

THE INFLUENCE OF MOTIVATION AND COMMITMENT TO LECTURER PERFORMANCE WITH JOB SATISFACTION AS A MODERATING VARIABLE IN THE EDUCATION AND MEDICAL PROFESSION STUDY PROGRAM OF FKKGK UNPRI

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ABSTRACT

This study aims to determine whether motivation, commitment, motivation and job satisfaction are able to moderate between commitment to lecturer performance in the Prima Indonesia University Doctor Education and Professional Study Program. In this study, the variables to be studied are motivation as variable X1, commitment as variable X2, performance as variable Y and lecturer job satisfaction as variable Z. The research was conducted by the Faculty of Medicine, Dentistry and Health Sciences with the Doctor Education and Professional Studies program located in the UNPRI building Jl. Sampul No. 4. In this study using Multiple Linear Regression Test, and Moderated Regression Analysis (MRA) is a test conducted to determine the causal relationship between the dependent and independent variables which becomes strong or weak in the presence of moderating variables. The results of this study concluded that motivation partially had an insignificant effect on lecturer performance by 0.292%. Commitment partially has a significant effect on lecturer performance by 67.8%. Motivation and commitment simultaneously have a significant effect on lecturer performance. The significance value of the interaction variable between motivation and satisfaction is 0.501 ($p > 0.005$), it can be concluded that job satisfaction is not able to moderate the effect of motivation variables on lecturer performance. The interaction between satisfaction and satisfaction is 0.501 ($p > 0.005$), it can be concluded that job satisfaction is not able to moderate the effect of motivation variables on lecturer performance.

Keyword : Motivation, commitment, job satisfaction and lecturer performance

1. INTRODUCTION

Higher education is a scientific institution in charge of organizing education and teaching above the secondary level based on the culture of the Indonesian nation scientifically. Universities can be in the form of academies, polytechnics, high schools, institutes and universities. Tri Dharma Perguruan Tinggi is an obligation that must be implemented. Based on ownership, universities are divided into two, including state universities and private universities. The presence of private universities can be said to be part of the development of the national education system. Therefore, the quality of private universities continuously needs to be encouraged so as to increase growth, quality of education, role and responsibility for the benefit

of society in building the nation and state. This is a reason for universities to strengthen the ability of the academic community to be more professional and qualified in carrying out their duties and responsibilities for improving the quality of education. In addition, the existence of lecturers for private universities functions as teaching staff as well as disseminators of information or knowledge useful for the wider community.

The challenge for private universities in encouraging the progress of their quality, lecturers who are also qualified and able to provide their full performance are needed. A lecturer is not only required to transform his knowledge to students. Lecturers are also required to carry out the tri darma of higher education as a whole. Article 1 paragraph 2 of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers that lecturers are educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and service. Article 6 also states that the position of teachers and lecturers as professionals aims to implement the national education system and realize national education, namely the development of the potential of students to become human beings who are faithful, capable, creative, independent and become democratic and responsible citizens. The workload carried out by a lecturer is carried out with 12 semester credit units (SKS) and a maximum limit of 16 semester credit units (SKS) (Faris, 2020).

The performance of a lecturer is a standard for the success of higher education in achieving the tri dharma of higher education as the main goal so that a competent lecturer must have the ability to think systematically and responsively, have a good understanding and master the principles and methods of research and be able to interpret the results of the research that has been done. Thus lecturers are always updated on the development of science, technology and social society around them. Universities that are aware of the importance of quality will always prioritize improving the performance of human resources both lecturers and teaching staff in the hope that what is the goal of higher education can be achieved with optimal results in the midst of increasingly fierce and competitive competition in the field of education. Lecturer performance is the real behavior displayed by a lecturer as a work achievement produced according to his role as an academic functional staff. The parameters of lecturer performance will be seen from the participation and activeness of lecturers in carrying out the Tri Dharma of Higher Education. "Efforts to improve the quality of lecturer performance are a big challenge faced by universities. The instability of lecturer performance sometimes fluctuates so that it needs encouragement internally and externally to improve the overall performance of lecturers (Puspa & Savitri, 2020). The following is data on the number of lecturers based on functional positions for the Doctor Education and Profession study program.

Table 1.1 Data on the Number of Lecturers by Functional Position in 2022

Functional Position	Study Program Lecturer				Total
	Medical Education		Doctor Profession		
	F	%	F	%	
Professor	0	0.00	0	0.00	0
Head Lector	2	2.06	0	0.00	2
Lector	13	13.40	5	5.15	18
Expert Assistant	11	11.34	14	14.43	25
Teaching Staff	29	29.90	23	23.71	52
Total	55	56.70	42	43.30	97

Source: (Education Database, 2022) and academic of FKKGK UNPRI, 2022

From the table above, it is obtained that the percentage of functional positions of lecturers in the FKKGK UNPRI doctor education and profession study program is highest in the functional position of teaching staff. This situation is a problem in the performance of lecturers who have not been maximized, while to obtain a functional position, they must complete the elements of the Tridharma of Higher Education, namely: education and teaching; research (including journal writing); community service and supporting the Tridharma of higher education such as activities as a committee for professional organizations.

Prima Indonesia University is one of the universities that has a medical faculty with a doctor's education and profession program that is in demand by students from various cities and has very adequate facilities, one of which is a teaching hospital. The advantages of the study program attract the attention of not only prospective students but also doctors who are interested in joining the teaching staff. This makes some

lecturers work with multiple professions. In carrying out their duties, lecturers with dual professions have a very busy schedule. Many lecturers work in several hospitals and private practices. This is a concern because in its implementation, the tri dharma activities of the lecturers do not run well. In some cases, it often occurs in the implementation of education where lecturers often reschedule schedules because the teaching schedule collides with the lecturer's duties as a health worker. On the other hand, community service activities are also often unable to be participated in by education lecturers and professional doctors for the same reason. In addition, due to the impact of the pandemic that has occurred in the last two years which has changed the learning system to online, lecturers are comfortable with the system but when faced with a hybrid learning system, lecturers feel it takes time to adapt again.

In order to achieve maximum lecturer performance, lecturers must have motivation and commitment in carrying out the tri dharma. motivation and commitment have a huge influence on the quality of human resources in the sense that lecturers who have strong motivation will also have a strong commitment in carrying out the tri dharma of higher education and vice versa. Motivation becomes and commitment becomes a driving force for lecturers to work more productively. So basically if the university wants to achieve optimal performance in accordance with the predetermined targets, the university must boost motivation so that lecturers are willing to devote their time, energy and thoughts (Rida Fajriati Firdaus, Siti Mariam, 2022).

Lecturers' job satisfaction can significantly affect aspects of campus life related to their organizational commitment and performance (Gunawan et al., 2018). The study of lecturers' organizational commitment is a strategic issue, because the mobility and turnover rate of lecturers affect the quality of education. Lecturers in higher education who have a high commitment to their institution will continue to strive to develop themselves to improve the quality of teaching, which will ultimately support the development of the college in the future. The low organizational commitment of lecturers to their institution is one of the losses to the college, as well as to the lecturer's personal self. Meanwhile, experts state that employee commitment to the organization is a factor that must be owned by every member of the organization, because commitment to the organization is believed to be a driving force for employees to be serious at work so that they can meet the work targets given to them (Meyer et al., 2002; Yousef, 2000). Lecturers' dissatisfaction can reduce their level of commitment to the institution. Finally, the institution must face losses due to the departure of lecturers due to their level of dissatisfaction (Ahmad et al., 2015).

In accordance with the opinion of Robbins and Judge "Job satisfaction is something that is felt by individuals who have a good impact related to their work results for the improvement of their work according to their characteristics" (Wibowo, 2014: 132). According to research by Wijayanti and Meftahudin (2016), job satisfaction positively affects employee performance. This situation means that if job satisfaction is getting better, it can make employee performance better too. The better the job satisfaction score, the better the performance achieved by employees and vice versa.

From the description above, the researcher is interested in examining and studying in depth and making this into an object of research with the proposed title: "The Effect of Motivation and Commitment on Lecturer Performance with Job Satisfaction as a Moderating Variable in the FKKGK UNPRI Doctor Education and Professional Study Program".

2. RESEARCH METHODOLOGY

Multiple Linear Regression Test

Multiple linear regression is a regression model that involves more than one independent variable. Multiple linear regression analysis is performed to determine the direction and how much influence the independent variable has on the dependent variable (Ghozali, 2018). The multiple regression equation can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Description:

Y = Dependent Variable

a = Constant Price

b1 = First Regression Coefficient

b2 = Second Regression Coefficient

X1 = First Independent Variable

X2 = Second Independent Variable

Moderated Regression Analysis (MRA)

Moderated Regression Analysis (MRA) is a test conducted to determine the causal relationship between the dependent and independent variables which becomes strong or weak in the presence of moderating variables. In this study, Moderated Regression Analysis (MRA) was used to test the 4th hypothesis (H4) and the 5th hypothesis (H5). The test model in the equation is as follows:

The equation for Hypothesis 4 (H4) is:

$$Y = a + b_1 X_1 + b_2 Z + b_3 (X_1 \cdot Z) + e$$

The equation for Hypothesis 5 (H5) is:

$$Y = a + b_1 X_2 + b_2 Z + b_3 (X_2 \cdot Z) + e$$

Keterangan:

Y : Lecturer Performance

a : Constant

X1 : Work Motivation

X2 : Commitment

Z : Job Satisfaction

b1-b3 : Regression coefficient, which states the change in Y value if there is an error

3. RESULTS AND DISCUSSION

RESULTS

Multiple Linear Regression Analysis

Regression analysis determines the effect of independent variables partially and simultaneously on the dependent variable, without involving moderating variables.

Table 1.1 Multiple Linear Regression Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Correlations		
		B	Std. Error	Beta	t		Zero-order	Partial	Part
1	(Constant)	27.691	2.838		9.758	.000			
	X1	.009	.114	.008	.076	.939	.365	.008	.005
	X2	.767	.089	1.074	8.629	.000	.632	.667	.620
	Z	-.566	.122	-.568	-4.639	.000	.284	-.434	-.333

a. Dependent Variable: Y

From the test results, the research model can be arranged with the regression equation as follows:

$$Y = 27,691 + 0,009X1 + 0,767X2 + 0,566Z$$

The multiple regression equation model is meaningful:

1. The constant value is 27.691 which means that if the variables of motivation (X1), commitment (X2), Job Satisfaction (Z) are equal to zero, then the result of Lecturer Performance (Y) is 27.691.

2. The X1 regression coefficient value of 0.009 indicates that if motivation increases by 100%, it will increase lecturer performance by 0.9%. The magnitude of the effect of motivation on lecturer performance is 0.292% (the result of multiplying the Beta and Zero-order values), which means that the contribution of motivation to lecturer performance is 0.292% as a result of indicators of motivation variables (X1) and outside it is likely to be influenced by variables not included in this study. This can be seen from the standardized coefficients value in table 1.1.
3. The regression coefficient value X2 = 0.767 shows that if commitment increases by 100%, it will increase lecturer performance by 76.7%. The amount of commitment to lecturer performance is 67.8% (the result of multiplying the Beta and Zero-order values), which means that the contribution of commitment to lecturer performance chooses 67.8% as a result of indicators - indicators of commitment variables (X2) and beyond that may be influenced by variables not included in this study. This can be seen from the standardized coefficients value in table 1.1.

Furthermore, when viewed from the significance value, it can be interpreted that commitment (0.000) and job satisfaction (0.000) have a significant influence on lecturer performance ($p < 0.05$) while motivation (0.032) has an insignificant influence on lecturer performance ($p < 0.05$).

Test Coefficient of Determination (R2)

Table 1.2 Test Results of the Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.520	.505	5.53780

It is known that the R square value is 0.721 and it can be concluded that motivation and commitment are able to explain lecturer performance by 52%. While 48% is influenced by other independent variables that are not included in this study.

Moderation Test

The Moderated Regression Analysis (MRA) test is a special application of multiple linear regression in which the regression equation contains an element of interaction, namely the multiplication between two or more independent variables.

Table 1.3 Moderation Test Results

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.198	9.153		2.425	.017
	X1	-.232	.404	-.213	-.574	.567
	X2	1.190	.204	1.666	5.844	.000
	Z	-.027	.424	-.027	-.064	.949
	X1*Z	.011	.017	.559	.676	.501
	X2*Z	-.026	.010	-1.452	-2.699	.008

The results of the moderation test can be interpreted as follows:

1. It is known that the significance value of the interaction variable between motivation and job satisfaction is 0.501 ($p > 0.005$), so it can be concluded that the job satisfaction variable is not able to moderate the influence of work motivation variables on lecturer performance variables.
2. It is known that the significance value of the interaction variable between commitment and job satisfaction is 0.008 ($p > 0.005$), it can be concluded that the job satisfaction variable is not able to moderate the effect of the commitment variable on the lecturer performance variable.

DISCUSSION

Effect of Motivation on Lecturer Performance

Based on the results of the research above, it is found that motivation (0.032) has an insignificant effect on lecturer performance ($p < 0.05$). This is supported by research by Nisa, Walda Isna. "The Effect of Leadership Style and Work Motivation on Lecturer Performance." in 2018, it was found that work motivation had no significant effect on lecturer performance. This result is based on the sig value. $0.302 > 0.05$, so H_0 failed to be rejected. This could be due to other factors that affect lecturer performance, in addition to motivation, it is known that the profile of most of the lecturers studied is relatively young and still minimal in experience or profession as a lecturer.

Effect of Commitment on Lecturer Performance

Based on the results of the study above, it is found that commitment (0.000) has a significant effect on lecturer performance ($p < 0.05$). This is supported by the research of Rully Armanto, Muji Gunarto. "The Effect of Commitment and Compensation on Lecturer Performance at Private Universities (PTS)." in 2020 it was found that commitment has a significant effect on lecturer performance. This result is obtained based on the regression coefficient value for the Commitment factor obtained of 0.261 with a t-count value of 4.044 and a p-value of 0.000. Because the p-value $< 5\%$, then H_0 is rejected. This means that the factors of 95% can be stated that the Commitment factor has a significant effect on Lecturer Performance. This shows that because there is a strong commitment in the lecturer, his willingness and willingness to carry out the tri dharma of higher education will be better so that this can show that the lecturer's performance will also be better.

Simultaneous Effect of Motivation and Commitment on Lecturer Performance

Based on the results of the research above, it is found that the significance value is 0.000 ($p < 0.005$ and the R square value is 0.721 and it can be concluded that motivation and commitment are able to explain lecturer performance by 52%. While 48% is influenced by other independent variables that are not included in this study). This shows that motivation and commitment together have a significant effect on lecturer performance. This is supported by research by Bachri, Slamet Riyadi, Muh. Rivani, Rusdin. "The Effect of Commitment and Motivation on Lecturer Performance at the Makassar Polytechnic of Shipping Science" with the results of another analysis showing the value of $R = 0.776$, this indicates that there is a fairly strong relationship between lecturer commitment (X1) and Lecturer Motivation (X2) together on Lecturer performance (Y). while R^2 is 0.603, this means that commitment and motivation can improve lecturer performance by 60.3% while the remaining 37.7% is supported by other variables not examined in the study. This can be interpreted that motivation and commitment together can be able to improve lecturer performance.

The Effect of Motivation on Lecturer Performance Through Job Satisfaction as a Moderating Variable

Based on the research above, it is known that the significance value of the interaction variable between motivation and job satisfaction is 0.501 ($p > 0.005$), it can be concluded that the job satisfaction variable is not able to moderate the effect of work motivation variables on lecturer performance variables. The results of this study are supported by research by Ratna Wijayanti, Meftahudin "The Effect of Islamic Leadership, Motivation and Job Satisfaction on Employee Performance with Length of Service as a Moderating Variable" in 2016 with a significance value of 0.567 ($p > 0.657$), it was found that work motivation variables did not have a significant effect on employee performance. These results support research conducted by Budiyo and Oetomo (2011) which resulted in the conclusion that indirect motivation has a positive and significant influence on job satisfaction which has an impact on achieving employee performance through organizational citizen behavior (OCB) in the Magetan Regency government. Furthermore, Luthas (2006) argues that, in principle, an employee is motivated to carry out his duties depending on the strength of the motives that influence him. Employees are human beings and human beings are creatures that have many innerneeds. These needs generate the motives that underlie individual activity. However, a person will act or behave in certain ways that lead to the satisfaction of employee needs based on the motives that are more influential at that time. This condition shows that although motivation is high, but because they do not have long work experience, which is the average working period of employees between 1-5 years, it is very likely that they are less skilled at work. So that even though they have motivation, it does not affect employee performance.

The Effect of Commitment on Lecturer Performance Through Job Satisfaction as a Moderating Variable

Based on the research above, it is known that the significance value of the interaction variable between

commitment and job satisfaction is 0.008 ($p > 0.005$), it can be concluded that the job satisfaction variable is not able to moderate the effect of the commitment variable on the lecturer performance variable. This is in accordance with Fathorrahman's research "Performance Mediates the Effect of Organizational Commitment on Job Satisfaction of Lecturers of Private Universities in Malang" in 2017, from the test results, the path coefficient of 0.494 ($CR = 6.51$) from lecturer performance to lecturer job satisfaction is significant with a positive direction. The path coefficient of 0.024 ($CR = 0.26$) from the lecturer reward system to lecturer job satisfaction is insignificant. This shows that lecturers are more happy to stay in this organization so that it becomes an encouragement from within lecturers to improve higher performance in carrying out their professional activities through improved performance in the field of teaching through the development of more interesting teaching methods, as well as supporting the tri dharma of higher education through activeness in scientific and academic activities of lecturers. In addition, lecturers feel more happy to stay in this organization, indicating that lecturers feel satisfied to be in this organization as a parameter of job satisfaction, especially job satisfaction with supervision and colleagues.

4. CONCLUSIONS

The conclusions of this study include: Based on this study, it is concluded that motivation partially has an insignificant effect on lecturer performance by 0.292%. Based on this study, it is concluded that commitment has a significant effect on lecturer performance by 67.8%. Based on this study, it is concluded that motivation and commitment simultaneously have a significant effect on lecturer performance. The significance value of the interaction variable between motivation and satisfaction is 0.501 ($p > 0.005$), it can be concluded that job satisfaction is not able to moderate the effect of motivation variables on lecturer performance. The significance value of the interaction variable between satisfaction and satisfaction is 0.501 ($p > 0.005$), it can be concluded that job satisfaction is not able to moderate the effect of motivation variables on lecturer performance.

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