

The Effects of Leadership Styles, Organizational Climate, Environmental Aspects and Organizational Commitment and Job Satisfaction on the Lecturers' Performance of Kopertis III in Jakarta

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Abstract- The education system can become in a better form if supported by qualified educators who have effective behavior. This is simply because this condition will facilitate educational institution in achieving its objectives. This study aims to examine and analyze the effects of leadership style, organizational climate and environmental aspects of the organization's commitment on the lecturers' performance in Kopertis III (The Educational Institution of Private University) in Jakarta, Indonesia. The unit of analysis in this study are lecturers who have attained the certificate of educators and the professional allowance. This research was conducted at the private university in Jakarta. Data collection method used in this research is the study of literature, documentation, interviews, and questionnaires. The study population include lecturers of civil servants employed (DPK) and lecturer in private universities in Jakarta and has attained certificates of educators and professional allowances. The number of samples in this study was 200 people. The instruments used in data collection was a questionnaire. Measurement scale used is Likert scale with five components. Analysis tools used in testing the hypothesis is using SEM (Structural Equation Modeling) with the help of AMOS program. The results showed inter alia that the style of leadership, organizational climate and environmental aspects have positive effect on organizational commitment and job satisfaction. Organizational climate and environmental aspects were also found to have positive effect on the performance of lecturers. Organizational commitment and job satisfaction have positive influence on the performance of lecturers. On the other hand, the style of leadership does not have a significant effect on the performance of lecturers. These results indicate that the direct connection of eleven lines, there is a path that has no effect and H3-a hypothesis be rejected.

Index Terms— leadership style, organizational climate, environmental aspects, job satisfaction, and performance of lecturers

I. INTRODUCTION

Teaching and learning are two dimensions that are highly dependent on the capabilities and professionalism of the lecturers. This suggests that lecturers play important role in the process of teaching and learning of universities (Long, Ibrahim, and Kowang, 2014). However, apart from the role of lectures, it is argued that there are other factors, including students and other environmental factors (Leung & Wong, 2011).

Gordon (2001) in his research argued that to find a good lecturer is not so easy as there are a shortage of a good lecturer in many developing countries including Indonesia. This good lectures can also be affected by the social environment (Steinmetz, 1969). Therefore, there are problems associated with the supply of the good quality of lectures in many universities (Banfield, Richmond, and McCroskey, 2006).

Of the many factors that made the low quality performance of lectures is because of many lecturers do not have satisfaction in their jobs. The importance of job satisfaction is considered a must as it is an emotional response to positive and negative attitudes that affect the feelings, thoughts, pleasant attitude and loves her job. Such conditions would create lecturer's good performance in implementing the academic tasks.

However, lecturer job satisfaction is relative depending on the angle of view of each individual. Most professors assume that the incentives are high, advancement, promotion and others will increase job satisfaction. Lecturers will be satisfied in the work if all aspects of work and aspects of supporting himself, and vice versa. Other important factors is the organization's commitment to feel responsible with the organization's goals. This includes the involvement in the task of organization, and feeling loyal to the

organization (Trisnarningsih, 2011). This was confirmed again by Kalbers, et al., (1995) in his views on the form of affective organizational commitment, where the affective organizational commitment associated with dedication, while continuance affect positively on the experience. Educators who are committed to the organization will provide positive attitude and behavior and constructive in the institution.

In addition, there is another factor that relates to the style of leadership. The leadership behaviors educational institutions is also one of the factors that directly affect job satisfaction (Bogler, 2001). Educational institutions need leaders who are proactive and create job satisfaction for lecturers (Zaidatol, Zakaria, and Sharifah, 2004), concrete efforts are needed to achieve that goal. In higher education institutions, the leadership of a party that directly affect the quality of the institution or faculty (Bowman, 2002).

The fourth factor is an organizational climate that is a formal system of task and reporting on the relationship that serves to control, coordinate and motivate employees. Constantly evolving organizational climate at all times so that affects the way individuals and groups behave in organizations. Characteristics of the organizational climate among others illustrate the difference one organization to another, is relative, and can affect the behavior of people in the organization (Forehand and Gilmer, 1964).

The fifth factor is the environmental aspect faced by universities have different characteristics that impact the management of the college (Soemarto, 2013). Further, Soemarto (2013) in his research found other factors. These factors are environmental factors, the economic factors, and other social, cultural and political factors.

This study has four objectives as follows. First, to examine the effect of leadership style, organizational climate and environmental aspects on the organizational commitment. Second, to examine the effect of leadership style, organizational climate and environmental aspects on the job satisfaction. Third, to analyse the effect of leadership style, organizational climate and environmental aspects on the performance of lecturers. Finally, to examine the effect of organizational commitment and job satisfaction on the performance of lecturers.

II. VARIABLE DEFINITION AND RESEARCH METHODS

Variable Definition. The study on leadership theory continues to expand on the theory of nature (trait theories), the theory of groups and exchange (group and exchanges theories), the theory of contingency, the theory of the path and the destination (path-goal leadership theory), the theory of charismatic leadership (charismatic leadership theories), theory of transformational leadership (transformational leadership theory). See Luthans, (2002). Situational leadership style developed by Hersey and Blanchard (1992), later known as Hersey and Blanchard's Situational Leadership Model.

Duncan (1972) characterizes the organization as a whole climate of physical factors and social contained in an

organization. Meanwhile, according to Steers (1985), organizational climate is an internal environment that represents the factors in organizations that create cultural and social environment in which the activities take place goal achievement.

According to Stewart (1991), the work environment is "a set of conditions or circumstances working environment of a company that is a place of work of the employees who work in that environment." Incompatibility work environment can create discomfort for employees in doing their duties so that employees do not work effectively and efficiently.

Bashaw and Grant, (1994), organizational commitment includes members pride, loyalty members, and the willingness of members of the organization. As alignments and organizational commitment employee loyalty towards the organization and goals of the organization.

Furthermore, Robbins (1996) defines job satisfaction as a general attitude of an individual to work in a job where the person is required to interact with colleagues and superiors, follow the rules and policies of the organization, meet the performance standards. Luthans (1992) stated that job satisfaction has three dimensions. First that job satisfaction can not be seen, but only to be expected. Second, job satisfaction is often determined by the extent to which the work meets or exceeds the expectations of a person.

In terms of lecturer performance, it was mentioned that In Law Number 14 Year 2005 on Teachers and Lecturers, professors expressed as professional educators and scientists with the main task of transforming, develop and disseminate science, technology, and art through education, research, and community service (Chapter 1 Article 1 paragraph 2). Meanwhile, expressed as a professional occupation or activity carried out by a person's life and a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education.

Research Methods. This study is a causality study between the variables of leadership style, organizational climate, environmental aspects, organizational commitment, job satisfaction and performance lecturer. The unit of analysis in this study are lecturers who has attained the certificate of educators and the professional allowance. It is intended to explore whether the style of leadership, organizational climate, environmental aspects have a significant effect on organizational commitment, job satisfaction and performance of the lecturer.

In terms of population and sample, the study population was a lecturer civil servants employed (DPK) and lecturer in private universities in Jakarta and has attained certificates of educators and the professional allowance. The number of lecturers Kopertis Region III already attained the certificate of professional faculty in particular, spread in universities in Kopertis Region III Jakarta amounted to 18 790 people. Sampling is done in the proportion of the total sample of 200 respondents as can be seen in Table 1.

Table 1. Distribution of the Sample under survey

University Category	The Number of Universities	Sample of Universities	Number of lecturers in each category (person)		Total Number of lecturers (person)		N	
			Permanent lecturers	Gov't Lectures	Permanent Lecturers	Govt Lecturers	Permanent Lectures	t Lectures
University	49	15	10.370	697	17.829	961	58	73
Institute	9	2	863	38	17.829	961	5	4
College	152	46	4.205	180	17.829	961	24	19
Academy	115	35	2.046	43	17.829	961	11	4
Poly technique	9	2	345	3	17.829	961	2	0
Total	325	100	17.829	961	18.790		100	100
Total Respondents							200	

The analysis tools used in testing the hypothesis is by using SEM (Structural Equation Modeling) with the help of AMOS program. The use of SEM allows researchers to test the validity and reliability of research instrument, confirm the accuracy of the model as well as test the effect of a variable to another variable.

III. RESULTS AND DISCUSSION

Based on the statistical analysis, the study found that there are ten (10) lines are positive and significant, while the path has no significant effect. The computational results are shown in Table 2 to analyze the functional relationship between exogenous and endogenous variables are then compiled based coefficient table 2.

Table 2. The Statistical result of the Study Using SEM

Independent variables	Dependent variables	Loading Factor	Critical Ratio	Sig. Level $\leq 0,050$	Notes
Leadership style	Organizational commitment	0,222	2,735	0,006	Significant
Leadership style	Job satisfaction	0,209	2,162	0,031	Significant
Organizational climate	Organizational commitment	0,216	2,938	0,003	Significant
Organizational climate	Job satisfaction	0,171	2,346	0,019	Significant
Environmental aspect	Organizational commitment	0,816	6,652	0,000	Significant
Environmental aspect	Job satisfaction	0,185	2,416	0,016	Significant
Leadership style	Lecturers' performance	0,086	1,022	0,307	In significant
Organizational climate	Lecturers' performance	0,221	2,830	0,005	Significant
Environmental aspect	Lecturers' performance	0,149	2,118	0,034	Significant
Organizational commitment	Lecturers' performance	0,198	2,473	0,013	Significant
Job satisfaction	Lecturers' performance	0,472	3,851	0,000	Significant

Source: estimated from the data from the survey

From the table 2, it can be explained as follows: First, the value of statistics showing positive and significant influence of leadership style, organizational climate, and environmental aspects of the organizational commitment, assuming other factors that affect a large his commitment to the organization assumed to be constant. Second, the value statistics show a positive and significant effect of leadership style, organizational climate, and environmental aspects to job satisfaction, assuming other factors that affect the size of the job satisfaction is considered constant. Third, the value statistics show a positive and significant influence between organizational climate, environmental aspects, organizational commitment, and job satisfaction on performance lecturer, assuming other factors that affect the size of faculty performance is considered constant. Fourth, the value statistics show a positive effect but not significant between leadership style to the performance of lecturers.

From the above findings, it can be concluded that the variables of leadership style, organizational climate, and environmental aspects have a significant effect on organizational commitment and job satisfaction. Also, organizational climate variables, environmental aspects, organizational commitment, and job satisfaction have a significant effect on the performance of lecturers. Results of this research is reinforced by several research findings including Ali, Jan, Ali and Tariq (2014) that the style of leadership and significant positive effect on organizational commitment. Lee (2013) also found that there is significant influence between the style of leadership on organizational commitment.

Rashed & David (2013) explained in its findings that transformational leadership has a direct and indirect influence on organizational commitment. By building good communication in particular against DPK lecturer, the most effective communication based on the results of this research is to invite and persuade lecturers to actively participate in various trainings and seminars, as this will be related directly or indirectly to increased work commitments lecturers.

This study was also supported by several research findings include Jyoti (2013) in that it was found that the organizational climate have a significant impact on organizational commitment. Zhang and Liu (2010), in her research describes the significant influence between organizational climate to organizational commitment. Elsabahy, sleem, and El-Sayed, (2013) also confirmed in a study that organizational commitment is largely determined by the organizational climate.

Furthermore, work environment gives a sense of security and allow individuals to be able to work optimally. The work environment can affect a person's emotions. If the individual enjoys the working environment in which he works, then the individual will feel at home in their workplace to perform work activities so that time is used effectively and optimistic organizational commitment is also high.

On the results of the distribution of the value of management by exception passive indicator shows in general respondents agree. Gives confidence and provides opportunities generally be important to be realized by the leadership of the faculty. Results of the indicator value distribution attributed charisma shows in general respondents agree. This condition indicates that the prudent attitude, fun and just be important to achieve job satisfaction lecturer.

Coefficient of organizational climate variables influence on job satisfaction showed a positive and significant influence. It is understood that improving the quality of the organizational climate will realize better job satisfaction. The influence of organizational climate on job satisfaction in this study also helped strengthened by several research findings include Jyoti (2013) found that there is a significant relationship between organizational climate on job satisfaction. Also, Adenike Studies (2011) and Adeniji (2011) that there is a significant relationship between organizational climate on job satisfaction.

By improving the quality of environmental aspects will realize better job satisfaction. The influence of the environmental aspects of the job satisfaction in this study also helped strengthened by several research findings among Obineli (2013) and Jain & Kaur (2014) found a significant difference between the environmental aspects of the job satisfaction. Leadership style has no significant effect on job satisfaction in this study contradict some research findings including Ali, Jan, Ali and Tariq (2014) that the leadership style of positive and significant effect on performance.

Factor analysis on indicators of social environment with loading factor showed a large role to construct environmental aspects. The indicator is represented by the statement of the working relationship between the lecturer and a statement that the lecturers and leaders keep commitments. Coefficient of variables influence the environmental aspects of the performance of the lecturer shows positive and significant impact. By improving the quality of environmental aspects will realize better performance of lecturers. The influence of the environmental aspects of the performance of lecturers also participated in this study reinforced with some research findings include Imran, Fatima, Zaheer, Yousaf, and Batool (2012), and Nakpodia (2011).

Distribution of value on the outcome of affective indicators show generally respondents undecided. Together with the institutions and is active in a variety of educational activities in general be important to be realized by the lecturer. Results distribution normative value of the indicator shows in general respondents undecided. This condition indicates that the attitude of professors to be more professional and take full responsibility becomes important to realize the performance of lecturers.

Coefficient influence job satisfaction variables on the performance of the lecturer shows positive and significant impact. It is understood that the improvement of the quality of job satisfaction will realize better performance of lecturers. Effect between job satisfaction on the performance of lecturers also participated in this study reinforced with some research findings include Chamundeswari (2013) that the results showed that teachers in secondary schools are significantly better in job satisfaction and performance.

IV. CONCLUDING REMARKS

Organizational commitment in this research is influenced by several factors: leadership style, organizational climate and environmental aspects. Indicators of the dominant contribution to the style of leadership in this research is individualized consideration. In the aspect of organizational climate, communication becomes the dominant indicator. Aspects of the environment is largely determined by the physical environmental indicators. Realization of job satisfaction lecturers in private universities in Jakarta cannot be separated

from external influences such as leadership styles, organizational climate, and environmental aspects.

Universities that enhance the quality of leadership, organizational climate, and environmental aspects of sustainable and synergy will facilitate the creation of satisfaction in the work. Leaders must have the skills to influence or drive the behavior of others, able to work effectively and efficiently to achieve organizational goals (campus). Leader is required to understand the behaviors of the faculty and staff under its control and move in accordance with the vision and mission of the college. Various aspects should be enhanced and at the same time to the attention of the leader is to give a reward in the form of material and supervise the execution of the task.

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