THE MODERATION EFFECT OF JOB SATISFACTION ON THE INFLUENCE OF ORGANIZATIONAL COMMITMENT AND COMPETENCY ON LECTURER PERFORMANCE IN ASAHAN DISTRICT

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Abstract

The quality of education is significantly impacted when a professor needs to do better in carrying out his obligations. Reviewing whether organizational commitment and competence affect lecturer performance is therefore crucial. This study was carried out in the Asahan Regency at multiple universities. There were 230 participants in the study's sample. The study's findings demonstrate that organizational commitment significantly and favorably affects the performance of lecturers in higher education in the Asahan Regency. Their dedication and competence positively and significantly impact the performance of lecturers in higher education at Asahan Regency. Organizational commitment has a favorable and significant moderating effect on lecturer performance regarding job satisfaction. The influence of competency on lecturers is positively and strongly moderated by job satisfaction.

Keyword : *Moderation of Job Satisfaction, Organizational Commitment, Lecturer Performance Competence*

INTRODUCTION

The existence of universities can improve the quality of human resources. With the increasing competition between state universities (PTN) and private universities (PTS), each institution hopes to increase its excellence and become more competitive. Human resources greatly influence the success of higher education. To fulfill community service, research, and teaching the three pillars of higher education, educational institutions must have the ability to implement policies for their lecturers. Teacher competency, work commitment, job satisfaction, and performance are some factors that illustrate this. Asahan University has an average of 89% lecturers at the master's level. Of the 11 study programs, four, namely Management, Mathematics, Legal Studies, and Aquatic Culture, do not have a doctorate. There should be more lecturers with doctoral or third-degree degrees above 30%.

University leaders must ensure that the learning and teaching process runs well. A 2019 study by Sarnoto and Romli found that leadership influences the quality of education in education management study programs. This shows that institutional leaders are critical to ensuring the quality of education, especially in high schools. Besides competency and leadership, lecturer commitment factors are crucial to increase lecturer performance. Higher education institutions must improve their lecturer performance, and for this to happen, lecturers' job satisfaction must

be high. Since job satisfaction is fundamentally personal, each person's level of satisfaction will vary depending on their value system. As a result, the more aspects of a job a person desires, the higher their level of satisfaction.

According to the data, 6% of UNA lecturers are associate professors, 68% have lekor (dominant lekor 200), 20% are expert assistants, and 6% do not have a functional position. This shows that there needs to be a firm commitment from lecturers to pursue functional positions. Functional positions are also beneficial for universities because they can improve campus accreditation. Commitment is the capacity and readiness to modify behavior to meet an organization's demands, objectives, and priorities. This includes how to set goals or meet organizational needs, where organizational goals are more important than personal interests (Soekidjan, 2009; Purba et al., 2019). Since job satisfaction is fundamentally personal, each person's level of satisfaction will vary depending on their value system. As a result, the more aspects of a job a person desires, the higher their level of satisfaction.

Because each person's level of job happiness varies depending on their values, job satisfaction is a personal matter. In the management process of an organization, job satisfaction is paramount because it will increase work morale, which will increase productivity. High job satisfaction will encourage the achievement of organizational goals (Roe and Byars, 2014). Therefore, job satisfaction is essential for lecturers to make the best of their time. People will feel satisfied with their work when they are happy with what they do. Based on the background above, this research was conducted to test the moderation of job satisfaction on the influence of committees.

RESEARCH METHOD

This study uses quantitative methods. Data collection in this study focuses on economics to examine factors that improve the quality of education by considering performance intervention variables at universities in the Asahan Regency. Explicit research is used in this study to identify and focus research so that it can be studied and is relevant (Zikmund, 2000). This study is associative because it explores independent variables' direct and indirect effects on dependent variables. Asahan University is one of 14 universities in the Asahan Regency that were involved in this study. A subgroup of population elements selected to participate in a study is called a research sample. This study uses a purposive sampling method for non-probability sampling. The research sample was 230 people from Asahan universities who had served for at least two years. Each variable in this study has a score determined by a five-point Likert scale. On this scale, TS

(Disagree) gets a score of 2, STS (Strongly Disagree) receives a score of 1, S (Agree) gets a score of 4, and N (Neutral) receives a score of 1. This study's independent and dependent variables are lecturer performance and leadership.

1.1 Validity and Reliability

Ferdinand (2002) states that structural equation modeling is a viable solution for combining factor analysis and multiple regression analysis because it allows researchers to determine the dimensions of a concept or structure. SmartPLS 3.0 software will analyze SEM-Partial Least Square (PLS) data for this research. Standard loadings can be obtained directly from the AMOS 22 output. This is an error measurement that is calculated for each error of each observed variable or indicator. The amount of variance in the indicators explained by the latent variable is represented by the extreme variance. Construct Reliability (CR) should be more than 0.70, and Variation Extraction (VE) should be more than 0.5 to indicate reliability. If the SLF standard holding factor is more significant than 0.5, the structure or measurement model is valid (Wijanto, 2008). Validity evaluation.

RESULT AND DISCUSSION
1.2 RESULT
1.2.1 Variable Description

The description of the variables in the research is that all the variables studied are the variables of Lecturer Performance, Organizational Commitment, Competence, and Job Satisfaction.

1.2.2 Description of Lecturer Performance Variables

Table 1. Description of Lecturer Performance Variables

Question	5	4	3	2	1	Total				
	F	F	F	F	f	F	Score	TCR	Mean	Category
1	82	92	30	20	6	230	914	0,79	3,97	Good/Fair
2	132	71	16	8	3	230	1011	0,88	4,40	Very Good/High
3	87	82	51	9	1	230	935	0,81	4,07	Good/High
4	7	24	87	61	51	230	565	0,49	2,46	Not Good/Low
5	91	51	51	20	17	230	869	0,76	3,78	Good/Fair
Average	79,8	64	47	23,6	15,6	230	858,8	0,75	3,73	Good/Fair

Source: Data Processed Results

In the first question, three respondents stated that they strongly disagreed regarding the preparation of lecture materials and RPS before teaching me. There were also 20 who disagreed, 30 entirely agreed, 92 strongly agreed, and 82 strongly agreed.

This variable category is considered excellent and moderate because it has a TCR value of 72% and a mean of 3.6. The highest instrument was found in the second question, which had TCR and meant excellent and high categories. The fourth question found the lowest instrument, which had international journals with TCR and meant not excellent and low categories. This instrument is included in the indicators for the implementation of education and teaching.Description of Job Satisfaction Variables

Table 2. Description of Job Satisfaction Variables

Question	5	4	3	2	1	Total				
	F	**f**	**f**	**f**	**f**	**F**	**score**	**TCR**	**Mean**	**Category**
1	27	34	105	41	23	230	691	0,600	3,004	Good/Fair
2	111	91	24	4	0	230	999	0,868	4,344	Very Good/High
3	97	88	42	3	0	230	969	0,842	4,213	Very Good/High
4	41	44	102	36	7	230	766	0,666	3,330	Good/Fair
5	126	94	10	0	0	230	1036	0,900	4,504	Very Good/High
Average Value	81,2	71,6	58,2	14,4	4,6	230	900,4	0,782	3,914	Good/Fair

Source: Data Processed Results

In the first question, regarding how my salary payment has been received relatively and in line with expectations, 23 people said they strongly disagreed, 41 people said they disagreed, 105 people said they quite agreed, 34 people said they strongly agreed, and 27 people said they strongly agreed. Agree. No one strongly disagreed with the second question about how happy I was that there was an opportunity to be promoted.

This variable category is considered excellent and moderate because it has a TCR value of 72% and a mean of 3.6. The highest instrument is the fifth question, which has the TCR and mean categories, which are very good and high, which shows that I love the profession of lecturer because it suits my interests and talents. The lowest instrument is in the first question, which has the TCR and mean, excellent, and medium categories, which shows that my salary payment is fair and in line with expectations. This instrument includes indicators of salary, incentives, or allowances.

1.2.3   Description of Organizational Commitment Variables

Table 3. Description of Organizational Commitment Variables

Question	5	4	3	2	1	Total				
	f	F	f	f	f	F	Score	TCR	Mean	Kategori
1	89	74	34	30	3	230	906	0,787	3,939	Good/Fair
2	42	52	112	17	7	230	795	0,691	3,456	Good/Fair
3	23	38	121	32	16	230	710	0,617	3,086	Good/Fair
4	32	34	118	34	12	230	730	0,634	3,173	Good/Fair
5	71	76	65	14	4	230	886	0,770	3,852	Good/Fair
Average Value	51,4	54,8	90	25,4	8,4	230	805,4	0,700	3,501	Good/Fair

Source: Data Processed Results

In the first question, which asked whether they felt comfortable, had a new family, and were proud to be part of this college, three people answered strongly disagree, 30 answered disagree, 74 answered agree, and 89 responded strongly agree. In the second question, they asked whether they felt the problems in college were a problem for them and whether they wanted to spend a lot of time-solving them.

With a TCR value of 70% and a mean of 3.5, this variable is categorized as reasonable and moderate. In the first question, the highest instrument indicates outstanding and high affective commitment, which shows comfort, having a new family, and being proud to be part of this college. The lowest instrument in the third question is the desire to stay because of salary and unique needs.

1.2.4   Description of Competency Variables

Table 4. Description of Competency Variables

Question	5	4	3	2	1	Total				
	f	F	F	f	f	F	Score	TCR	Mean	Kategori
1	51	98	51	24	6	230	854	0,742	3,713	Good/Fair
2	41	44	112	27	6	230	777	0,675	3,372	Good/Fair
3	135	95	0	0	0	230	1055	0,917	4,586	Very Good/High
4	85	98	23	24	0	230	934	0,812	4,060	Good/High
5	58	142	24	5	1	230	941	0,818	4,091	Good/High
6	102	77	29	17	5	230	944	0,820	4,104	Good/High
7	128	90	12	0	0	230	1036	0,900	4,504	Very Good/High
8	56	77	51	30	1	231	818	0,71	3,541	Good/Fair

Question	5	4	3	2	1	Total				
	f	F	F	f	f	F	Score	TCR	Mean	Kategori
					7			1		
9	109	73	32	11	5	230	960	0,834	4,173	Good/High
10	11	27	130	33	30	231	649	0,564	2,809	Fair/Low
Average Value	77,6	82,1	46,4	17,1	7	230,2	896,8	0,779	3,895	Good/Fair

Source: Data Processed Results

The first question asked how I build good relationships with students during the learning process; six people answered strongly disagree, 24 answered disagree, 98 answered agree, and 51 answered strongly agree. The second question asked about how I apply learning methods in the teaching and learning process, and I have feelings about higher education.

The sixth question asked whether I could establish a good relationship with my boss; five people answered strongly disagree, 17 answered disagree, 29 answered agree, 77 answered agree, and 102 responded strongly agree. The seventh question asked whether I could establish good relationships with my fellow lecturers.

This variable is categorized as reasonable and moderate because it has a TCR value of 77 percent and a mean of 3.89. The highest instruments, found in questions three and seven, have TCR categories of mean, very good, and high. In speaking, I do not use language that insults, harasses, ridicules or offends other people's feelings. The lowest instrument found in the tenth question is personality and social competence.

1.2.5 Testing the Validity of Research Instruments
1.2.5.1 Convergent Validity on Lecturer Performance Variables

There are ten question instruments on lecturer performance variables. Based on the results of data analysis, convergent validity was obtained through factor loadings in the table below:

Table 5. Outer Model of Lecturer Performance

Indicator	Loading Factor	Information
Y2.1	0.772	Valid
Y2.2	0.871	Valid
Y2.3	0.778	Valid
Y2.4	0.701	Valid
Y2.5	0.762	Valid

All lecturer performance variable instruments have a loading factor value of more than 0.6, meaning that all instruments can be declared valid.

1.2.5.2 Convergent Validity on Job Satisfaction Variables

There are ten questions on the job satisfaction variable. Based on the results of data analysis, convergent validity was obtained through the loading factors in the table below:

Table 6. Outer Model of Job Satisfaction

Indicator	*Loading Factor*	Information
Y1.1	0.714	Valid
Y1.2	0.823	Valid
Y1.3	0.831	Valid
Y1.4	0.737	Valid
Y1.5	0.911	Valid

All job satisfaction variable instruments have a loading factor value of more than 0.6, meaning that all instruments can be declared valid.

1.2.6 Convergent Validity of Organizational Commitment Variables

There are five question instruments on the Organizational Commitment variable. Based on the results of data analysis, convergent validity was obtained through the loading factors in the table below:

Table 7. Outer Model of Organizational Commitment

Indicator	Loading Factor	Information
X1.1	0.812	Valid
X1.2	0.752	Valid
X1.3	0.715	Valid
X1.4	0.726	Valid
X1.5	0.808	Valid

All organizational commitment variable instruments have a loading factor value of more than 0.6, meaning that all instruments can be declared valid.

1.2.7 Convergent Validity on Competency Variables

There are ten question instruments on the competency variable. Based on the results of data analysis, convergent validity was obtained through the loading factors in the table below:

Table 8. Outer Competency Model

Indicator	Loading Factor	Information
X2.1	0.762	Valid
X2.2	0.692	Valid
X2.3	0.725	Valid
X2.4	0.826	Valid
X2.5	0.758	Valid
X2.6	0.702	Valid
X2.7	0.700	Valid
X2.8	0.803	Valid
X2.9	0.761	Valid
X2.10	0.726	Valid

All competency variable instruments have a loading factor value of more than 0.6, meaning that all instruments can be declared valid.

1.2.8 Discriminant Validity

Discriminant validity is used to measure the extent to which a latent construct is different from other constructs. A high value of discriminant validity indicates that the construct is unique and can explain the phenomenon being measured.

1.2.8.1 Average Variance Extracted (AVE)

The total AVE value of the variable must be greater than 0.5. This value shows sufficient convergent validity, which means that one latent variable can explain more than half of the daily indicators on average.

Table 9. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Organizational Commitment	0,728
Compensation	0,640
Job satisfaction	0,718
Lecturer Performance	0,682

Overall, the instruments for each variable meet the terms and conditions of valid discrimination. The results of Table 9 show that the average variable value for the competency variable (0.640), job satisfaction (0.718), and lecturer performance (0.682) is more significant than 0.5.

1.2.8.2 Research Instrument Reliability Testing

This reliability test aims to determine how consistent the construct variable instrument is

in measuring the variable itself. This research uses two approaches: Cronbach alpha and composite reliability testing. The reliability value of a construct with regulations must be greater than 0.7–0.6, which is an acceptable value as a variable with an instrument.

Tabel 10. Cronbach Alpha dan Composite Reliability

Variable	Cronbach Alpha	Composite Reliability	Conclusion
Organizational Commitment	0,906	0,925	Reliabel
Compensation	0,975	0,977	Reliabel
Job satisfaction	0,971	0,975	Reliabel
Lecturer Performance	0,945	0,951	Reliabel

Overall, the instruments for each research variable have met the reliability assumptions in the Cronbach Alpha test, as shown by the test results in Table 10.

1.2.9 Hypothesis testing

Table 11. Coefficient Test and Significance of Direct Effect

	Original Sample (O)	T Statistics ($|O/STDEV|$)	P Values
Organizational Commitment (X1) -> Lecturer Performance (Y2)	0.105	2.990	0.005
Competence (X2) -> Lecturer Performance (Y2)	0.282	4.155	0.000.
Job Satisfaction (Y1) -> Business Performance (Y2)	0.156	3.721	0.000

According to the Path of Coefficient test results found in Table 10, each equation is included in the following influence categories: 1. Influence of organizational commitment: lecturer performance is included in the significant category because the t-statistic value is more than 1.969 (2,990 is more than 1.969) and the value p-value more than 0.05 (0.005 more than 0.05). The direction of influence is positive, and the magnitude of the impact is 10.5%. Increasing organizational commitment will improve the performance of lecturers in the District.

Table 11. Moderation Coefficient and Significance Test

	Original Sample (O)	T Statistics ($|O/STDEV|$)	P Values
Organizational Commitment*Job satisfaction -> Lecturer Performance (Y)	0,247	3.766	0.014
Competency *Job satisfaction -> Lecturer Performance (Y)	0,121	3.380	0.000

According to Table 11, the four moderating influences found from this research model are as follows: 1. Organizational commitment to lecturer performance has a significant influence moderated by job satisfaction. The t-statistic value is more important than 1.969 (3.766 is more critical than 1.969), and the p-value is smaller than 0.05 (0.014 is smaller than 0.05). The direction of influence is positive, and the magnitude of the influence is 24.7%.

1.3 DISCUSSION

1.3.1   Organizational Commitment and Lecturer Performance in Asahan Regency

The study results indicate that organizational commitment has a significant and positive effect, with a T statistic value (2.990) greater than 1.969 and a P value (0.005) less than 0.05. This variable can also increase its influence on lecturer performance by moderating job satisfaction, which has a magnitude of impact of 24.7% and a positive direction and a magnitude of influence of 10.5%. So, it is clear that in running a bureaucracy that is by the target, the element of organizational commitment must be by the demands of each lecturer. By fulfilling the needs of lecturers, each lecturer will try to improve their performance.

Organizational commitment is an integral part of implementing the bureaucratic system in an institution (Hasanah & Madiistriyatno, 2020; Yusuf, 2020). Likewise, with a university in Asahan Regency, Organizational Commitment has become one of the driving factors in improving lecturer performance. Exemplary organizational commitment will encourage lecturers to do more serious work (Permadi et al., 2023). Therefore, universities must provide a vision by paying attention to the needs of lecturers in Asahan Regency. By fulfilling the needs of lecturers, each lecturer will get satisfaction in working. This is because, in general, private campuses are not very serious about paying attention to the welfare of their lecturers. Meanwhile, lecturer satisfaction will significantly determine the quality of lecturer performance (AM et al., 2022; Okolocha et al., 2021). By fulfilling the needs of each lecturer, what is targeted by the university will be easier to fulfill.

1.3.2   Competence and Lecturer Performance in Asahan Regency

With T statistics (4.155) greater than 1.969 and P Value (0.000) less than 0.05, competence positively and significantly influences research results. The effect is 28.2%, which shows that performance will increase by 28.2% if competence is improved, especially in the personality competence indicators described in the variable description. Lecturers in Asahan Regency have mature social skills, which enable them to build and strengthen emotional relationships horizontally and vertically, even though this is outside of professional competence. This is also caused by a need for more material support from the organization (campus) to encourage students. This competence can also be increased in its influence on lecturer performance with the help of job satisfaction variables. Namely, there is a significant influence of competence on lecturer performance, which is moderated by job satisfaction where the t-statistic value is > 1.969 (3,380 > 1.969) and the P-value is <0.05 (0.000 <0.05). The direction of

influence is positive, and the magnitude of impact is 12.1%. Job satisfaction possessed by lecturers in Asahan Regency can increase the effect of competence on lecturer performance. This is to research that lecturer competence has a significant impact on academic performance and student satisfaction (Bacha, 2021; Amal et al., 2022; Purba, 2023; Santoso and Ekawaty, 2018; Rachman et al., 2022; Qurtubi, 2023; Arniati & Arsal, 2023; Manurung, 2020; Munir et al., 2022).

Lecturer competence is essential in achieving what has been targeted by universities in Asahan Regency. Because with lecturers who have expertise or abilities, each student will be encouraged to be more skilled or creative (Garaika, 2020; Nelly et al., 2024). Likewise, vice versa, if every lecturer in a university does not have Competence, students tend to be lazy in carrying out lectures. Of course, this process will hurt the university. So, it is clear that Competence influences Lecturer Performance at the University of Asahan Regency. Lecturers with Competence will find it easier to achieve what has been targeted by the University (Rachman & Handayani, 2022). Therefore, the Competence of lecturers needs to be further improved so that the university's goals can be achieved more quickly.

2. CONCLUSION

Based on the results of the variable tests above, several conclusions were obtained as follows: Organizational Commitment and Competence have a positive and significant effect on Lecturer Performance in 67.3 percent of Higher Education in Asahan Regency; likewise, lecturer competence also has a positive and significant impact on lecturer performance in higher education in Asahan Regency. Organizational commitment has a significant moderating effect on lecturer performance related to job satisfaction. Likewise, the influence of competence on lecturers is moderated positively and strongly by job satisfaction. Therefore, it is clear that all variables are related to improving the quality of lecturer performance in the Asahan Regency.

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