achieve a common goal. To be able to work together and achieve a good job, an employee must have a high commitment to organization. Organizational commitment will influence many behaviors

important for an organization to function effectively. Organizational commitment can grow where when work expectations can be met by organization well. Furthermore, fulfillment of hope of this work will lead to job satisfaction. Job satisfaction level indicates compliance with expectations of a lot of work that is often a motivation to work. According Reksohadiprodjo (1990) motivation is personal circumstances that encourage desire of individuals to carry out certain activities to achieve a goal. Any activity performed by a person that driven a power from within that person. Driving force is called motivation. Motivation of someone will realize a goal-directed behavior to achieve the ultimate goal, namely job satisfaction. Several studies have shown that job satisfaction is directly related to work motivation (Rahardja, 2000). Real illustrate of this relationship is that motivation encourage higher job satisfaction. Job satisfaction will be higher when the wants and needs of employees that working motivation is fulfilled. Besides that loyalty to organization is also required and this is a continuing process in which organizational participants must give attention to organization for success and welfare of that continues. Based on theoretical basis then hypothesis can be formulated as follows:

H6: Organizational commitment indirect influence to lecturer performance through motivation.

2.12. Influence Of Professional Commitment To Lecturer Performance Through Motivation

Commitment to professional is basically perception cored loyalty, determination and hope someone guided by a system of values or norms that will direct that person to act or work according to certain procedures in order to carry out their duties with a high success rate. It can make a professional commitment as idea that drives motivation in work. Motivation is something that started movement, something that makes people act or behave in certain ways. Motivating people is to show a certain direction to them and take necessary steps to ensure that they will reach a destination. Professional commitment will lead to motivation to work professionally as well. A professional who is consistently able to work professionally and of his efforts are rewarded accordingly, of course will get job satisfaction in him. Because that's motivation can not be separated from that job satisfaction is often

expectations of one's work. Real illustrate of that relationship is motivation encourage higher job satisfaction. Performance will be higher when the wants and needs of employees that working motivation is fulfilled.

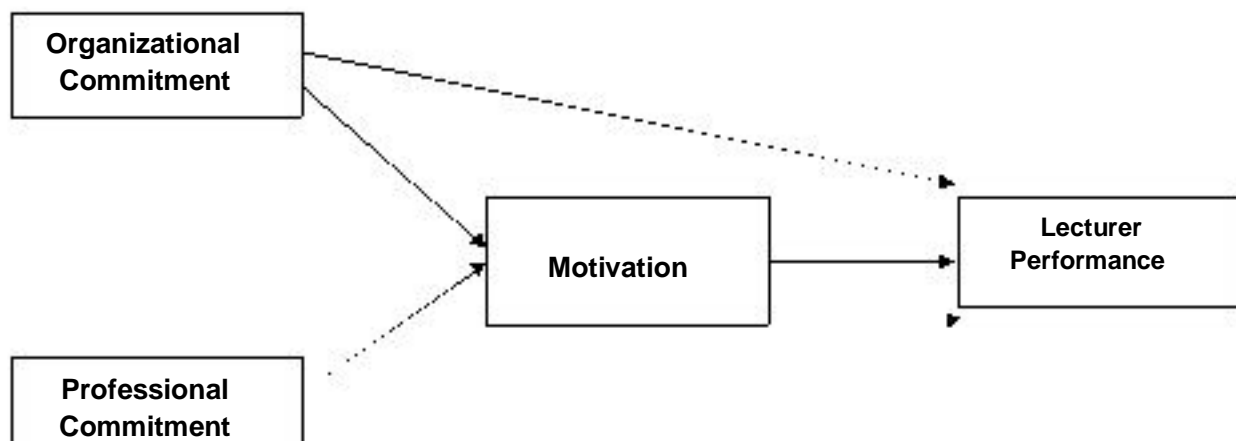
Based on logic review of description and conclusions theoretical basis, hypothesis can be formulated as follows:

H7: Commitment professional indirect influence on lecturer performance through motivation

More clearly hypotheses of this study can be expressed in Figure 2.1 for the research model as follows below.

Figure 2.1

RESEARCH MODEL



III. RESEARCH METHOD

3.1. Population and Sampling Techniques

Respondents were all of accounting lecturers, the lecturers appointed by foundation and state lecturers or Kopertis lecturers at private college directory of Kopertis Region VII East Java in 2010, with education level S1, S2, S3 that has been experienced at least three years and not a structural officials, as many as 1161 lecturers (as respondents).

From 1,161 registered accounting lecturer of Kopertis Region VII are scattered in various private colleges in East Java, includes: Surabaya, Sidoarjo, Malang, Blitar, Mojokerto, Jombang, Kediri, Tulungagung, Madiun, Ponorogo, Gresik, Lamongan , Tuban, Bojonegoro, Pamekasan, Sumenep, Pasuruan, Lumajang, Jember, Probolinggo, Banyuwangi.



This research was conducted by survey method. Data obtained using a questionnaire that distributed to respondents directly or indirectly via postal services.

Sample selection procedure is determined by using random sampling method. According Arikunto (2006:134) when a large population or more than 100 research subjects, then taking number of samples can be done between 10-15% or 20-25% of population or subject. Minimum sample number of this study was $10\% \times 1161 = 116.1$ (rounded 116 respondents).

3.2. Types and Sources of Data

Types of data used in this study is primary data. Primary data were obtained using a structured questionnaire in order to gather responses about questionnaires from accounting lecturers who work on private colleges in East Java as respondents. Sources of data in this study were obtained from total score questionnaires that were sent to accounting lecturers who work at private colleges in East Java.

3.3. Data Collection Procedures

Data were collected with questionnaires that distributed directly to respondents. To maintain confidentiality of respondents that questionnaire was designed with anonymous identity. Questionnaires manual instructions made simple and clear as possible for easy stuffing with complete real answer.

Questionnaires delivery not only mailed by researcher directly to each private college in East Java, researchers also assisted by courier. In addition, most of questionnaires sent by postal services. Questionnaires were sent alone by researchers in order to determine direct object of study, it is also that rate of return (response rate) questionnaires could be higher. As for retrieval of respondents questionnaire, researchers assisted by general assistant with deadline for taking questionnaires is one month after questionnaire receipt, with a grace period of one month to two months for delivery and collection questionnaire.

final delimitation questionnaires from date of decision is one month after date of questionnaire receipt with a grace period of one month for delivery and two months for questionnaire collection.

3.4. Analysis Techniques

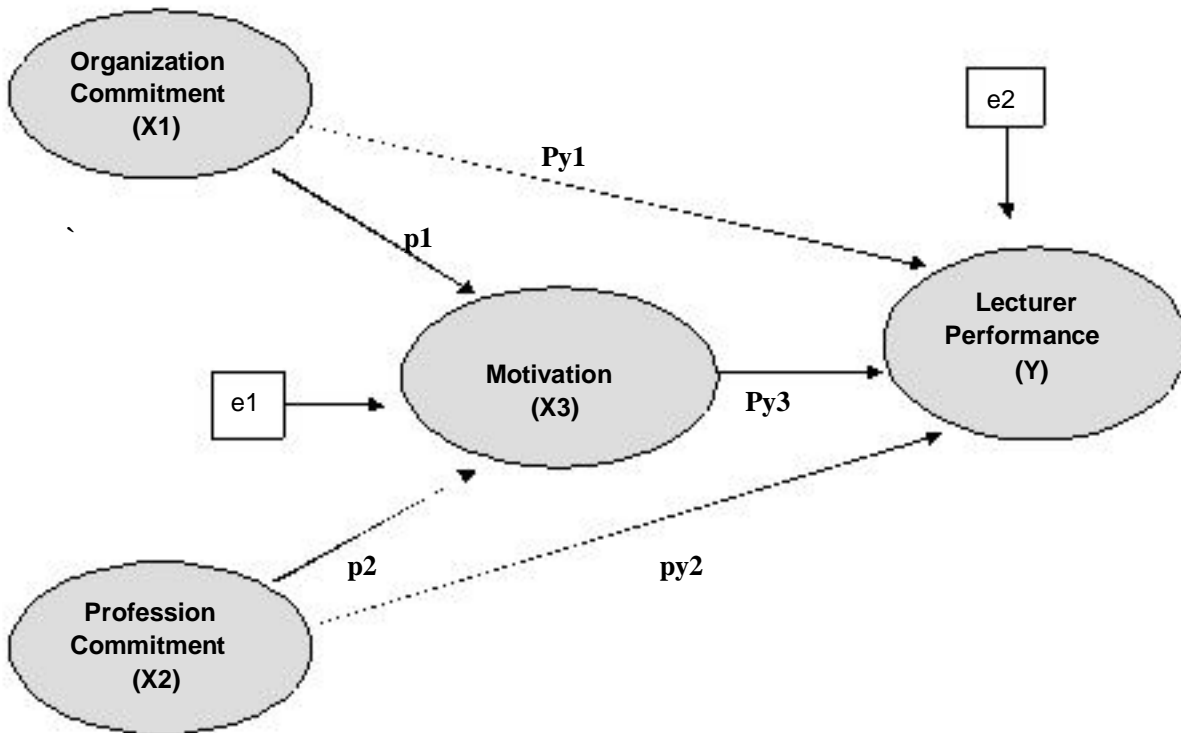
Data obtained in this study need to be analyzed in order to draw appropriate conclusion. Hence analytical techniques need to be established in accordance with research objectives that to be achieved, also to test truth of hypothesis (Cooper and Emory, 1995). In this study, there are several steps in data analysis, include:

The first stage, that is to test validity and reliability testing instruments. Validity test done to make sure that each research instrument capable of measuring variables defined in this study. An instrument is said to be valid, if it is able to measure what they want and express data of variables studied precisely (Ghozali, 2001:45). Validity test performed with item analysis, where each value obtained for each item correlated with total value of all variable items. Correlation test used is Product Moment Correlation, with minimum requirement is an item considered valid values of $r \geq 0.30$ (Sugiyono, 2001:116). While reliability test is intended to determine extent of measurement results remained consistent when measured two or more times that same statement using same measuring device. Reliability tests in this study using Cronbach Alpha (α) techniques, where an instrument can be said to be reliable, or if they have a Cronbach Alpha reliability coefficient ≥ 0.6 (Nunally, 1981). Reliability tests in this study performed using SPSS 15.0. Reliability test results depends on seriousness of questionnaire respondents in answering all questions in study. If data has been tested to meet reliability criteria, then do next step which is to test hypotheses that have been formulated.

The second step, to analyze influence of organizational commitment and profession commitment to lecturer performance with motivation as a mediating or intervening variable. Test equipment used adjusted research model. For this study, collected data were analyzed using path analysis techniques. Manually path analysis can be performed using multiple linear regression analysis to determine accuracy of prediction of whether there is a strong influence of independent variables with dependent variable. Path analysis is a development of regression analysis. By using path analysis to know relationship between four or more variables. In this study, path analysis performed using SPSS 15.0.

This research path analysis model can be described in Figure 3.1 as follows.

Figure 3.1
PATH ANALYSIS



Equation lines according to Figure 5.1 above are:

$$\text{Equation 1: } X3 = p1X1 + p2X2 + e1 \dots\dots\dots (1)$$

$$\text{Equation 2: } Y = py1X1 + py2X2 + py3X3 + e2 \dots\dots\dots (2)$$

Description:

- p1 = path coefficient variable of organizational commitment to motivation
- p2 = path coefficient variable of professional commitment to motivation
- py1 = path coefficient variable of organizational commitment to lecturer performance
- py2 = path coefficient variable of professional commitment to lecturer performance
- py3 = path coefficient variable of motivation to lecturer performance
- e1 = Error (error) equation 1

e_2 = Error (error) equation 2

Confidence level in this study was 95% with an error tolerance level (5% significance level). Conclusion of analysis results in this study were directed at p-value. If p-value is greater than tolerance limit of 5% means that analysis results accept null hypothesis or not signifikan. If analysis p-value is less than 5% tolerance limit of analytical results then reject hypothesis null or results of analysis are significant. Analysis data was carried out using SPSS 15.0.

IV. RESULT AND DISCUSSION

4.1. Overview of Respondents

The research was conducted by collecting data through sending questionnaires directly and via postal service to 779 respondents. Sending questionnaire was conducted in July 2012, and is expected to return three weeks after questionnaires received by respondent.

Process of data collection is more or less three weeks until early in September 2012.

From 779 questionnaires were sent to respondents, as many as 137 copies returned with a response rate of 17,59%. From 137 questionnaires were returned, there were 117 questionnaires that can be analyzed. While number of 20 questionnaires could not be analyzed because respondents only answered part of question list.

Final amount of data being analyzed exceeds a minimum sample of research, that is $10\% \times 1161 = 116$ as described in methods of research before. Table 4.1 shows the sample and rate of return sample.

Table 4.1
Sample and Returns

Questionnaires sent	779	copies
Questionnaires did not respond	642	
Questionnaires that responded	137	
Questionnaires did not used	20	
Questionnaires can be used	117	
Rate of return questionnaires : $137 / 779 \approx 100\% \approx 17,59\%$		

4.2. Validity Test and Reliability Data

Construct validity in this study were tested using corrected item-total correlation, which correlate with total scores and obtained scores on each question item. With number of respondents $n = 117$ and 5% significance level, questionnaire items declared valid if correlation coefficient r was more than 0.11 (Santoso, 2001). Correlation coefficient r research questionnaire can be seen in corrected item-total correlation. If an item questionnaire is invalid, then that item will be removed. Questionnaire for organizational cultural variables is removed three items. Number of questionnaire items removed for invalid can be seen in Table 4.2.

Reliability analysis is done using Cronbach Alpha coefficient of 0.6 for each questionnaire each variable. Reliability indicates consistency of devices in measuring the same phenomenon. A reliable devices expressed if Alpha coefficients above 0.6 ($\alpha > 0.6$). Reliability testing conducted after test of validity, which valid items only are included in this test. Table 4.2 shows of validity and reliability results:

Table 4.2
Result of Validity and Reliability Test

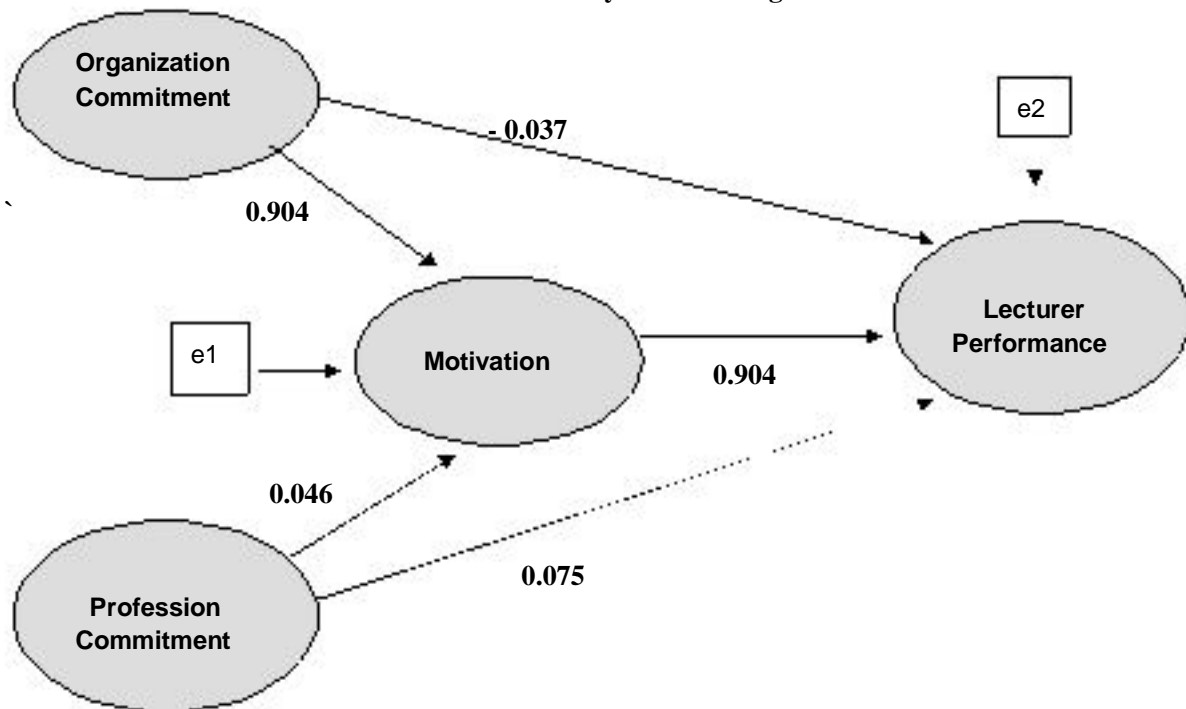
Research Variables	Before deleted		After deleted	
	Number of Questionnaire item	Alpha coefficient	Number of Questionnaire item	Alpha coefficient
Organizational Commitment	5	0.614	-	-
Professional Commitment	7	0.699	6	0.793
Motivation	5	0.715	-	-
Lecturers Performance	5	0.766	-	-

4.3. Hypothesis Testing

To determine pattern of relationship between four variables of the study, it will be tested seven hypotheses. This hypothesis was tested by using path analysis. Testing hypotheses using path analysis to examine influence of each independent variable to dependent variable. Testing hypotheses with path analysis is based on processing of research model. Results of processing data by path analysis can be seen in Figure 4.2 as follows.

Figure 4.2

Result of Path Analysis Processing



The results of processing data in figure 4.2 above it can be seen how much influence of each variable to another variable or called with path coefficients. The results of research hypothesis testing that proposed at early part of study, can be seen in Table 4.3 below.

Table 4.3.
Regression Weights

	Estimate	Standard Estimate	S.E.	C.R.	P

Mo	<--	KO	0,826	0,904	0,037	22,618	0,000
Mo	<--	KP	0,039	0,046	0,034	1,163	0,247
KD	<--	KO	-0,047	-0,037	0,084	-0.562	0,575
KD	<--	KP	0,070	0,075	0,064	1,089	0.279
KD	<--	Mo	0,988	0,904	0,044	22,488	0.000

Based on results of processing data in Table 4.3. above, hypothesis testing can be done by comparing value of CR and P for each relationship between variables with significance limitations predetermined is 1.96 with a limit of 5%.

Hypothesis I stated that organizational commitment directly influence lecturers performance. In processing of data in Table 4.3. note that value of C.R. on relationship variables of organizational commitment with lecturers performance is equal to 0,562 with P value of 0,575. By this value then hypothesis I is rejected, because value of CR and P is not eligible significance that is equal to 1,96 and 0,05. Based on results of data processing, it can be stated that there is no significant influence of organizational commitment to lecturers performance variable.

Hypothesis II stated that professional commitment directly influence lecturers performance. In processing of data in Table 4.3. note that value of CR and P on relationship variables of profession's commitment with lecturers performance is equal to 1,089 with P value of 0,279. Based on these values, hypothesis II to be rejected in this study, because it does not qualify significance. These results it can be concluded that there is no significant influence between profession's commitment to lecturers performance variable.

Hypothesis III stated that organizational commitment variables directly influence to motivation. Based on results of data processing show that value of C, R and P on relationship between organizational commitment and motivation variable is equal to 22,618 with P value of 0,000, it can be stated that hypothesis III is accepted, because value of CR and P are

qualified significance. Thus, it can conclude that there is a significant influence of organizational commitment to motivation variable.

Hypothesis IV stated that professional commitment variables have a significant influence on motivation. Based on results of data processing show that value of CR on relationship between professional commitment and motivation variable is equal to 1,163 with P value of 0,247 are not eligible significance. It can be stated that hypothesis IV is rejected. Thus concluded that there is no influence of professional commitment to motivation variable.

Hypothesis V stated that motivation has a significant influence to lecturers performance. From results of data processing show that value of CR and P on relationship between motivation and lecturers performance variables are at 22,488 with P value of 0,000, then it can be stated that hypothesis V received. Thus it can be concluded that motivation significantly influence to lecturers performance.

Hypothesis VI stated that motivation is mediates relationship between organizational commitment to lecturers performance. Results of data processing show that understanding of organizational commitment through motivation influence of 0,817 to lecturers performance with a significance level of 5%. It can be stated that hypothesis VI accepted because having already qualified significance. Thus it can be concluded that organizational commitment through motivation as an intervening variable significantly influence to lecturers performance.

Hypothesis VII stated that professional commitment have a significant influence to lecturers performance through motivation. The results of data processing show that professional commitment through motivation influence of 0,041 to performance lecturers with a significance level of 5%. It can be stated that hypothesis VII is rejected. Thus, it can be concluded that profession's commitment not significantly influence to lecturers performance through motivation as an intervening variable.

4.4. Influence Analysis

In the influence analysis phase, conducted influence analysis of independent variable to dependent variable on relationship that has been proven to significantly. Based on results of hypothesis testing has been known that only two hypotheses were proved to be significant,

and thus only two influences analysis can be done. To analyze influence of independent variable to dependent variable it can be seen in Table 4.4 below.

Table 4.4
Influence Analysis

	Standardized Direct Effect			Standardized Indirect effect			Standardddized Total Effect		
	KO	KP	Mo	KO	KP	Mo	KO	KP	Mo
M o	0,904	0,046	0,000	0,000	0,000	0,000	0,904	0,046	0,000
K D	-0,037	0,075	0,904	0,817	0,041	0,000	0,447	0,116	0,904

Table 4.4. above it can be seen that organizational commitment variable is more dominant than motivation variable in influencing to professional commitment.

While it is in influencing of lecturers performance from three independent variables that namely organizational commitment, professional commitment and motivation are the most dominant influence is motivation variable.

In processing results can also be known indirect influence of variable organizational commitment and professional commitment to lecturers performance through motivation, with variable value is 0,817 and 0,041. Compared to direct influence of variable organizational commitment and profession's commitment to lecturers performance at 0,037 and 0,075. Indirect influence on organizational commitment to lecturers performance through motivation as intervening variables have a greater influence is 0,817 than direct influence which is 0,037. Thus, motivation variable serves as an intervening variable. So the results of this study emphasize that indirect influence of organizational commitment to lecturers performance through motivation as an intervening variable.

Indirectly influence professional commitment to lecturers performance through motivation as intervening variables have a smaller influence. Thus, influence of intervening variables of motivation can be ignored, so the results of this study emphasize professional commitment to direct influence of lecturers performance.



4.5. Implications of Research Findings

Based on these results, it is necessary implications that can contribute to lecturers, especially private college lecturers, either there are juniors or seniors lecturers. In addition, also practitioners and users (stakeholders) of college graduates to increase knowledge and develop a repertoire of human resource management.

Model test results show that indirect influence on organizational commitment to lecturer performance through motivation has a coefficient greater than direct influence. Thus, it can be implied that lecturers performance improvement can be done by giving rewards to lecturers who excel and panism given if lecturers were breaking rules that have been defined. In addition, there are ways in which college leaders to motivate his lecturer so that lecturer carry out its main task on Tri Dharma is to conduct an evaluation of each lecturers each semester. Lecturers are required to produce an action plan each semester that will be implemented during a semester. Then end of each semester lecturers should make a report of lecturer workload. Based lecturer workload that reported by lecturers were then conducted performed evaluation with criteria and assessment that have been set by higher education board. In particular lecturers are certified, if after his lecturer workload apparently evaluated did not meet criteria set then certification allowance stopped. Thus, lecturers will improve its performance so that its performance will be better and optimal.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on result of data analysis, shows that motivation serves as an intervening variable that mediates relationship between professional commitment to lecturers performance. Thus, it can be concluded that private college lecturers who are committed to institution, also have a high loyalty to institution so that lecturers performance are getting better and optimal.

Results of study also suggested that motivation has a significant influence to lecturers performance. This shows that leaders of higher education institutions should provide motivation to his lecturers so that performance of his lecturers will become better and



optimal. Results also showed that motivation influence to organizational commitment. This indicates that lecturers who have commitment and loyalty to institution certainly have a high motivation to become a better lecturer and achievement.

Recommendations

1. Lecturers of private college in addition to having commitment and high loyalty to organization, it is also advisable to having professional commitment as a private college lecturer in order to better and optimal performance.
2. Lecturers who are committed to institution and profession are required to implement the Tri Dharma well so that performance will be better.

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