

Factors that Affect Competence and Affective Commitment and Its implication on Job Performance: A Case Study of STIE Medan, Indonesia

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Abstract

The success of the tertiary education sector development in Medan, North Sumatra Province has highly dependent on tertiary governance institution, particularly the management of STIE Medan. The STIE's depends on the quality of its human resources (Lecturers). The present study examines the effect of serving leadership, compensation and works environment on competence and affective commitments and its implication on STIE Lecturers performance in Medan, North Sumatra province, Indonesia. This study is designed using a quantitative approach through a survey questionnaire collected from 248 STIE permanent lecturers. This study applies two types of analysis: descriptive statistics and inferential statistics (path analysis). The study results found that serving-leadership, compensation and work environment significantly affect competence and affective commitment among STIE permanents lecturers. Also, competence and affective commitment have a significant effect on STIE lecturer's performance. In conclusion, we successfully identified the variable of serving leadership, compensation and work environment, competence and affective commitment that influence the STIE lecturers' performance.

Keywords

Serving Leadership, Compensation and Work Environment, Competence, Affective Commitment, and Performance.

1. Introduction

Education is a process of educating the nation's life. The development of Indonesian people as a whole explained in Law No.12 of 2012 concerning higher education. It states that higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology by paying attention to and applying the values of humanities as well as the sustainable culture and empowerment of the Indonesian nation. The nation's competitiveness in the face of globalisation in all fields requires higher education that can develop science

and technology and produce intellectuals, scientists, and professionals who are the cultured and creative, tolerant, democratic, strong character. Brave defend the truth for the benefit of the nation. The development of the education sector is carried out to develop the whole Indonesian people and develop the entire community. This statement shows that development in the education sector is shown in improving the quality of human resources. This increase aims to pursue the physical progress such as food, clothing and housing or spiritual satisfaction such as education, a sense of security, a sense of justice, but harmony and balance between the two.

The educational institution is a formal institution that provides services in improving the quality of human resources through professional teachers and lecturers, administration and management. Likewise, tertiary institutions as one of the educational institutions that must implement the Tri Dharma of Higher Education, namely education and teaching, research and community service must form quality human resources, efficient educational management to face challenges following local, national and global life. To achieve the goals of national education as stated in the Republic of Indonesia Law Number 12 of 2012 concerning the National Education System (SISDIKNAS), the provider of national higher education in effect in Indonesia which was established by the government through State Universities (PTN) and established by the community through Higher Education Private sector (PTS). In the Republic of Indonesia Law Number 12 of 2012, Article 59 states that the form of Higher Education consists of Universities, Institutes, Colleges, Polytechnics, Academies and Community Academies. Since the Republic of Indonesia consists of several islands and regions, so that private universities present in the country are also well-coordinated, the higher education service institutions (L2DIKTI) are also divided according to their working areas as the North Sumatra Region coordinated by L2DIKTI Region I North Sumatra.

Based on the results of researchers' observations, the number of tertiary institutions (Universities, Institutes, Colleges, Academies, and Polytechnics) in North Sumatra Province which consists of 25 districts/cities is 270 PTS. With the number of students as many as 424,722 students. The number of lecturers is 12,600 lecturers. Permanent lecturers who teach in various private universities in North Sumatra Province consist of permanent lecturers of L2DIKTI Civil Servants and permanent lecturers of the Foundation. In this study, the researcher chose the object of research on permanent lecturers' performance in various accredited private universities with a minimum of B who reside in Medan City, North Sumatra Province. Researchers also want to identify more about the existence of PTS in the development of lecturers in private universities in Medan City, North Sumatra Province. L2DIKTI lecturers are seconded to PTS and permanent lecturers from the Foundation who are registered with L2DIKTI and lecturers who have obtained Lecturer certification.

Besides, administratively, lecturers have the main task of carrying out the Tri Dharma of Higher Education, namely providing education-teaching services, research, and community service. In carrying out the Tri Dharma of Higher Education, lecturers act as: (1) facilitators and resource persons for student learning; (2) researchers and experts in their respective fields of knowledge, for the development of science, technology, culture and arts; (3) serving the community by applying their expertise for the welfare of society and the advancement of humanity. Higher education institutions need to make various adjustment efforts, especially in the minimum standard of education for lecturers. It is because lecturer performance is measured based on internal indicators and lecturers' independence in providing teaching. Still, it is important to determine indicators of knowledge through minimum education.

Based on the survey results, the average lecturer performance is still in a good enough category but not optimal because there are still more than 60%. The lecturer performance is in the bad to good enough category. Thus it can be concluded that the performance of lecturers at STIE in Medan City, North Sumatra is limited, it still needs to be improved. As it is known that lecturer performance is influenced by the affective commitment of the lecturer himself. the higher the commitment, it is expected that the performance will increase. (Jacobsen, 2000: 190). Regarding affective commitment, it shows that the average of lecturers' affective commitment, most lecturers, do not have a strong commitment to the institution. More than 60% of the lecturers' committee is still not very good to good enough. Thus, it can be concluded that lecturers' commitment to institutions at STIE in Medan City, North Sumatra is not optimal. Another variable that shapes lecturer performance is the competence of the lecturer itself. In line with Sedarmayanti (2009) statement, competence is a key determining factor for producing excellent performance. If you pay attention to the above statement, the researchers conducted a pre-survey about the competence of STIE lecturers in Medan City, where the results showed that the average competence of the majority of lecturers did not yet have adequate competence. More than 60% of lecturers' competencies were still not good enough. Thus it can be said that the competence of lecturers in universities in North Sumatra is not optimal. Thus, the present study examines the effect of serving leadership, compensation and work environment on competence and affective commitments and its implication on STIE Lecturers performance in Medan, North Sumatra province, Indonesia.

2. Literature Review

2.1 Management Theory

Management can be considered as an ability to align and balance time and people in solving everyday problems. In everyday life, many people face various activities that must be carried out to achieve a goal with limited time available. Even though there is sometimes not enough time to complete all the work that day. To be completed properly, even though it is limited by time, humans must organise their activities to achieve goals. The word management comes from Latin, namely *manus*, which means hand, and *agere*, which means to do. The two words are combined to become a manager which means doing. The manager is translated into English in the form of the verb to manage, with the noun management, and manager for people who do management activities. Management is a distinct process consisting of planning, organising, actuating, and controlling performed to determine and accomplish stated objectives by using human being and other resources (G. R. Terry in Yudhi Koesworodjati, 2013).

2.2 Organization Theory

The organisation is working together for two or more people to achieve goals effectively and efficiently. The definition above describes some of the basic elements that characterise an organisation: cooperation; a group of people, two or more people; a container; structured; there is a common goal to be achieved; there is leadership to coordinate various elements in achieving a goal. According to Arifin (2007), organising is dividing tasks, powers and resources among organisational members to achieve certain goals. It is said so because different organisations will give birth to different organisations. So organising means establishing the organisation's organisational system and holding a division of labour so that goals can be easily realised. According to Bateman (2008), organising collects and coordinates human, financial, physical, information, and other resources needed to achieve organisational goals. Organising functions to create a dynamic organisation, to anticipate changes that will occur in connection with environmental changes, forms of organising may change according to situations and conditions.

2.3 Servant Leadership Theory

Leaders must be able to anticipate sudden changes, correct weaknesses, and bring the organisation to its goals within a predetermined period of time. In short, leaders and managers have the most opportunity to turn "straw to gold" or, conversely, "turn a pile of money to ashes" if he takes a wrong step and is not wise. Thus, leadership will be the opening key for organisational success. According to Robbins and Judge (2013), Servant Leadership goes beyond their interests and focuses on opportunities to help followers grow and develop. They don't use force to achieve goals, and they emphasise persuasion. Behavioural characteristics include listening, empathising, persuading, accepting stewardship, and actively developing potential followers. Because serving leadership focuses on serving others' needs, research has focused on outcomes for the well-being of followers. The service leadership model developed by Northouse (2013) prioritises employee development as the main thing, and first, leaders are indirectly expected to direct the company towards long-term and sustainable success. It is the impact of changes in behaviour serving subordinates that occur in successive phases and continuously. So it is clear that leadership is not popularity, not power, not showmanship, and not wisdom in long-term planning. Its simplest form of leadership is getting things done with other people and helping others achieve a common goal.

2.4 Competency Theory

The basic concept of competence originated from McClelland (1973). He also recommends replacing intelligence tests with tests based on competence (Barrett & Depinet in Sudarmanto 2009). According to some experts, competence is crucial. "Competence is a key determining factor for a person in producing excellent performance. In a collective situation, competence is a key factor in determining organisational success" (Sedarmayanti, 2009). Meanwhile, the meaning and at the same time a statement of these competency requirements are regulated in the Manpower Act No. 13 of 2003, article 1 paragraph 10 which reads: Job competence is the workability of each individual which includes aspects of knowledge, skills, and work attitudes following established standards.

2.5 Affective Commitment Theory

In general, affective commitment means a person's consent to do something good for himself or others and a willingness to be bound by an organisation's rules and specific goals. Affective commitment is also individual loyalty to the organisation with high organisational commitment to identify organisational strengths and loyalty to organisational membership. Suppose employees have high loyalty to the organisation. In that case, they will work hard to complete their work, and they will be loyal to the organisation, meaning that someone who has affective commitment will affect their performance (Schermerhorn, 2010). The common understanding of commitment is an

agreement to do something for yourself, another person, group or organisation. Whereas affective commitment reflects the degree to which a person recognises an organisation and its goals. It is an important work attitude because committed people are expected to show a willingness to work harder to achieve organisational goals and have a greater desire to continue working in a company (Kreitner and Kinicki, 2014).

Several definitions of affective commitment are as follows: (1) a strong desire to remain as a member of a particular organisation; (2) the desire to try hard according to the wishes of the organisation; (3) certain beliefs, and acceptance of the organisation's values and goals. In other words, this is an attitude that reflects employee loyalty to the organisation and a continuous process in which organisational members express their concern for the organisation and its success and continuous progress (Luthans, 2011). Affective commitment includes three attitudes, namely: (1) feelings of identification of organisational goals; (2) belief in the attachment to organisational policies, and; (3) loyalty to the organisation (Gibson et al., 2012). Commitment includes two things, first, commitment to attitudes such as loyalty and support to the organisation, the strength of identification with the organisation, belief in organisational values and goals. Second, its commitment to behaviour remains to the company and continues its goals (Torrington et al., 2008).

Organisational commitment is the relative strength of an individual's identifications with and involvement in an organisation. They elaborate on the firm's belief in the organisation's values and goals and the willingness to make every effort to benefit the organisation. They hope to become members of the organisation (Nicholson et al., 2005: 44). The above definitions concluded that affective commitment is an individual's emotional attachment to the organisation. If individuals have a strong desire to become members of the organisation, they will try their best to achieve organisational goals.

2.6 Performance Theory

Performance is associated with performance as a noun. The meaning of performance is the work that can be achieved by a person or group of people in a company following their respective authorities and responsibilities to achieve company goals illegally, does not violate the law and does not conflict with morals and ethics (Rivai in Harsuko 2011). According to Chaizi Nasucha in Sinambela (2012), organisational performance is defined as the organisation's overall effectiveness to meet the needs set by each relevant group through systematic efforts and continuously improving the organisation's ability to achieve its needs effectively. According to Bernandi & Russell (in Riani 2011), performance is a record resulting from a particular job or activity's function during a certain period of time. According to Sinambela et al. (2012), employee performance is defined as the employee's ability to perform certain skills.

Employee performance is very necessary because, with this performance, it will be known to what extent the employee can carry out the assigned tasks. For this reason, it is necessary to determine clear and measurable criteria that are jointly determined as a reference. According to Byars and Rue (in Harsuko 2011), performance is the degree of preparation of tasks that govern one's work. So, performance is the willingness of a person or group of people to carry out activities or improve them according to their responsibilities with results as expected. According to Withmore in Mahesa (2010), performance is an expression of a person's potential in fulfilling their responsibilities by setting certain standards. Performance is one of the total collections of work that is within the worker. According to Harsuko (2011), performance is the extent to which someone has played for him/her in implementing organisational strategy, both in achieving specific goals related to individual roles and by showing competencies that are declared relevant to the organisation. Performance is a multidimensional concept that includes three aspects, namely attitude, ability and accomplishment.

3. Methodology

As mentioned earlier, this study analysed the causality relationship between the research variables. This research is a management science approach to human resources. Sugiyono (2010) adds that there are at least two variables connected in this associative research. The form of the relationship between variables is causal, namely a causal relationship. This research is a quantitative study consisting of five variables, four independent variables, one dependent variable, and one intervening variable that aims to determine the independent variable's effect on the dependent variable. According to research data is quantitative data, the data analysis uses quantitative statistics. The research begins in February 2019, which is planned to be completed until the processing of data and research reports for approximately six months, including the preparation, pre-research, and preparation to the form of research reports. The research site was carried out in Kopertis Perguruan Region I North Sumatra with the observation unit being all STIE lecturers in Medan.

This study consists of six variables, namely four independent variables, one dependent variable and one intervening variable. The independent variables in this study are: The variable in this study is Affective Commitment. The theory of affective commitment used in this study is Luthan (2011) and Kinicki (2014). Commitment is the

lecturer's attitude to remain in the organisation and be involved in the efforts to achieve the mission, values and goals of the organisation. The second variable is lecturer competence. This variable is a variable that is part of the HR management theory. The theory or competency foundation used in this research is Law no. 14 of 2005 concerning teachers and lecturers. The dependent variable in this study is lecturer performance. This variable is a variable that is part of the theory of HR management and organisational behaviour. The theory of lecturer performance used in this study is the basis of the Kepmendiknas No.36 /D/O/2001 concerning Technical Guidelines for the Implementation of Position Credit for Lecturers. Lecturer performance consists of the main elements of Tridharma and the supporting elements of higher education, namely: (1) implementing education and teaching; (2) carry out research, and (3) carry out community service.

4. Results

This structural model illustrates the relationship between lecturer competence and affective commitment to lecturer performance, which is stated in the following hypothesis: That Lecturer Competence and Affective Commitment influence Lecturer Performance either partially or simultaneously. Based on the results of the SPSS program data processing for the structural model, according to the proposed hypothesis, the following results were obtained (see Table 1):

Tabel 1. Hypotheses Testing

	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.573	1.453		3.836	0.000
Lecturer Competence	0.651	0.032	0.658	20.259	0.000
Affective Commitment	0.251	0.024	0.345	10.617	0.000

Dependent Variable: Lecturer Performance

Table 1 above shows the lecturer performance variable is positively influenced by lecturer competence with a path coefficient of 0.658 and affective commitment with a path coefficient of 0.345. The path coefficient of lecturer competence to lecturer performance is 0.658. It means that if lecturer competence has increased, lecturer performance will increase by 0.658 units or lecturer competence will contribute to an increase in lecturer performance by 0.658 units. The path coefficient of affective commitment to lecturer performance is 0.345. It means that if the commitment has increased, the lecturer performance will increase by 0.345 units or affective commitment will contribute to an increase in lecturer performance by 0.345 units. The proposed hypotheses have been tested and accepted. It can be seen in Figure 1 below:

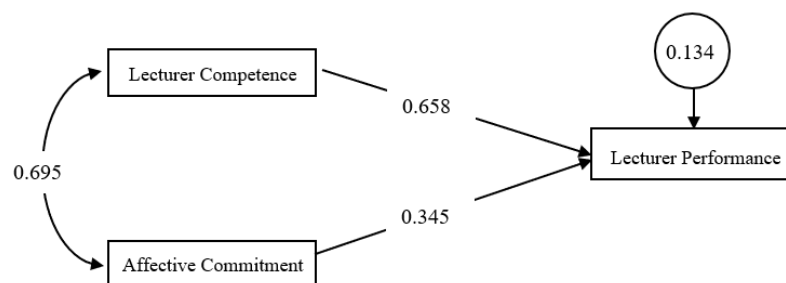


Figure 1. Path Regression Coefficient

Using the correlation value and path coefficient, the result of direct and indirect effect, as seen in Table 2 below:

Table 2. Direct and Indirect Effect

	Path Coefficient	Direct Effect	Indirect Effect		Total Effect
			Lecturer Competence	Affective Commitment	
Lecturer Competence	0.6577	43.26%		15.75%	59.01%
Affective Commitment	0.3447	11.88%	15.75%		27.63%
Total		55.14%	15.75%	15.75%	86.64%

Table 2 displays the result of the direct and indirect effect. The direct effect of the lecturer competence variable on lecturer performance is 43.26%. In comparison, the indirect effect through affective commitment is 15.75%, and the direct effect of the affective commitment variable on lecturer performance is 11.88% while the indirect effect through lecturer competence is 15.75%. The calculation of the total influence partially the greatest is the variable of lecturer competence with the total influence on lecturer performance of 59.01%. It can be concluded that improving lecturer performance must be supported by the running of good lecturer competencies. However, the influence of other variables that influence the lecturer performance studied in this study is also quite large, i.e., the affective commitment of 27.63%.

5. Conclusion

The study results found that serving-leadership, compensation and work environment significantly affect competence and affective commitment among STIE permanents lecturers. Also, competence and affective commitment have a significant effect on STIE lecturer's performance. In conclusion, we successfully identified the variable of serving leadership, compensation and work environment, competence and affective commitment that influence the STIE lecturers' performance.

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