The Effect of Competency and Motivation of Work Satisfaction and its Implementation of Lecturer Commitments in the Private Vocational School of Lldikti Area IV in Banten

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ABSTRACT

This study aims to determine the effect of competence on lecturer job satisfaction, motivation on lecturer job satisfaction, competence on lecturer work commitments, motivation on lecturer work commitments, and job satisfaction on lecturer work commitments at Private Universities in Banten Province. This research uses quantitative methods with a total sample of 330 people. Samples were taken from a lecturer population spread across several private universities in Banten, namely, Serang City, South Tangerang City, Tangerang City, Tangerang Regency, Pandeglang Regency, Lebak Regency, and Cilegon City. The analytical tool used in this study uses SEM with the Smart PLS tool. The results of this study are competence influences lecturer job satisfaction, motivation influences lecturer job satisfaction, competence influences lecturer work commitment, motivation does not affect lecturer work commitment, and satisfaction influences lecturer work commitment.

Keywords: Competence, Motivation, Job Satisfaction, Work Commitment
JEL Classification: J28

1. INTRODUCTION

The development of information technology that is increasingly rapid in the current era of globalization can not be avoided anymore influence on the world of education expressed by (Hertati 2019). Then Hertati (2016) said that global demands demanded the world of education to always and constantly adjust technological developments to efforts in improving the quality of education, especially adjusting the use of information and communication technology for education especially in the learning process. Education is a very important domain for the development and economic progress of a nation. As a country that is quite large and dynamic, Indonesia has considerable potential to become a better country at this time. This can be realized by improving the quality of education. Former Minister of Education and Culture Prof. Dr. Daoed Joesoef said, the resilience and strength of a nation lies in the field of education. He also added that if if the State wanted

to be strong and advance in the eyes of the International, then Indonesia must make education as a superior field. In accordance with Law No. 20 of 2003 which explains that with education will bring the ability and shape the character of the nation's civilization in order to educate the life of the nation. Some countries with the best economies such as Japan, South Korea, Finland and Singapore have very good quality education. Education in Indonesia has been regulated in Law No. 12 of 2012. Some of the contents of the Act include: (1) Prepare students to become members of the community who have academic and/or professional abilities that can apply, develop and/or enrich the treasury of science, technology and/or art, (2). Develop and disseminate science, technology and/or arts and strive for their use to improve the lives of the people and enrich national culture.

Furthermore Hertati (2015) states that tertiary institutions are one of the platforms for producing great humans who are the successors

to the Indonesian nation. With a quality university is expected to create graduates who have superior quality. To create good quality education in tertiary institutions, teachers are needed who have a good work ethic. Lecturers must have a high commitment to the profession they carry, have a good level of competence, strong motivation in carrying out duties and functions, high job satisfaction, and have a high commitment to the profession they carry. Higher Education in Indonesia has various characteristics and various types. Higher Education Ranking, one of them is QS World University Ranking, where we know that QS World University Ranking is one of the references of the Ministry of Research, Technology and Higher Education (Kemenristekdikti) in measuring the quality of higher education institutions in Indonesia towards World Class University. The quality of tertiary institutions apart from the ranking size can be seen based on the level of campus accreditation. Campus accreditation is ranked based on campus criteria with IPT A, B, C, and some even do not have accreditation. Education in Indonesia has XIV Kopertis area, which is spread in several regions. Banten Province is included in the Kopertis IV region which is still joined by West Java. Based on data taken from Higher Education Statistics, the number of lecturer positions in Banten Province is still the lowest among other Provinces in Java. The number of functional lecturers is presented in Figure 1.

Based on Figure 2 it is clear that Banten Province has the lowest number of lecturer positions among the Provinces in Java. The number of positions as teaching staff still dominates from other functional positions, namely as many as 2,257 lecturers, followed by 1,422 Expert Assistant positions, then 546 Lectors, 93 Chief Lectors, and 24 Professors. When we compare it with DKI Jakarta Province, still far behind who have 327 professors. Lecturers at universities in Indonesia, especially in the province of Banten have not been able to devote all their attention to one hundred percent focus on their work. Because many lecturers work from

Figure 1: Number of functional lecturers presented

Source: Higher Education Statistics, 2018

Figure 2: Path diagram for SEM

one place to another with very little time and a lot of workload (Setiawati, 2017). High commitment is needed so that lecturers can become professional lecturers and make lecturer satisfaction levels increase (Tranggono and Kartika, 2008). In addition to job satisfaction, the lecturer will be useful if he has a good work commitment.

2. RESEARCH THEORY

2.1. Competence
Competence is interpreted as knowledge, skills, and basic values that are reflected in the habits of thinking, and acting (Nur, 2014). Then Hertati (2019) states that competency is the work ability of every individual which includes aspects of knowledge, skills and work attitudes that are in accordance with expertise and understanding. Furthermore, Hertati's research results (2019) state that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional tasks in their field of expertise. Hertati research results (2015) states that competence is the authority and ability or ability of a person to carry out tasks or jobs in accordance with the position that forms his expertise. Furthermore, Hertati (2015) said that competence cited by Dessler (2010) in Aima et al. (2017) states that competency is a characteristic that can be demonstrated, including knowledge, skills and attitudes that produce performance achievements. According to Azmy (2015), there are five characteristics in competence, namely: (1) Motives are things that someone constantly thinks about desires and what causes actions. Motives can be done directly or choose behavior towards certain actions or goals and away from others. (2) Traits are physical characteristics and consistent responses to situations or information. (3) Self-concept is an attitude toward values or self-image. (4) Knowledge is information of a person in a particular field. (5) Skill is the ability to perform certain physical or mental tasks. This study takes indicators based on research conducted by Alqiawi and Ezzeldin (2015), namely academic, professional, and personal.

2.2. Motivation
McShane and Mary (2010), motivation as a strength in people that influence the direction (direction), intensity (intensity), and persistence (persistence) voluntary behavior. Motivated workers want to use a certain level of effort (intensity), for a certain amount of time (persistence), towards a certain goal (direction). Motivation is one of the four important drivers of individual behavior and performance. According to Mothins and Jackson in Astuti and Iskandar (2015) motivation is a desire in someone that causes that person to take an action. Research journals conducted by Badjuri (2013), Darmawan et al. (2015), and Ma'mun et al. (2017) explain that motivation is a collection of behaviors that provide an employee foundation for working hard.
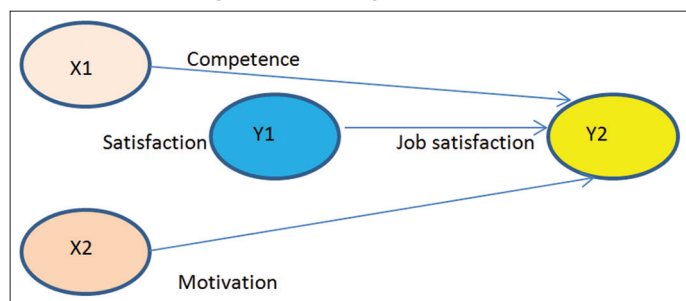
Newstrom (2011) and Syafarudin (2019) state that work motivation is the result of a collection of internal and external forces that cause workers to choose the right path of action and use certain behaviors. According to Mathis and Jackson (2006), motivation is the desire in a person that causes the person to act.
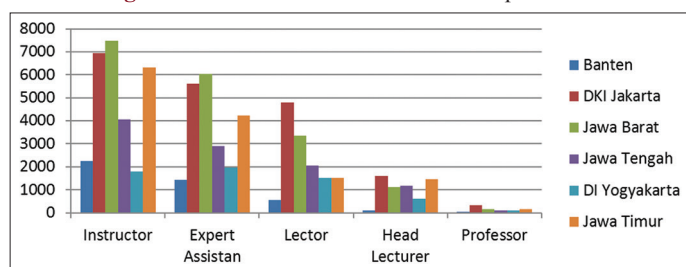
Usually people act for a reason to reach a goal. Motivation is also defined as a set of energetic forces that begin both inside and outside the worker, starting from work related to work, and considering the direction, intensity and perseverance (Colquitt et al., 2011). Then Syafarudin (2018) states that motivation is a critical consideration because effective performance often requires both high levels of ability and motivation. Intrinsic motivation is motivation that drives a person to excel, which comes from within the individual, which is better known as motivational factors. According to Herzberg cited in Hasibuan (2007), which are classified as motivational factors include: responsibility, appreciation, work itself, and development and progress. Syafarudin (2019) stated that besides the intrinsic motivation dimension, there is another dimension, namely the extrinsic dimension. In contrast to the intrinsic dimension, where if the intrinsic dimension comes from within each individual, the extrinsic dimension comes from outside the individual itself. The dimensions of extrinsic motivation are measured by indicators according to Robbins and Judge (2015), namely: supervision or supervision, salary, status, working conditions. In addition to extrinsic and intrinsic motivation, which refers to worldly success, it requires sincere work in order to bring blessings. Saleh (2009) explains, work done sincerely; unconditional, full of awareness, passionate and sincere because they feel valued by the Creator. These attitudes must be fostered and further developed in the daily work of conscientious workers (spiritual workers). This study refers to three dimensions conducted according to Saleh (2009), namely intrinsic, extrinsic, and spiritual.

2.3. Satisfaction

Job satisfaction is related to variables such as turnover, absenteeism, age, level of work, and company organization size. This is in accordance with the opinion (Mangkunegara, 2013) which states that job satisfaction consists of several aspects, including employee turnover, attendance, age, occupation, size of the organization where he works. Job satisfaction plays an important role in the direction of organizational success. According to Robbins and Judge (2015), aspects of job satisfaction include wages, working conditions, job security, coworkers, types of work and employee opportunities to advance. Companies need to pay attention to these aspects so that employees feel their needs are met and in the end they will feel satisfied. Hughes et al. (2015) explain job satisfaction does not mean how hard or how well someone works, but rather how far people like the job. The assessment can be done on one of the important values in the work. Satisfied employees prefer work situations rather than dislike them so that it can be stated that job satisfaction is the result of fulfilling some desires and needs through work activities (Murti and Srimulyati, 2013). The term employee satisfaction is used to define satisfied and happy employees. Satisfaction is used by workers as a condition of their desire to remain in the workplace (Khan et al., 2015). Employee satisfaction is considered a measurement criterion until employees like their work (Spector, 1997). Indicators of job satisfaction in this study are drawn from three dimensions according to Blum in Sinambela (2017), including individual factors, social factors, and major factors in work.

2.4. Work Commitment

Syafarudin (2016) states that commitment is a belief in employees themselves to remain part of the organization. Work commitment is a condition of an employee who sides with a particular organization, as well as his goals and desires to maintain his membership in the organization (Syafarudin and Mulyana, 2019). Hertati (2019) revealed that work commitment is the identification and involvement of someone who is relatively strong towards the organization. Then Hertati (2015) states that work commitments have two important components, namely attitudes and desires to behave in a case. Attitudes related to identification, involvement and loyalty, while the will depends on the circumstances to behave in a willingness to show effort (Syafarudin and Sudiarditha, 2018). Work commitment is a personal characteristic that is reliable and trustworthy. Hertati (2015) defines work commitment as a force that binds individuals to take action towards one or several organizational goals.

According to Robbins and Judge (2015) commitment is the degree to which an employee sides with an organization and its goals and desires to maintain its membership in the organization. According to research conducted by Franco and Lyapina (2017) quoted from Steers (1997) commitment has the relative strength of identifying individuals with involvement in a particular organization. Supported by Sutanto and Gunawan journals (2013), Mangkunegara and Octarend (2015), Wulandary et al. (2017) who explained that commitment is needed by employees to maintain their existence in an organization. Organizational commitment becomes something that is very important for the survival of the organization itself. Commitment shows the desire of employees of an organization to stay, work, and serve the organization (Amilin and Dewi, 2008). In addition, Triyaningsih (2014) provides a statement that work commitment is defined as an individual's dedication to a particular organization to remain loyal and survive, and spend the rest of his career. Between organizations and staff employees make it interrelated and work together as partners, as explained by Ismail et al. (2017) that commitment is a belief that someone believes to make partners and believes that the relationship between partners is very important and maximum efforts are needed to maintain it.

3. RESEARCH METHODOLOGY

The location of this study was conducted in several Private Universities in Banten with accreditation of B and C campuses included in the LLDIKTI IV area. The population of private tertiary institutions in Banten consists of 42 PTS spread across regencies and cities. From 42 PTS taken randomly as many as 20 PTS, and there are six PTS that do not respond, so that PTS is taken as many as 14 PTS. Of the 14 private universities, the number of lecturers is taken proportionally according to the criteria of researchers, namely permanent lecturers with a minimum position of expert assistant. Researchers took the total population from the Dikti forlap data, which was then added proportionally based on the number of populations. The population of this study was 1,298 lecturers. Because the population is too large and very large, it can be simplified. According to Sugiyono (2014), if the subject is too large, then it can be taken 10% -15% depending on the

ability of researchers in terms of time, energy, funds, the breadth of observation, and the size of the risk borne by researchers. The questionnaire distributed to respondents was 400 questionnaires, and the number of questionnaires returned and could be processed was 330 questionnaires.

The method used in this study uses quantitative methods, with SEM analysis tools, and assistive devices in the form of Smart PLS. Data collection techniques by distributing questionnaires or questionnaires that contain a list of questions to obtain data from respondents. The scale used in this study uses a 5-point Likert scale. Furthermore, data processing is performed using Smart PLS 3.0. Validity testing is done using convergent validity and discriminant validity. The validity test results can be seen with the results of the loading factor value. The loading factor value must be >0.7. The average variance Extracted value can also be used as a measure of validity with a value >0.5. Discriminat validity can be seen with the cross loading value for each variable must be >0.7 (Table 1).

The structural equation for the model to be tested is as follows:

$$Y1 = \gamma 1 X1 + \gamma 2 X2 + \zeta 1 \qquad (1)$$

$$Y2 = \gamma 3\ X1 + \gamma 4 X2 + \beta 1 Y1 + \zeta 2 \qquad (2)$$

Information

γ (gamma): Coefficient of influence of exogenous variables on endogenous variables

β (beta): Coefficient of influence of endogenous variables on endogenous variables

ζ (zeta): Model error.

Measurement model equation:
1. For competence (X1)
   $X1.1 = \lambda 1 X1 + \delta 1$
   $X1.2 = \lambda 2 X1 + \delta 2$
   $X1.3 = \lambda 3 X1 + \delta 3$
   $X1.4 = \lambda 4 X1 + \delta 4$
   $X1.5 = \lambda 5 X1 + \delta 5$
   $X1.6 = \lambda 6 X1 + \delta 6$
   $X1.7 = \lambda 7 X1 + \delta 7$
   $X1.8 = \lambda 8 X1 + \delta 8$
   $X1.9 = \lambda 9 X1 + \delta 9$
   $X1.10 = \lambda 10 X1 + \delta 10$
   $X1.11 = \lambda 11 X1 + \delta 11$
   $X1.12 = \lambda 12 X1 + \delta 12$
   $X1.13 = \lambda 13 X1 + \delta 13$

2. For motivation (X2)
   $X2.1 = \lambda 14 X1 + \delta 14$
   $X2.2 = \lambda 15 X1 + \delta 15$
   $X2.3 = \lambda 16 X1 + \delta 16$
   $X2.4 = \lambda 17 X1 + \delta 17$
   $X2.5 = \lambda 18 X1 + \delta 18$
   $X2.6 = \lambda 19 X1 + \delta 19$
   $X2.7 = \lambda 20 X1 + \delta 20$
   $X2.8 = \lambda 21 X1 + \delta 21$
   $X2.9 = \lambda 22 X1 + \delta 22$
   $X2.10 = \lambda 23 X1 + \delta 23$
   $X2.11 = \lambda 24 X1 + \delta 24$
   $X2.12 = \lambda 25 X1 + \delta 25$
   $X2.13 = \lambda 26 X1 + \delta 26$

3. For job satisfaction
   $Y1.1 = \lambda 27 Y1 + \text{\euro}1$
   $Y1.2 = \lambda 28 Y1 + \text{\euro}2$
   $Y1.3 = \lambda 29 Y1 + \text{\euro}3$
   $Y1.4 = \lambda 30 Y1 + \text{\euro}4$
   $Y1.5 = \lambda 31 Y1 + \text{\euro}5$
   $Y1.6 = \lambda 32 Y1 + \text{\euro}6$
   $Y1.7 = \lambda 33 Y1 + \text{\euro}7$

Table 1: Variables and Indicators

Indicator	Variable
Competen	a. English mastery
	b. Proficiency in courses based on curriculum
	c. Achievement of complete courses
	d. Novelty in the delivery of subjects
	e. Application of scientific research skills
	f. Application of community service
	g. Learning Planning
	h. Implementation of lessons and class management
	i. Use of modern evaluation methods
	j. Attractive
	k. Application of social and religious values
	l. Has psychological characteristics
	m. Communication skills
Motivation	a. Responsible
	b. Appreciation
	c. Work itself
	d. Development and progress
	e. Salery
	f. Policy
	g. Work relationship
	h. Environment
	i. Supervision
	j. Closeness of the soul to God
	k. Goodwill
	l. Taqwa at work
	m. Sincere at work
Job satisfaction	a. Age
	b. Health
	c. Character
	d. Hope
	e. Family relation
	f. Community's view
	g. Creative opportunities
	h. Worker union activitie
	i. Political freedom
	j. Social relations
	k. Salary
	l. Supervision
	m. Work peace
	n. Working conditions
	o. Opportunity to advance
Work commitment	a. Personal characteristics
	b. Emotional closeness
	c. Support organizational policies
	d. Good relationship
	e. Job compatibility
	f. Job performance
	g. The desire to stay

Source: Journals and Books

$Y1.8 = λ34Y1 + €8$
$Y1.9 = λ35Y1 +€9$
$Y1.10= λ36Y1 +€10$
$Y1.11= λ37Y1 + €11$
$Y1.12= λ38Y1 + €12$
$Y1.13= λ39Y1 + €13$
$Y1.14= λ40Y1 + €14$
$Y1.15= λ41Y1 +€15$

4. For work commitments
    $Y2.1 = λ27Y2 + €16$
    $Y2.2 =λ28Y2+ €17$
    $Y2.3 = λ29Y2 + €18$

$Y2.4 = λ30Y1 + €19$
$Y2.5 = λ31Y1 +€20$
$Y2.6 = λ32Y1 + €21$
$Y2.7 = λ33Y1 + €22$

Formation
λ (lamda): Loading factor
δ (delta): Error measurement manifest variable for exogenous variables
Ɛ (epsilon): Error measurement manifest variable for endogenous variables.

4. RESULTS AND DISCUSSION

This research shows some of the results that have been tested by Smart PLS and SPSS tools. SPSS is used to test the instrument

Table 2: Validity test results

Variabele	Indikator	Value r	Significance	Information
Competence	X1	0.876**	0.000	Valid
	X2	0.855**	0.000	Valid
	X3	0.747**	0.000	Valid
	X4	0.865**	0.000	Valid
	X5	0.869**	0.000	Valid
	X6	0.735**	0.000	Valid
	X7	0.857**	0.000	Valid
	X8	0.713**	0.000	Valid
	X9	0.850**	0.000	Valid
	X10	0.872**	0.000	Valid
	X11	0.891**	0.000	Valid
	X12	0.858**	0.000	Valid
	X13	0.715**	0.000	Valid
Moivation	X14	0.777**	0.000	Valid
	X15	0.823**	0.000	Valid
	X16	0.729**	0.000	Valid
	X17	0.693**	0.000	Valid
	X18	0.862**	0.000	Valid
	X19	0.839**	0.000	Valid
	X20	0.853**	0.000	Valid
	X21	0.705**	0.000	Valid
	X22	0.797**	0.000	Valid
	X23	0.854**	0.000	Valid
	X24	0.854**	0.000	Valid
	X25	0.705**	0.000	Valid
	X26	0.692**	0.000	Valid
Job satisfaction	X27	0.800**	0.000	Valid
	X28	0.718**	0.000	Valid
	X29	0.774**	0.000	Valid
	X30	0.837**	0.000	Valid
	X31	0.804**	0.000	Valid
	X32	0.820**	0.000	Valid
	X33	0.825**	0.000	Valid
	X34	0.850**	0.000	Valid
	X35	0.853**	0.000	Valid
	X36	0.820**	0.000	Valid
	X37	0.721**	0.000	Valid
	X38	0.783**	0.000	Valid
	X39	0.814**	0.000	Valid
	X40	0.807**	0.000	Valid
	X41	0.705**	0.000	Valid
Work commitment	X42	0.852**	0.000	Valid
	X43	0.850**	0.000	Valid
	X44	0.708**	0.000	Valid
	X45	0.780**	0.000	Valid
	X46	0.865**	0.000	Valid
	X47	0.757**	0.000	Valid
	X48	0.867**	0.000	Valid

Source: Primary data processed (2019)

Table 3: Reliability test results

Latent variable	Cronbach's alpha	Information
Competence	0.961	Reliabel
Motivation	0.947	Reliabel
Job satisfaction	0.958	Reliabel
Work commitment	0.914	Reliabel

Source: Primary data processed (2019)

Table 4: Value loading indicator indicators

Variabel laten	Job satisfaction	Commitment	Competence	Motivation
Com1		0.883		
Com2		0.882		
Com4		0.750		
Com5		0.888		
Com6		0.709		
Com7		0.895		
K1			0.895	
K10			0.887	
K11			0.905	
K12			0.870	
K2			0.860	
K4			0.883	
K5			0.900	
K7			0.891	
K9			0.868	
KK1	0.809			
KK10	0.845			
KK12	0.798			
KK13	0.811			
KK14	0.790			
KK3	0.784			
KK4	0.854			
KK5	0.826			
KK6	0.835			
KK7	0.845			
KK8	0.866			
KK9	0.866			
M1				0.854
M10				0.907
M11				0.909
M2				0.879
M5				0.922
M6				0.904
M7				0.912
M9				0.901

Source: Primary data processed (2019)

Table 5: Hasil mean, STDEV, T-values dan P-values

Variabel laten	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T Statistics (|O/STDEV|)	P values
Job satisfaction -> Commitment	0.636	0.636	0.069	9.267	0.000
Competence -> Job Satisfaction	0.231	0.233	0.050	4.585	0.000
Competence -> Commitment	0.132	0.130	0.053	2.473	0.014
Motivation -> Job Satisfaction	0.221	0.218	0.050	4.473	0.000
Motivation -> Commitment	0.076	0.075	0.044	1.705	0.089

Source: Primary data processed (2019)

Table 6: Summary of research hypothesis testing results

Hypothesis		Coefficient	t-statistics	P value	Conclusion
H$_1$	Competence has an effect on job satisfaction of lecturers in the PTS Province Banten environment	0.231	4.585	0.000	Be accepted
H$_2$	Motivation influences job satisfaction of lecturers in the PTS Province Banten environment	0.221	4.473	0.000	Be accepted
H$_3$	Competence influences the work commitment of lecturers in the PTS Province Banten environment	0.132	2.473	0.014	Be accepted
H$_4$	Motivation affects the work commitment of lecturers in the PTS Province Banten environment	0.076	1.705	0.089	Rejected
H$_5$	Satisfaction influences the work commitment of lecturers in the PTS Province Banten environment	0.636	9,267	0,000	Be accepted

Source: Primary data processed (2019)

for both validity and reliability. Statistically, the validity of a questionnaire is measured from the required correlation value. To test the research instrument at the Alpha level of 5%, a Pearson correlation cut-off (r value) of 0.2265 is obtained so that the questionnaire items are said to be valid if r count >0.2265 or with a significance value of the correlation test must be <0.05 to be said to be valid. The results of the validity test of the study using SPSS tools can be seen in Table 2.

In addition to testing the validity, reliability testing of each variable is also carried out. Reliability can be calculated using Cronbach's Alpha value with a minimum cut-off value of Alpha Cronbach's of 0.70 so the questionnaire items can be said to be reliable. The reliability test results can be seen in Table 3.

Evaluation of the measurement model is carried out to see whether the observation variable appropriately measures its construct. Validity testing is done by looking at the value of the loading factor and the value of t statistic. Researchers need to test 4 times to get the value of loading factor >0.7 on each indicator. The results of testing the overall loading factor value >0.7, the value can be seen in Table 4.

The inner model in this study shows the values that can find out the answers of the hypothesis. The inner model results can be seen in Table 5.

Bootstrapping results illustrate that there are four accepted hypotheses and one rejected hypothesis. The hypothesis that is rejected is that motivation influences the work commitment of lecturers having a t value of statistics <1.96. While for the other hypotheses are considered to be fit, because it has a t value of statistics >1.96. Then from each influence between variables have the values listed in Table 6.

5. CONCLUSIONS AND SUGGESTION

Competence is quite important for job satisfaction of a lecturer. Having the ability in accordance with the soul and personal character is something that needs attention. PTS institutions and the government should spur the competence of lecturers so they can compete in a healthy manner. Competencies should be prepared according to the personal character of the lecturer himself. Motivation is an impulse that arises in a person, not spared for a lecturer. Such motivation can be triggered through various dimensions such as intrinsic, extrinsic, and spiritual. These three dimensions must be present in a lecturer. Giving responsibility, appreciation, and sound policies are things that should be accepted by lecturers. In addition, as a lecturer it is also necessary to have a high spiritual spirit so that activities in carrying out their duties have their own blessings. It is certain that when working with a high level of satisfaction, it will have an impact on the high level of commitment to an organization. This also applies to lecturers in PTS Banten province. Therefore, PTS and the government must continue to pay attention to any factors that make the lecturers more satisfied. Having a high commitment is not only caused by one or two factors, but there are still many factors that influence it. Like the conclusions obtained in this study which explains that motivation does not affect the work commitment of lecturers. It does not mean ignoring the level of motivation to maintain the commitment of lecturers, but this motivation needs to be increased in order to increase other variables that have not been examined in this study.

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