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Mediating Role Of Job Satisfaction In Relationship Between Retention, Commitment, Competence In Improving Performance

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Abstract. This Study aims to investigate the effect of retention, commitment competence on lecturer performance through job satisfaction as moderating variable. Furthermore, The design of this research was survey research with a web-based cross-sectional data type. The research focuses on lecturers at one of the private university in Jakarta and the 136 sample was taken using the purposive sampling method. Data processing and hypothesis testing using the Multivariate Structural Equation Model (SEM) technique.

The Research indicates that retention and competence have a positive but not significant influence on job satisfaction, while commitment has a significant positive influence on job satisfaction and competence has a significant positive influence on performance. In particular, the moderating influence of job satisfaction does not have a significant influence on the relationship between retention, commitment, and competence on lecturer performance.

The Conclusion of this study that retention, competence have positive effect but not significant on job satisfaction, competence has positive significant on Lecturer Performance and lecturer commitment has positive significant on job satisfaction but doesn't have significant effect to Lecturer performance.

Keywords: Job Satisfaction; retention; commitment; Competence; Performance.

I. INTRODUCTION

Indonesia's Education Quality is currently still a concern, Although having the Education Access expansion community has increased quality significantly, but Indonesia's Education Index has a score of 0.622 (Human Development Reports, 2017). Based on the International Student Assessment (PISA), Indonesia is in position 71 out of 78 (The Organization for Economic Co-operation and Development, 2018) This has an impact on the weakening of the capabilities or talents of Indonesia's Graduates. Based on the INSEAS Global Talent Competitiveness Index (2019), Indonesia lay on ranked 67th out of 125 countries in the world (INSEAS, 2019). This means that the competitiveness of Indonesian Graduates is still inferior when compared to other countries, and the perception of their quality has also decreased in the eyes of the world. This is the responsibility of higher education as one of the institutions which play a major role in improving the quality of Graduates in Indonesia (QS World University Rankings, 2019).

The quality of Graduates is very dependent on education quality, especially in tertiary institutions. The quality of tertiary institutions cannot be separated from the performance of the lecturers, not having an optimal level of lecturers in carrying out their Tri Dharma high level was a measure of their low level. The performance of lecturers, especially in terms of research and lecturer community service, is primarily because there are still too many of the lecturers who are dual professions so that the lecturers are too busy with their second profession compared to being lecturers alone and hinder the implementation of the Tri Dharma

Advanced Education as an indicator of lecturer performance. The lack of lecturer performance can be seen from the management of the academic functional level, there are still 41% who are still teaching staff and 30% as expert assistants (Rakorda PTS DKI 2019). because he prefers to improve his performance in his dual profession which promises better career opportunities and rewards. This means that the level of job satisfaction of the lecturers is still lacking so that the lecturers are looking for fulfillment outside. Many previous studies have linked the factors that affect the job satisfaction of lecturers which impact the decline in lecturer performance. Retention is one of the factors that make potential employees feel comfortable and loyal to the company for a long time so that productivity will increase, and if this factor is ignored it will cause a decrease in employee job satisfaction which impacts job performance ([1],[2],[3],[4])but in other studies, there are negative results which say that retention has no or negligible influence on lecturer performance [5].

In addition to retention, commitment is also affected because the higher the lecturers organizational commitment, the higher the work satisfaction([6],[7]), but this statement is undeniable that organizational commitment and insignificant influence on satisfaction work [8]

In addition to retention and commitment, core competency factors will increase industrial competitiveness and influenceiveness, and job satisfaction which will impact on improving lecturer performance([9], [10],[11]) but there are also negative results that Competence organization and no significant positive influence on employee performance as mediation job satisfaction ([12], [13],[14]). Based on previous

research, it is said that if the factors that the effect of job satisfaction are paid more attention, it will certainly lead to improvement and higher performance ([15], [4], [3]) but some results are on the contrary, which says the opposite that job satisfaction insignificant influence on lecturer performance ([16], [17] [24] 8)).

The aims of this research to examine the role of job satisfaction mediators on lecturer retention, lecturer commitment, and lecturer competence and the impact on lecturer performance. This research is interesting to research because of the inconsistency of previous findings where Retention, Commitment, and Competence Factors have a positive influence on job satisfaction while others do not, Job Satisfaction has the significant impact on performance but some of the other findings state the opposite.

This research reveals the reasons why the variables that affect lecturer performance through the mediator of job satisfaction of lecturers in other campuses can run well but fail in others and reveal the elements that predispose it.

This research can respond to the inconsistency of previous findings from the relationship between retention, commitment, competence on lecturer performance through job satisfaction of lecturers at private universities.

This research also clarifies how the relationship between these variables affects the performance of lecturers in private universities which is rarely highlighted in terms of the Tri Dharma of Higher Education because it focuses more on performance from the dimensions of quality, quantity, and time.

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II. RESEARCH METHOD

This research is a quantitative research with an associative method in a causal relationship to dissect the causal liasion amongst retention, commitment, and lecturer performance through lecturer satisfaction by adopting the Structural Equation Modeling Method.

The population of this research was lecturers who were at a private university in Jakarta from 2018 to 2019, consisting of 520 people. The sampling of this research represented by 136 lecturers which has elected by purposive sampling technique with the criteria of working over 5 years, not structural students and not civil servant lecturers.

Secondary Data from the research is obtained from Rakorda PTS Jakarta from 2018 to 2019. Meanwhile, the primary data was carried out through a survey by distributing questionnaires using a google form which distributed via WhatsApps for lecturers in private universities in Jakarta.

The Data were Processed using Lisrel 8.8, Confirmatory Factor analysis used to perform validity and reability tests with criteria for loading factor must ≥ 0.5 and variant extract must ≥ 0.7 . The validity and reability result tests are shown in Table I

TABLE I
 THE VALIDITY AND RELIABILITY

Loading Factors	Validity	Variant Extract	Reliability
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Retention	14			
Organization	0.62	Valid	0.95	Reliable
Componets	-0.24	Invalid		
Opportunity	0.16	Invalid		
Appreciation	0.74	Valid		
Assignment	0.86	Valid		
Design				
Coworker				
Relationship				
Commitment			0,96	Reliable
Affective	0.73	Valid		
Continuance	-0.48	Invalid		
Normative	0.55	Valid		
Competence	22		0.95	Reliable
Pedagogic	0.55	Valid		
Personality	0.77	Valid		
Social	0.95	Valid		
Professional	0.46	Invalid		
Job			0,97	Reliable
Satisfaction	0.42	Invalid		
Work	0.85	Valid		
Salary	0.73	Valid		
Promotion	0.39	Invalid		
Collegues				
Job			0.94	Reliable
Performance	0.68	Valid		
Teaching	0.57	Valid		
Research	-0.78	Invalid		
Community				
Devotion				

Source: Processed Research Data (2019)

The Normality test performed using the skewness and Custosis Criteria. Data Considered to have a normal spread if P-Value ≥ 0.05 . Based on the Skewness and Curtosis , There are Few dimension of variables that has not Qualified Skewness and Curtosis Criteria because less than 0.05 and has Minus value, so the few dimension was delete and couldn't Include in the next Process.

III. RESULT AND DISCUSSION

A. RESULT

Data identification from 136 respondents explained several things related to gender, age, years of service, functional level and education level, which are shown in table below

TABLE III
 DEMOGRAPHIC INFORMATION

Characteristic	Number of Respondents	Percentage	
Gender	Male	74	54%
	19 male	62	46%
Ages	25 – 30 Years	4	3%
	31 – 35 Years	31	23%
	36 – 40 Years	40	28%
	>41 Years	63	46%

Years of service	5 – 10 Years	42	31%
	>10 Years	94	69%
Functional Level	Teacher	15	11%
	Expert	42	31%
	Assistant Lecturer	77	57%
	Principal Lecturer	2	1%
	Lector		
Educational Level	S2	120	88%
	S3	16	12%

Source: Processed Research Data (2019)

Most of all responder were male (54%). This state shows that majority lecturers are men, whom matured so they have capability to make good decisions. The majority of respondents were lecturers who were over 41 years old percentage is about 46 %. Private University lecturers are classified as adults and already have good scientific development. Respondents who are involved in research have the potential to transfer science and enhance performance. Moreover, lecturers ought to have academic qualifications gained through advanced education programs which has alignment with proficiency in their fields. Most of the respondents have a master's degree (88 %) and as much as 12 % have a doctorate **11**

The fact show that lecturers have **11** the provisions of Law Number 14 of 2005 which assert that a lecturer should have an academic qualification of at least one master's degree. Academic positions, most were Lecturer (11%), Assistant Expert (31 %), lecturer (57 %), Senior Lecturer (1 %) Related work experience, most have more than 10 years, so understanding with both duty obligations as lecturers as evidenced by the possession of a lecturer certificate as formal evidence obtained from a series of competency tests in the form of academic, experience and professional assessments. In testing the validity of using Confirmatory Factor Analysis (CFA) through the application lisrel 8.8 application with due regard to the evaluation of Goodness of Fit (GoF) And pay attention Loads default factors (Standardized loading factors) ≥ 0.5 [19], and the significance factor loading test. The test results with the cutoff value which displayed in Table 3

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TABLE IIIII
 THE EVALUATION OF GOODNESS FIT

Criteria Of fit	Cut -off Value	Result	Evaluation
Absolute Fit Test			
Chi-Square	< 57.9	1.09	Fit
P-value	> 5	0.29	Fit
Goodness of Fit Indeks (GFI)	> .90	0.99	Fit
Root Mean Square Error of Approximation (RMSEA)	< .08	0.026	Fit

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Chi-Square/DF (Cmin/DF)	< 2.00	1.00	Fit
Incremental Fit Measures			
Ajusted GFI (AGFI)	> .90	0.99	Fit
Normed Fit Index (NFI)	> .90	0.99	Fit
Comparative Fit Index (CFI)	> .90	1.00	Fit
4 Incremental Fit Index (IFI)			
Relative Fit Index (RFI)	> .90	0.93	Fit
Parsimonious Fit Measures			
Parsimonious Normed Fit Index (PNFI)	> .90	0.099	Fit
Parsimony Goodness of Fit Index (PGFI)	> .90	0.066	Fit

Source: Processed Research Data (2019)

The following below is the path diagram of the model hypothesis test results:

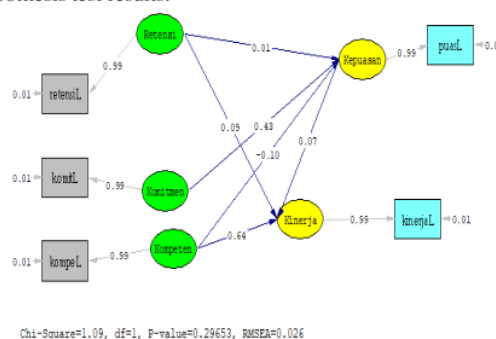


Fig. 1 Structural Model Estimates

TABLE IVV
 HYPOTHESIS RESULT

Path	Standardized Path Estimate	S.E	C.R	P
H1: Retention → Lecturer Performance	0.095	0.34	1.73	0.05
H2 : Retention → Job Satisfaction	0.013	0.11	0.15	0.08
H3: Organization → Job Satisfaction	0.43	0.41	4.40	0.10
H4: Competence → Job Satisfaction	- 0.095	-0.93	-0.98	0.10
H5: Competence → Lecturer Performance	0.64	0.67	11.47	0.05
H6: Job Satisfaction → Lecturer Performance	0.065	0.08	0.89	0.07

Source: Processed Research Data (2019)

B. Discussion

Testing the first hypothesis about the influence of retention on the performance of lecturers show **27**

insignificantly empirically as a result $CR = 1,73 < t_{table} = 1,96$, and $pvalue = 0,05 < 0,05$. So the hypothesis (H1) which reads "Lecturer retention has a positive influence on lecturer performance", is rejected. The results of this research indicate that lecturer retention does not affect lecturer performance. This indicates that the increase in lecturer retention has not been able to improve lecturer performance. This is parallel with study [5] which has states that Employee Retention does not impact to Employee Performance. The approach used to explain this phenomenon, lecturer retention is considered important in retaining qualified employees because it is an intangible asset that is invaluable to the company [20] so that retention is expected to improve lecturer performance in certain situations that are clearly described by the University. however, to achieve the expected results the university should implement appropriate and sustainable Employee Retention strategies

However, it seems that this result is different from the findings [1] which states that high employee retention means that potential employees feel comfortable and loyal to the company for a long time so that productivity will increase. This is because the form of retention strategy that is implemented is not evenly implemented or seems to be selective cutting, which makes lecturers tend to avoid jobs that provide inappropriate rewards in research or community service.

Testing the second hypothesis about the influence of retention is a lecturer on job satisfaction lecturers show the results are not significant with $CR = 0,15 < t_{table} = 1,96$, and values of $p = 0,08 < 0,05$. Then the hypothesis (H2) which reads "Lecturer retention has a determinate affect on lecturer job satisfaction", is rejected

This Research concludes that the increase in lecturer retention has not been able to encourage Lecturer satisfaction. This result is in accordance with research [2] which states that the impact of low employee retention will cause a decrease in employee job satisfaction. Employee retention is known as a critical and long-term success of any organization, therefore, failing to retain employees means huge losses for an organization [21], an appropriate and sustainable retention strategy will be able to provide job satisfaction to employees so that employees are motivated to excel and compete in a healthy manner which in the end increases their performance [22]

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The third hypothesis testing showed significant results that affect job satisfaction Commitment faculty lecturer, $CR = 4,40 > 1,96$, and $pvalue = 0,10 > 0,05$. Then the hypothesis (H3) which reads "Lecturer commitment has a positive influence lecturer job satisfaction", is accepted. This research explains that the higher the dosage commitment, the higher the individual performance is proven to be significant. This research explains that commitment is one of the elements in creating job satisfaction [23]. Commitment is built based on equality, where every member in it must have the same opportunities as the basis for giving promotions such as abilities, skills, interests, satisfaction, and performance without any discrimination. This result is consistent with the research [21], which states that the higher the organizational commitment of the lecturers, the higher their job satisfaction. The reason why affective commitment has a positive and significant affect on job satisfaction by reason of a very high emotional attachment to the University because of graduates from the university, getting scholarships during studies, or feeling part of the family because parents have served at the university

Testing the hypothesis to four show the results are not significant that the competence of lecturers affect job satisfaction lecturer, $CR = -0,98 < 1,96$, and $pvalue = 0,80 > 0,05$. Then the hypothesis (H4) which reads "Lecturer competence has a positive influence on lecturer job satisfaction", is rejected. This research explains that the higher the competence of the lecturers, the higher the job satisfaction of the lecturers is proven to be insignificant, according to research [12] which states that increased competence has no significant influence on job satisfaction. Job satisfaction is determined by pay/wages, the prosperity of the lecturer towards work, feeling, appreciation of the work of the lecturer, the opportunity for the lecturer to advance, and the opportunity for the lecturer to advance are the main things that support job satisfaction. Lecturers joining universities, of course, are not just pursuing their contribution and existence as lecturers but pursuing job satisfaction, if these expectations are difficult to realize, then how high an increase in lecturer competence will not increase their job satisfaction and lecturers will certainly turn to take advantage of the competencies owned by him to get his job satisfaction elsewhere. However, it seems that this result is different from the findings [9], which states that the competence of lecturers is closely related to the success of lecturers in carrying out their duties and responsibilities as educators and fulfilling their duties,

lecturers with high competence will, of course, provide satisfaction in completing any given workload.

Testing the hypothesis to five showed significant results that affect performance Competency lecturers, $CR = 11,47 > 1,96$, and $p.value = 0,05 > 0,05$. The hypothesis (H5) which reads "Lecturer competence has a positive effect on lecturer performance", is accepted. This research explains that the higher the competence of lecturers, the more high performance lecturer proved significant Competency component The key determinant of a person to produce a good performance because the performance improvement depends on the competence of the individual, according to the revelation [24] that the higher the employee's competence, the more significantly it will increase employee performance. However, it seems that this result is different from the findings [14] which state that motivation and competence do not have a significant influence on employee performance while work environment, compensation, and job satisfaction have a significant influence.

Testing the hypothesis to six showed not significant that job satisfaction affects the performance of lecturers, $CR = 0,89 < 1,96$, and $p.value = 0,10 < 0,05$. Then the hypothesis (H6) which reads "Job satisfaction has a positive influence on lecturer performance", is rejected.

This research explains that the higher job satisfaction, the higher the lecturer's performance is proven to be significant, according to research ([16], [17], [18]), that job satisfaction does not have a significant influence on employee performance, it requires more attention to satisfaction. work that can improve lecturer performance. The main indicators that form job satisfaction variables such as salaries and promotions, lecturers' performance will increase if they feel that the salary given is following the workload they do. In addition, there is also a need for attention to the need for promotion and career advancement for lecturers, because the promotion of positions becomes a trigger in motivating lecturers to improve their achievement and performance. However, it seems that the result is different from the findings [4] which state that job satisfaction has a determinate and significant liaison with employee performance, it indicates that and an increase in the level of job satisfaction will lead to improvement and higher performance.

IV. CONCLUSION

This study aims to explore whether there is a relationship between lecturer retention, commitment, and competence on lecturer performance through job satisfaction. The results obtained indicate that retention does not have a significant effect on lecturer performance through lecturer job satisfaction, as well as competence does not have a significant effect on job satisfaction, inappropriate and uneven application of Employee Retention strategy reduces job satisfaction so that it has a tendency to avoid work. given and

of course will impact on the decline in lecturer performance. The increase in the competence of the lecturers is proven not to increase the job satisfaction of the lecturers because the expectation of increasing competence has not been realized so that they have a tendency to take advantage of their competencies to get their job satisfaction in other places. This study encourages to develop a more complex model by adding and finding other variables that influence outside the model and on objects that are different from previous studies so that the development of other studies is even better in subsequent studies.

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