



The Influence of Organizational Commitment and Work Climate on the Performance of Higher Education Lecturers in Asahan District

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Abstract. Many factors are considered capable of determining the quality of lecturer performance in tertiary institutions. Therefore, this study will test whether there is an effect of organizational commitment and work climate on the performance of university lecturers in Asahan district. Data collection In this study, economics was used with a focus on education management to test the factors of improving the quality of education with the intervening variable of teacher performance at tertiary institutions in Asahan District. This research was conducted in Asahan District which of the 14 tertiary institutions, one of which is Asahan University. The population in this study are university lecturers. This study uses a non-probability sampling method. The sample criteria in this study were that there were 115 permanent lecturers in tertiary institutions in the Asahan Regency. The results of the study show that organizational commitment has an influence on the quality of lecturer performance. Because with an organization that has a commitment to advancing the university, lecturers will be encouraged to participate. Likewise with the work climate which also has a very large influence on lecturer performance. This is due to a positive work climate and high morale. Then the lecturers will also have the enthusiasm to improve the reputation of the campus. So it was concluded that organizational commitment greatly influences the performance of lecturers in Asahan district.

Keyword : Organizational Commitment, Lecturer Performance Work Climate, Higher Education, Asahan District.

Abstrak. Banyak faktor yang dianggap mampu menentukan kualitas kinerja dosen di perguruan tinggi. Oleh karena itu penelitian ini akan menguji apakah ada pengaruh komitmen organisasi dan iklim kerja terhadap kinerja dosen perguruan tinggi di Kabupaten Asahan. Pengumpulan data Dalam penelitian ini digunakan ilmu ekonomi dengan fokus manajemen pendidikan untuk menguji faktor-faktor peningkatan mutu pendidikan dengan variabel intervening kinerja guru pada perguruan tinggi di Kabupaten Asahan. Penelitian ini dilakukan di Kabupaten Asahan yang terdiri dari 14 perguruan tinggi, salah satunya adalah Universitas Asahan. Populasi dalam penelitian ini adalah dosen perguruan tinggi. Penelitian ini menggunakan metode non-probability sampling. Kriteria sampel dalam penelitian ini adalah dosen tetap pada perguruan tinggi di Kabupaten Asahan yang berjumlah 115 orang. Hasil penelitian menunjukkan bahwa komitmen organisasi berpengaruh terhadap kualitas kinerja dosen. Karena dengan adanya organisasi yang memiliki komitmen untuk memajukan universitas maka dosen akan terpacu untuk berpartisipasi. Begitu juga dengan iklim kerja yang juga sangat besar pengaruhnya terhadap kinerja dosen. Ini karena iklim kerja yang positif dan semangat kerja yang tinggi. Kemudian para dosen juga akan memiliki semangat untuk meningkatkan reputasi kampus. Sehingga disimpulkan bahwa komitmen organisasi sangat berpengaruh terhadap kinerja dosen di Kabupaten Asahan.

Kata Kunci : Komitmen Organisasi, Iklim Kerja Kinerja Dosen, Perguruan Tinggi, Kabupaten Asahan.

Introduction

Quality education is education that is able to produce graduates who have abilities or competencies both academic and non-academic and are based on personal and social competence, and noble moral values, all of which are life skills and education that are able to produce someone who is able to practice faith, knowledge and other good practices (Suderadjat, 2005; Purba et al., 2019). Because of this, it is important to improve the quality of education in an institution, especially higher education as the spearhead of the end of formal education. The increasing quality of education is expected to produce graduates who are qualified and ready to socialize. Educators are an important component. Educational institutions must be able to apply policies to their lecturers to carry out the tri dharma of higher education which requires a lecturer to carry out educational and teaching activities, research, and community service so that educational goals can be achieved. There are several factors that describe this including lecturer competence, work commitment, the leadership of educational institutions, organizational climate, job satisfaction and teacher performance.

Apart from the competency and leadership factors, the commitment factor from the lecturers is also another important thing in ensuring the improvement of lecturer performance. According to Law Number 14 of 2005, teachers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. The weight of the task that a teacher has means that they must always be motivated so that they continue to be passionate about improving the quality of education from the school where they work. Lecturer performance is needed by tertiary institutions in order to improve quality, so that lecturer performance is achieved, lecturers should get satisfaction in working first. Basically job satisfaction is an individual thing, each individual will have a different level of satisfaction according to the value system that exists in him. This is due to the differences in each individual, the more aspects of work that are in accordance with the wishes of the individual, the higher the level of satisfaction felt, and vice versa. Apart from being personally beneficial for lecturers, this functional position is very useful for universities, because it can improve campus accreditation. Commitment is the ability and willingness to align personal behavior with organizational needs, priorities and goals. This includes ways to develop goals or meet organizational needs, which essentially prioritize the organization's mission over personal interests (Soekidjan, 2009; Ingtyas et al., 2021; Purba et al., 2020; Amal et al., 2022).

In the same context, climate is a system that will create a certain atmosphere in an organization that refers to the internal characteristics of an organization (Sutiah et al., 2021; Wulandari and Kristiawan, 2017; Syafrizal et al., 2022; Purba et al., 2019). Work climate has a significant effect on job satisfaction. Or in other languages, the organizational climate influences by forming lecturers' expectations regarding the consequences that will arise from various existing actions. In this case the lecturer's perception of the organizational climate determines the value of the satisfaction he feels.

A work climate that does not yet support productive work performance, provision of adequate technology and working conditions, as well as communication flows that are not supportive in terms of quantity and quality, decision-making practices that are not aligned with organizational levels, and the value of workforce welfare have not been properly considered will lead to low job satisfaction. It can also be interpreted that the work climate can be an important element for strengthening the teaching and learning process for work behavior, work performance and job satisfaction so that the more suitable and healthier an organizational climate, the higher the level of job satisfaction and lecturer performance. The work climate influences by forming perspectives and perceptions where the benchmark for all rewards received is because of the various actions it presents.

Basically job satisfaction is an individual thing because each individual will have different levels of satisfaction according to the values that apply to each individual. The more aspects of work that are in accordance with individual wishes, the higher the level of satisfaction felt. Job satisfaction is also important in a series of management processes in an organization, because job satisfaction will generate enthusiasm for work which will ultimately result in increased productivity and performance. Roe and Byars (Priansa et al, 2014) reveal that high job satisfaction will encourage achieve organizational goals effectively. Therefore, job satisfaction is important for lecturers to have in order to work optimally. When individuals have a sense of pleasure in their work, individuals will feel satisfied with the work they do. Conversely, if an individual does not get job satisfaction, he will feel bored with all the demands he carries so that work will be hampered and will not get the maximum way of completion. Therefore, based on the background described above, this research was conducted to examine the moderating effect of job satisfaction on the influence of organizational commitment and work climate on the performance of lecturers in Asahan district.

Literature Review

Competence

According to Musfah (2012), competency is a collection of knowledge, behavior, and skills that must be possessed by lecturers to achieve learning and educational goals. Competence is obtained through education, training, and independent learning by utilizing learning resources. According to Suyanto and Jihad (2013), competence is basically a description of what a person can do at work, as well as what forms of work can be seen. To be able to do a job, a person must have the ability in the form of knowledge, attitudes, skills that are relevant to the field of work. According to hamit el al. (2008), competence is a set of responsible intelligent actions that must be owned as a condition to be considered capable of carrying out tasks in a particular field. According to Puspitarini and Kusumawati (2011), to be able to carry out teaching tasks properly, lecturers must have professional skills.

According to Robbin (2008), competence is an ability (ability) or a person's capacity to do various tasks in a job, where this ability is determined by two factors, namely intellectual ability and physical ability. Based on these opinions, it can be concluded that competence is the ability of lecturers to carry out their professional duties which include aspects of the Tri Dharma of Higher Education, namely the ability to carry out teaching, research and community service.

Work Climate

According to Rahsel (2016), work climate is a cultural trait as a generalized belief system, which plays a role in the integrity of a culture and guides the development of that culture. Climate arises from and is supported by organizational practices. Climate change will affect employee productivity and performance. Climate is seen as a quality of subjective experience that comes from perceptions of the relatively enduring character of the organization (Wahyono, 2019; Natsir et al., 2022; Bintang et al., 2022).

According to Wulandari and Kristiawan (2017), climate is a system that will create a certain atmosphere in an organization that refers to the internal characteristics of an organization. According to Tadampali et al. (2016), climate is a typical atmosphere that occurs within an organization and this is the result or influence of the atmosphere that occurs in the organizational environment. According to Wirawan and Arka (2015) Organizational climate is defined as the perception of organizational members that can influence the attitudes, behavior, and performance of organizational members which can determine organizational performance.

Meanwhile, according to Lussier and Achua (2010) organizational climate can also be defined as the quality of the organization's internal environment that influences the behavior of organizational members. According to Robbins (2008), work climate is a term used to contain a series of behavioral variables that refer to core values, beliefs, and principles that serve as a basis for an organization's management system. According to Sumantri & Mardianto (2018), work climate is the internal or culture of an organization as felt by its members in an organization. Based on these opinions, it can be concluded that the work climate is a condition and state of the work atmosphere in tertiary institutions where you feel comfortable, calm and free in carrying out the tri dharma activities of higher education without any fear. According to Davis and Newstrom (2000) the factors that can create a conducive organizational climate include: 1) quality of leadership; 2) trust; 3) upward and downward communication; 4) feeling happy at work; 5) responsibility; 6) openness; 7) reasonable reasons for hard work; 8) opportunities; 9) the reason for entering will be to supervise the bureaucracy; and 10) worker environment and participation.

Organizational Commitment

Commitment is the ability and willingness to align personal behavior with organizational needs, priorities and goals. This includes ways to develop goals or meet organizational needs, which essentially prioritize the organization's mission rather than personal interests (Soekidjan, 2009). The term commitment is widely used in various fields, such as the field of organization, the world of work, human relations, and others. The definition of commitment according to some of the following experts:

Steers and Porter (1983) explain Commitment is a condition when an individual is bound by his actions so that it will generate confidence to support his activities and involvement. Welsch et al. (2000) Commitment is an important behavioral dimension and is used to assess the engagement of subordinates or employees in the company. Colquitt et al. (2005) Commitment is the willingness of individuals to side with a particular organization and its goals and maintain membership in that organization. Similar to trust, relationship commitment creates competitive advantage through cost reduction and information sharing (Khalili, 2017; Purba et al., 2018; PS et al., 2022; Ingtias et al., 2020; Amin et al., 2021).

Individual commitment arises because of a sense of responsibility for something. Some individuals commit because they enjoy what they do, while some other individuals commit because they are afraid of losing something if they don't carry out their commitments. According to Mowday cited by Maulidyansah (2015), several factors that affect employee commitment to the company are as follows.

1. Personal characteristics, namely age, length of work, level of education, gender, race, and several other personality factors. In general, age and length of work have a positive relationship with company commitment. Meanwhile, education level has a negative relationship with company commitment, although this relationship is not very constant.
2. Job and role characteristics, including job opportunities, role conflict and role ambiguity. The greater the opportunity obtained at work, the more experience gained, which in turn increases individual commitment to the company. Meanwhile, role conflict has a negative relationship with commitment to the company, as well as role ambiguity.
3. Structural characteristics of the company, including company size, unity, extent of control and centralization of authority.
4. Work experience, including dependency on the company, personal interest in the company, positive attitude towards the company, and individual social attachment in the company. The greater all these factors, the higher the individual's commitment to the company.

Mayer & Gross (1990) in a book entitled "Human Resource Management Review" identifies three different themes in defining the meaning of commitment. The three themes :

1. Affective Commitment. Affective commitment is a psychological attraction to the company. This commitment arises and grows because of the encouragement of security, comfort and benefits that are felt not to be obtained in other places or organizations. The meaning of this affective commitment can be identified by the comfort indicators of organizational members/employees. The more employees feel comfortable and get a lot of benefits, the higher the employee commitment. Having affection for work occurs because you feel there is a strong emotional attachment to the company. If you enjoy a certain job, you may feel comfortable and satisfied with it. This increased job satisfaction may increase your feelings of affective commitment.
2. Sustainable Commitment. Continuing Commitment is defined as a member's psychological attachment to the organization because of the costs you incur as a consequence of leaving the organization. The meaning of sustainable commitment is that each member needs to make calculations related to the benefits and sacrifices in his involvement in the organization. In continuance commitment, individuals will tend to have a high commitment if they see the consequences or losses obtained from their discharge are getting higher. Higher losses will discourage individuals from leaving the company. Because basically individuals who have ongoing commitment will weigh the pros and cons of leaving the company.

3. Normative Commitment. Normative commitment is an individual's psychological attachment to the organization because of a moral obligation to maintain a relationship with the organization. This is something that encourages employees to stay and contribute to the company, both material and non-material. Employees feel a moral obligation, where employees will feel uncomfortable and guilty if they don't do something for the company. The sense of obligation stems from several factors. Employees may feel compelled to stay with the company because they have invested money or time in employee training. This obligation can also be derived from the results of moral education in his family. For example, your family may have emphasized that you must remain loyal to your organization.

Job satisfaction

Job satisfaction theory tries to reveal what makes some people more satisfied with a job than some others. This theory also seeks the basis for the process of people's feelings towards job satisfaction. There are several theories about job satisfaction, namely (Durai, 2010; Sweetman et al. , 2011; John et al., 2010; Amin et al., 2021):

1. *Two Factor Theory*

This theory suggests that satisfaction and dissatisfaction are part of a different group of variables, namely motivation and hygiene factors. Dissatisfaction is related to conditions surrounding the job (such as working conditions, wages, security, quality of supervision and relationships with other people) and not with the job itself. Because the factors preventing negative reactions are called hygiene or maintenance factors. Conversely, satisfaction is drawn from factors related to the job itself or results directly from it, such as the nature of work, achievement in work, opportunity for promotion and opportunity for development self and recognition. Because these factors are related to high levels of job satisfaction, they are called motivators.

2. *Value Theory*

According to this theory, job satisfaction occurs at the level at which job results are received by individuals as expected. The more people receive results, the more satisfied I will be and vice versa.i The key to achieving satisfaction in this theory is the difference between the aspects of the job one has and the one one wants. The greater the difference,i the lower the satisfaction of people.

Job satisfaction is an affective or emotional response to various aspects or aspects of one's job so that job satisfaction is not a single concept. Someone can be relatively satisfied with one aspect of the job and not satisfied with one or more other aspects work towards his work, arise based on an assessment of the work situation dislike it. The feelings related to job satisfaction and dissatisfaction tend to reflect the employee's assessment of work experiences at the present time and exceed expectations for the future. So it can be concluded that there are two important elements in job satisfaction , i.e., job values and basic needs. Job values are the goals that the individual wants to achieve in carrying out work assignments. It is further said that the values -value work must be appropriate or help fulfill basic needs.

Thus, it can be concluded that job satisfaction is the result of work force which is related to work motivation, i, with the degree of importance of aspects of work for individuals. i An individual will feel satisfied or dissatisfied with his work, it is something that is personal, that is, it depends on how he perceives there is compatibility or conflict between his desires and the output he gets (Ulrich et al., 2020; Supsiolani et al., 2022; Wahidah et al., 2022; Ampera et al., 2020). as a sense of respect in achieving one of the important values of work.

Research Method

This study uses economics with a focus on education management to test the factors of improving the quality of education with the intervening variable of teacher performance at tertiary institutions in Asahan District. Explanatory research is used in this study to find and limit research so that it is applicable and researchable (Zikmund, 2000). This research is associative because it connects and sees the influence of independent variables through mediating variables on the dependent variable either directly or indirectly. The scope of this research is to analyze the factors of improving the quality of education with the intervening variable of teacher performance in Asahan District tertiary institutions.

This research was conducted in Asahan District which of the 14 tertiary institutions, one of which is Asahan University. The population in this study are university lecturers. The research sample is a sub-group of population elements selected to participate in a study. The sample is part of the population taken by a certain method or method. This study used a non-probability sampling method by using a purposive sampling technique, where the sample was selected based on criteria that had been prepared by the researcher. The sample criteria in this study are already a permanent lecturer at a tertiary institution in the Asahan Regency. Furthermore, determining the sample in this study used the Structural Equation Model

sampling, which determined the number of samples based on the multiplication of the number of indicators with the number of answer choices or scale (Malhotra et al., 2015; Ade Galih et al., 2018; Nasution et al., 2023). The following is the calculation of the number of samples in this study: Minimum sample =i Sum of indicators xi 5 =i 23i xi 5 =i115 People.

Result and Discussion

The Effect of Work Climate on Lecturer Performance



Figure 1. Effect of Work Climate on Lecturer Performance

Organizational climate describes the working conditions felt by employees both physically and non-physically and influences the attitudes, behavior and performance of members of the organization and individuals (Wirawan and Arka, 2007; Siagian, 2002). Organizational climate in an educational institution plays an important role in supporting the achievement of optimal teaching staff performance (Nurhakim et al., 2021). A good climate must always be formed in order to create pleasant conditions in educational institutions and can improve teacher performance in order to create quality education in these educational institutions (Maulana et al, 2017). This statement is in accordance with research conducted by Maulana (2017), Widyaningsih et al. (2021) and Nurhakim (2021) found that organizational climate affects lecturer performance.

The Effect of Competence on Lecturer Performance



Figure 2. The Effect of Competence on Lecturer Performance

A lecturer is required to have competence in carrying out his duties. The important role of this social competence lies in two things: first, it lies in the personal role of the lecturer who lives in the community to mingle with the community. For this reason, a lecturer needs to have the ability to mingle with the community, this ability includes the ability to mingle politely, flexibly with the community, through sports, religious and youth, arts and cultural activities. Lecturers must have the flexibility to mingle as human beings besides being intellectuals.

An important competency is owned by a lecturer, the ability to communicate and interact effectively and efficiently, both with students, parents/guardians, and the surrounding community, so that someone who has competence will appear attractive, empathetic, collaborative, like to help, be a role model, and communicative. Based on the results of research conducted by Artanti, (2019), it was found that competence has a significant and positive influence on performance. Research conducted by Adji (2013) shows that competence has a positive and significant effect on performance. The results of research conducted by Dedy and Sumiaty (2017) show that competence has a significant positive effect on performance. The results of this study are supported by research conducted by Zaim et al., (2013) and show that competency has a significant positive effect on performance.

Research conducted by Arifin (2014) shows that competency has a positive and significant effect on performance. These results mean that the higher the competency, the higher the performance that will be produced. Based on this description, it can be assumed that competence affects performance.

The Effect of Competence on the Quality of Education



Figure 3. The Effect of Organizational Commitment on Lecturer Performance

The results of research conducted by Purwoko (2018) with the research title: "The Influence of Principal Leadership, Teacher Commitment, Teacher Work Discipline and School Culture on Vocational School Teacher Performance", shows the results of the research that teacher commitment has a positive and significant effect on teacher performance in SMK Sleman Regency. The results of this study are in accordance with the opinion of Hasibuan & Moedjiono (2006, p. 40) that one of the factors that influence teacher performance in carrying out teaching tasks is the teacher's behavior factor. The teacher's behavior factor greatly determines the successful process of student learning including teacher commitment as an internal factor of teacher behavior. The better the teacher's commitment, the better the teacher's performance. Conversely, the less good the teacher's commitment, the less good the teacher's performance in SMK Sleman Regency will be.

The Effect of Job Satisfaction on Lecturer Performance



Figure 4. Effect of Job Satisfaction (KK) on Lecturer Performance

A satisfied lecturer tends to be absent less often, make a positive contribution, and stay in the company. On the other hand, dissatisfied lecturers may be absent more frequently, may experience stress that disturbs co-workers, and may constantly look for another job (Moorhead and Griffin, 2013). Lecturer job satisfaction can occur if in carrying out their duties as educators in accordance with the competencies and expertise they have. Competence can be increased through a lecturer certification program that can make lecturers become professional

staff, providing guidance through supervision, providing motivation, increasing discipline, providing incentives and salaries commensurate with their professionalism. Therefore, if a lecturer who has high job satisfaction usually has a high performance as well. Research conducted by Arifin (2015) entitled *The Influence of Competence, Motivation, and Organizational Culture to High School Teacher Job Satisfaction and Performance*, resulted that job satisfaction affects teacher performance. The results of this study are also in line with the results of research conducted by Werang (2014) and Pratiwi (2013). Damayanti, (2018) states that there is a strong and significant influence between job satisfaction on the performance of employees of the Siti Khadijah Islamic Hospital Palembang, South Sumatra. Wijaya (2018) states that there is an effect of job satisfaction on the performance of CV Bukit Sanomas employees. Based on this description, it can be assumed that job satisfaction affects performance.

Conclusion

In accordance with the research findings above. So this study shows that organizational commitment has an influence on the quality of lecturer performance. Because with an organization that has a commitment to advancing the university, lecturers will be encouraged to participate. Likewise with the work climate which also has a very large influence on lecturer performance. This is due to a positive work climate and high morale. Then the lecturers will also have the enthusiasm to improve the reputation of the campus. So it was concluded that organizational commitment greatly influences the performance of lecturers in Asahan district.

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