

Factors That Influence The Performance of Lecturer (Case Study Lecturer Performance in FKIP Cendrawasih University Jayapura)

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Abstract - This research was conducted in order to determine whether there is influence of the working environment, job satisfaction, motivation and competence of lecturers of the faculty performance conducted at the Campus FKIP Cenderawasih University in Jayapura during the fourth (five) months from the date of July 2012 with the study population was the whole Lecturer at the University of Cenderawasih Jayapura FKIP environments listed in Section Officer Cenderawasih University totaling 180 lecturers. By using the formula Slovin, obtained a sample of 64 respondents. The analysis technique used on the data collected is using Structural Equation Modeling or Structural Equation Model (SEM). Results of the analysis showed that a significant difference between the work environment, job satisfaction, motivation and competence of lecturers on the performance of lecturers. This research are supported by research conducted by Tri Widodo (2010) entitled the effect of workplace environment, organizational culture, and leadership, to the work performance (Study on employees of Sidorejo Regency Salatiga. The previous research conducted by Putro (2003), suharti (2004), and Linga (2008), that examines the determinants of job satisfaction. The fundamental difference of this study with previous research lies in the research objectives, methods, and object of research.

Keywords: *SEM, Work Environment, Competence, Satisfaction, Motivation, Performance*

A.Introduction

Field of Research in the university is an element in academic education implementation. Other than a public education institution, university is a learning center for qualified human resources. A research is encouraged in a university as an academic activity. In a professional academic institution, a research is conducted as part of its educational activity.

A lecturer can be classified according to their academic rank. The academic rank is consisted of an expert assistant, associate professor, Principal lector and Professor. Academic stage development of a lecturer indicated their career development (professional career). The academic development of the lecture is regarded as criteria of maturity in performing their duties. Therefore, the number of lecturers in every academic level that provided in each faculty of a university will determine the status of the study program or accreditation result from the BAN PT (National accreditation board – higher education) along with other factors that have been determined.

This research is focused on the Lecturer performance in the field of research that indicated in the development of their academic rank, which mostly are still in the lower strata and incompatible with their tenure. Uncertainties and disorderly in their rank development, is mostly caused by the lack of research undertaken by the lecturers, this factor has hampered them in the promotion of their ranks.

Meanwhile, the result of the research are, one or several scientific paper in the form of scientific research, or a scientific paper publicized in the form of monograph, reference books, in the international scientific magazine, in the

national magazine, either it is accredited or unaccredited, presented in the national or international seminar, or a unpublicized scientific paper, but available in the library, translation of a scientific book that published and circulated nationally, making a patented design or technological work, a design and a monumental art, performing arts or literature, in the level of local, national or international.

Originality of this study is defined as follows: 1) this research using SEM Methodis consisted of 5 variables: work environment condition, lecturer job satisfaction, lecturer work motivation, lecturer competence that influence lecturer performance, 2) this research about lecturer performance especially lecturer in the FKIP universitas Cenderawasih Jayapura. In addition, this research are supported by research conducted by Tri Widodo (2010) entitled the effect of workplace environment, organizational culture, and leadership, to the work performance (Study on employees of Sidorejo Regency Salatiga. The previous research conducted by Putro (2003), Suharti (2004), and Linga (2008), that examines the determinants of job satisfaction. The fundamental difference of this study with previous research lies in the research objectives, methods, and object of research.

B. Theoretical Background

B1. Workplace Environment

Workplace environment is defined by Ainsworth and Smith "are the workplace, physical conditions, tools, group factors and organisational structure/culture conducive to doing the things required" it is also said that unfavorable condition of the environment is definitely may hamper the performance. So, the condition of the workplace is situations and factors in the workplace which are connected in the personal and organizational performance.

Rozaq (2002) has determined several instruments that enable the implementation of an effective and efficient research. Which are: first, instrument of information provider for all sciences field, patent right, opportunity to cooperate with professionals, either nationally or internationally, and results of the researches. Second, research quality guide instruments that ensures the methodology knowledge, ability to organize, analysis advancement, publication skill, patent drafting. Third, instrument of connector, between researcher and public. (User, Industry) that help to meet the researcher and user or any level of society that may enable the realization of research affiliation and industry. Fourth, Instrument that help to preserve and to keep all research results and accessible either manually or electronically. Fifth, fund raising instrument that encourages various research cooperation with foreign institution. Condition of the workplace environment in this research is including to several factors i.e. condition of library facilities, laboratories, work equipments (computer) research organizational structure function, academic culture, and funding ability.

B2. Job satisfaction

According to Webster's new collegiate Dictionary, the word satisfaction contains several understandings: (1) fulfillment of a need or want (2) the quality or state of being satisfied. Job satisfaction is an attitude of the employees or member of an organization. Therefore, prior to discuss the job satisfaction, first, the attitude should be discussed briefly. Job satisfaction has relation with attitude of the employee toward his/her job in the organization. Robbins defined a job satisfaction as "(an individuals general attitude toward his or her job)" (Robbins, 2001 : 76) and (the difference between the amount of rewards workers receive and the amount they believe they should receive)" (Robbins, 2001 : 22).

Based on the above descriptions, an understanding about the lecturer's job satisfaction in this research can be formulated as "the Lecturer satisfaction is based on the Lecturers like or dislike about his/her job that reflect their feeling, such as: just, secure, respected, pleasure, enjoy, enthusiasts, pride, and supported by the superior, good relationship with work mate, work environment, promotion opportunity and reward system such as salary, bonus and incentive.

B3. Work Motivation

Work motivation is willingness to attain organizational aims that is conditioned by the ability of the efforts to fulfill an individual necessity. (Robbins; 2001 : 166) the efforts to fulfill necessity and to reach the individual aim is became a encouragement, a motive to accomplish a certain activity to reach the goal. About the motivational relationship, between the employee ability and their performance Hersey and Blanchard (1988: 6) said that *if motivation is low, employees' performance will suffer as much as if ability were low*"

In the relationship between motivation and performance, Newstrom and Davis (1997: 118-119) indicated 4 (four) type of motivation, namely: (*achievement motivation, (affiliation motivation), (competence motivation) and (power motivation)*), all of which can motivate the lecturers in their researches.

B4. The Lecturer Competence

In this Lecturer competency description, a research knowledge and ability shall be explained. Competence: *"is the ability to do the job or task or work to a stated standard"* and the ability that referred is including *"the combination of job-relevant knowledge and skill"*. The combination relevant skill and knowledge (Ainsworth dan Smith; 1993: 39; Chung dan Megginson; 1981: 145). So, the competence needs more than knowledge but also a basic knowledge, and relevant skill needs that can be applied, a skill that relevant with mutual assignment with a relevant knowledge result in a required competency in performing the duty.

The lecturer's skill in the field of research shows their ability in applying knowledge in the implementation of the research activity; this is another factor that related to this Lecturer's performance research. A skill in the lecturer research can be identified by ability in producing a scientific research or a publicized scientific paper in the form of monograph, reference books, scientific journal, in the seminar or available in the library, a skill in translating or editing scientific books, a skill in editing scientific journal, a skill in designing a scientific work from a patented scientific discovery, and skill in making a design or technological work or design of a monumental work of art, performing arts and literature.

B5. Lecturer Performance

Performance is degree of accomplishment of the jobs assigned to an individual or someone to fulfill job requirement. In this study, the definition of a lecturer performance in the field of research is degree of accomplishment determined for each lecturer in the field of research to fulfill their professional requirement.

First, factor that came from oneself (internal), such as personal characters, values, lifestyle, motivation, ability, competence, behavior, skill, preference and personal efforts. **Second**, factors that derived from external, such as opportunity, role certainty, reward, organizational condition and environment condition, **Third**, determination and commitment of the superior in managing the subordinates.

In the second attachment of the decree of Coordinating Minister on development supervision and state apparatus utilization No. 38/Kep/MK.WASPAN/ 8/1999 dated of 24 Agustus 1999. The detail of the research is mentioned as follows:

- (1) producing a scientific paper in the form of research result.
- (2) translating/ editing scientific paper : published and circulated in nationally.
- (3) editing scientific paper, published and circulated nationally.
- (4) invent a patented technological work, nationally or internationally.
- (5) invent a design of technological work, monumental work of art and design, performing arts, and literature, locally, nationally and internationally.

C. Research Methodology

Universitas cendrawasih Jayapura, for 5 months, started from July 2012, with research population is all Lecturers (Teaching staff) in the FKIP universitas Cenderawasih Jayapura that listed in employee section of Universitas Cenderawasih, in the amount of 180 lecturers. By using Slovin formula, amount of sample obtained are 64 respondents. To analyze the data in order to test hypothesis of the research an inferential statistic test is conducted to the collected

data, by using a structural equation model (SEM). Data is processed by using a Statistical Product and Service Solutions (SPSS) version 20.0 for Windows. The hypothesis of this study are presented in the framework in Figure 1.

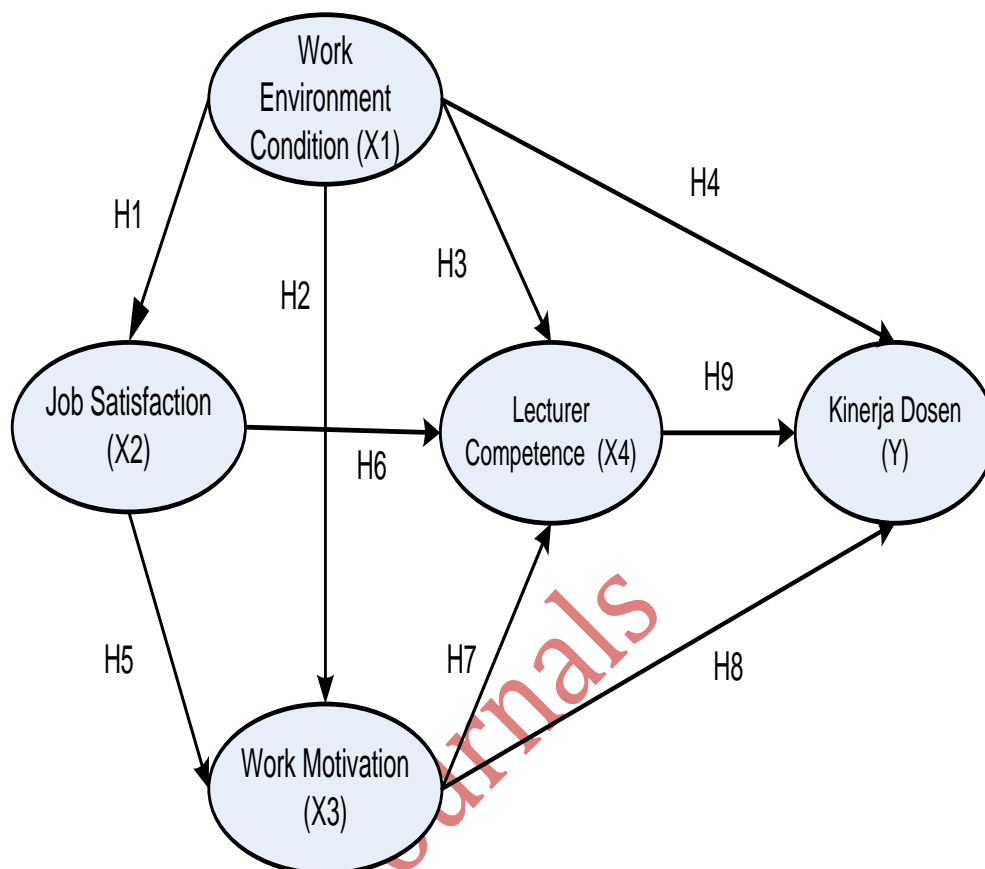


Figure 1. Conceptual Framework

D. Result and Discussion

D1. Analysis Descriptive

This research is consisted of 5 variables: work environment condition (X₁), Lecturer job satisfaction (X₂), Lecturer work motivation (X₃), Lecturer competence (X₄), lecturer performance in the research field (Y) in the following sub chapter, descriptions of each variables of this research shall be presented.

Descriptive of lecturer work environment condition (X₁)

Variable of lecturer work environment condition (X₁) is consisted of 4 indicators, and 14 points of questions. From the analysis of the frequency distribution of the answers are shown in Table 1:

Table1 :Descriptive of lecturer work environment condition (X₁)

Indicator	Percentage Of Responses										Average score	
	SR		R		C		S		ST			
	f	%	f	%	f	%	f	%	F	%		
X1.1.1	12	18.8	23	35.9	25	39.1	4	6.2	5	0	0	2.33
X1.1.2	8	12.5	28	43.8	24	37.5	4	6.2	5	0	0	2.38
X1.1.3	8	12.5	18	28.1	29	45.3	9	14.1	1	0	0	2.61
The average dimension funding (X1.1)											2.44	
X1.2.1	0	0	1	1.56	32	50	21	32.8	8	10	15.6	3.63
X1.2.2	8	12.5	23	35.9	26	40.6	7	10.9	9	0	0	2.50
X1.2.3	2	3.13	14	21.9	39	60.9	9	14.1	1	0	0	2.86
The average dimension academic culture (X1.2)											2.99	
X1.3.1	2	3.13	24	37.5	31	48.4	7	10.9	9	0	0	2.67
X1.3.2	4	6.25	24	37.5	31	48.4	4	6.2	5	1	1.56	2.59
X1.3.3	6	9.38	26	40.6	26	40.6	5	7.8	1	1	1.56	2.52
X1.3.4	6	9.38	29	45.3	24	37.5	4	6.2	5	1	1.56	2.45
The Average Rata-rata dimensional Function Organizational Structure Research Institute (X1.3)											2.56	
X1.4.1	14	21.9	13	20.3	30	46.9	7	10.9	9	0	0	2.47
X1.4.2	16	25	14	21.9	28	43.8	6	9.3	8	0	0	2.38
X1.4.3	12	18.8	11	17.2	36	56.3	5	7.8	1	0	0	2.53
X1.4.4	9	14.1	6	9.38	31	48.4	13	20.3	3	5	7.81	2.98
The average dimensions of state facilities (X1.4)											2.59	
Average Conditions of Work Environment Lecturer (X1)											2.64	

Variable Conditions Working Environment Lecturer (X₁) consists of four indicator where each indicator measured by 3 to 4 items of questions. In the first indicator, measured by three items where the questions on the first and third most respondents answered enough (score 3), while the second item of respondents tend to answer a low (score 2). On the second indicator, measured by 3 item in question where the majority of respondents either for the first item, the second and third are likely to choose the answer enough (score 3). For indicator third measurable by 4 item in question is known that on the first and second, most of the respondents having an answer to low (score 3),

for the third item, respondents selecting a score of 2 as many respondents selecting a score of 3, and the fourth item most respondents chose a score of 2 (low). In the fourth indicator measured by four items is known that at the four items of questions, respondents tend to choose a score of 3 (quite).

The first table above shows that average point of 1 of 4 indicator is in a medium category (the average is approximately 2.61-3.40) while the other indicators is in low category (the average is approximately 1.80-2.60) where academic culture indicator (X1.2) have a highest average points) in general, respondents perceived that lecturer workplace environment condition variable (X1) in average of 2.64 (medium category) it indicated that X1 is in a medium category.

Descriptive of Variable of lecturer Job Satisfaction (X₂)

Variable of lecturer Job Satisfaction (X₂) is consisted of 5 indicators and 15 questions. From the analysis of the frequency distribution of the answers are shown in Table 2

Table2. Descriptive Variables Job Satisfaction Lecturer (X₂)

Indicator	Percentage Answer										Mean Score
	SR		R		C		S		ST		
	f	%	F	%	F	%	f	%	f	%	
X2.1.1	2	3.13	3	4.69	37	57.8	11	17.2	11	17.2	3.41
X2.1.2	5	7.81	10	15.6	28	43.8	14	21.9	7	10.9	3.13
X2.1.3	6	9.38	8	12.5	35	54.7	8	12.5	7	10.9	3.03
The average dimensions Glad on the work itself (X2.1)											3.19
X2.2.1	1	1.56	6	9.38	42	65.6	12	18.8	3	4.69	3.16
X2.2.2	4	6.25	13	20.3	37	57.8	8	12.5	2	3.13	2.86
X2.2.3	6	9.38	14	21.9	36	56.3	7	10.9	1	1.56	2.73
The average dimensions of wage and promotion (X2.2)											2.92
X2.3.1	11	17.2	5	7.81	35	54.7	9	14.1	4	6.25	2.84
X2.3.2	10	15.6	10	15.6	30	46.9	10	15.6	4	6.25	2.81
X2.3.3	10	15.6	16	25	26	40.6	10	15.6	2	3.13	2.66
The average dimensions of the Work Environment (X2.3)											2.77
X2.4.1	4	6.25	7	10.9	31	48.4	13	20.3	9	14.1	3.25
X2.4.2	4	6.25	9	14.1	28	43.8	16	25	7	10.9	3.20
X2.4.3	3	4.69	7	10.9	33	51.6	15	23.4	6	9.38	3.22
The average dimensions of coworkers, supervisors and superiors (X2.4)											3.22
X2.5.1	1	1.56	2	3.13	8	12.5	48	75	5	7.81	3.84
X2.5.2	0	0	9	14.1	24	37.5	25	39.1	6	9.38	3.44
X2.5.3	5	7.81	17	26.6	21	32.8	17	26.6	4	6.25	2.97
The average dimensions of the work and personality of Conformity (X2.5)											3.42
Average job satisfaction Lecturer (X1)											3.10

Variables Job Satisfaction Lecturer (X₂) consists of five indicators in which each of the indicators measured by three items of questions. In the first indicator, measured by three items where the questions on the first, second and third most respondents answered enough (score 3). On the second indicator, measured by three items of questions where most of the respondents either for the first item, the second and third are likely to choose the answer enough (score 3). For the third indicator measured by the third item in question is known that the first item, kdua and third, most of the respondents having an answer enough (score 3). In the fourth indicator measured by 3 items note that on

all three items of questions, respondents tend to choose a score of 3 (quite). In the five indicators measured by three items is known that on the first and second, most respondents chose the answer is high (score 4), while the third item most respondents selected enough (score 3).

The table 2 above shows that average points one of four indicators is in high category (average of 3.40-4.20), while the other three are in medium category 3.40-4.20), where indicator of profession accordance and personality (X2.5) have a highest average points. In general, respondents perceived the variable of lecturers job satisfaction(X2) in average of 3.10 (medium category) it indicated that lecturers job satisfaction (X2) of the respondents is in medium category.

Descriptive of Variabel Variable of lecturer's work motivation (X₃)

Variable of lecturer's work motivation (X₃) is consisted of 5 indicators and 15 questions. From the analysis of the frequency distribution of the answers are shown in Table 3

Table3.DescriptiveVariable of lecturer's work motivation (X₃)

Indicator	Percentage Answer										Mean Score
	SR		R		C		S		ST		
	f	%	F	%	F	%	f	%	f	%	
X3.1.1	3	4.69	8	12.5	37	57.8	12	18.8	4	6.25	3.09
X3.1.2	6	9.38	9	14.1	36	56.3	12	18.8	1	1.56	2.89
X3.1.3	3	4.69	1	1.56	29	45.3	26	40.6	5	7.81	3.45
The average dimensions of Economic Motivation (X3.1)											3.15
X3.2.1	2	3.13	5	7.81	18	28.1	31	48.4	8	12.5	3.59
X3.2.2	3	4.69	5	7.81	17	26.6	26	40.6	13	20.3	3.64
X3.2.3	0	0	0	0	13	20.3	35	54.7	16	25	4.05
The average dimensions of Achievement Motivation (X3.2)											3.76
X3.3.1	0	0.00	0	0.00	8	12.5	35	54.7	21	32.8	4.2
X3.3.2	0	0.00	0	0.00	10	15.6	35	54.7	19	29.7	4.14
X3.3.3	0	0.00	0	0.00	4	6.25	45	70.3	15	23.4	4.17
The average dimensions of motivation Affiliates (X3.3)											4.17
X3.4.1	0	0.00	0	0.00	6	9.38	31	48.4	27	42.2	4.33
X3.4.2	0	0.00	0	0.00	6	9.38	34	53.1	24	37.5	4.28
X3.4.3	0	0.00	0	0.00	5	7.81	36	56.3	23	35.9	4.28
The average dimensions of motivation Competence (X3.4)											4.3
X3.5.1	3	4.69	8	12.5	25	39.1	22	34.4	6	9.38	3.31
X3.5.2	2	3.13	7	10.9	29	45.3	22	34.4	4	6.25	3.3
X3.5.3	0	0.00	2	3.13	7	10.9	49	76.6	6	9.38	3.92
The average dimensions of Motivation Power (X3.5)											3.51
Average Work Motivation Lecturer (X ₃)											3.78

Variable Work Motivation Lecturer (X₃) consists of five indicators in which each of the indicators measured by three items of questions. In the first indicator, the majority of respondents in all three items most respondents answered enough (score 3). On the second indicator, the majority of respondents either for the first item, the second and third answers tend to choose high (score 4). Similarly for the third and fourth indicator is known that in the fourth item, the majority of respondents having an answer to the high (score 4). In the fifth indicator, the majority of

respondents in the first and second items to choose the answer enough (score 3), while the third item most respondents chose the answer is high (score 4).

Table 3 above shows that average points of 1 of 5 indicators is in medium category (average of 2.61-3.40), meanwhile, the three indicators is in high category (average of 3.41-4.20) and one indicator show a very high category (average of 4.21-5.00) where indicator of competence motivation (X3.4) have a highest average points. In general, the respondents perceived variable of lecturer work motivation (X3) in average point of 3.78 (high category) it indicated that lecturer work motivation (X3) of the respondents is in high category.

Descriptive Lecturer competence variable (X₄)

Lecturer competence variable (X₄) is consisted of 2 indicators and 13 questions. From the analysis of the frequency distribution of the answers are shown in Table 4

Table 4. Descriptive Lecturer competence variable (X₄)

Indicator	Percentage Answer										Menan Score
	SR		R		C		S		ST		
	F	%	F	%	f	%	f	%	f	%	
X4.1.1	0	0.00	0	0.00	6	9.38	52	81.25	6	9.38	4.00
X4.1.2	0	0.00	1	1.56	23	35.94	34	53.13	6	9.38	3.70
X4.1.3	0	0.00	0	0.00	27	42.19	31	48.44	6	9.38	3.67
X4.1.4	0	0.00	0	0.00	30	46.88	28	43.75	6	9.38	3.63
X4.1.5	0	0.00	0	0.00	27	42.19	31	48.44	6	9.38	3.67
X4.1.6	1	1.56	6	9.38	28	43.75	22	34.38	7	10.94	3.44
X4.1.7	3	4.69	8	12.50	33	51.56	16	25.00	4	6.25	3.16
The average dimension of the research capability of knowledge work (X4.1)											3.61
X4.2.1	0	0.00	1	1.56	35	54.69	23	35.94	5	7.81	3.50
X4.2.2	0	0.00	8	12.50	32	50.00	21	32.81	3	4.69	3.30
X4.2.3	0	0.00	15	23.44	29	45.31	17	26.56	3	4.69	3.13
X4.2.4	5	7.81	11	17.19	37	57.81	11	17.19	0	0.00	2.84
X4.2.5	4	6.25	15	23.44	33	51.56	12	18.75	0	0.00	2.83
X4.2.6	3	4.69	8	12.50	38	59.38	14	21.88	1	1.56	3.03
The average dimension of skill to make scientific work (X4.2)											3.10
The average of Competence (X4)											3.38

Variable Competence Lecturer (X₄) is composed of two indicators of where each of the indicators measured by 6 to 7 items of questions. In the first indicator, measured by seven items where the questions on the first, second, third and fifth most respondents answered high (score 4), while the fourth item, sixth and seventh respondents tend to answer enough (score 3). On the second indicator, measured by the 6 item in question where the majority of respondents in all six items tend to choose answers enough (score 3).

The above table 4 shows that average point of one indicator is in the medium category (average of 2.61-3.40), while, other indicator is in high category (average of 3.41-4.20) where indicator on research knowledge ability (X4.1) have a highest average points. In general, respondents perception on lecturer competence variable (X₄) in the average of 3.38 (medium category) it indicated that lecturer competence (X₄) of the respondents is in medium category.

Descriptive of Lecture Performance In The Field of Research variable (Y)

Lecturer performance in the field of research variable (Y) is consisted of 5 indicator and 8 items of questions. From the analysis of the frequency distribution of the answers are shown in Table 5

Table5. Descriptive of Lecture Performance In The Field of Research variable (Y)

Indicator	Persentase Jawaban										Mean Score
	SR		R		C		S		ST		
	F	%	F	%	f	%	f	%	f	%	
Y1.1.1	52	81.25	5	7.81	6	9.38	1	1.56	0	0.00	1.31
	The average dimensions of quality of research results (Y1.1)										1.31
Y1.2.1	0	0.00	0	0.00	25	39.06	27	42.19	12	18.75	3.80
Y1.2.2	1	1.56	4	6.25	32	50.00	15	23.44	12	18.75	3.52
Y1.2.3	0	0.00	2	3.13	30	46.88	24	37.50	8	12.50	3.59
	The average dimensions of impact / contribution of research activities (Y1.2)										3.64
Y1.3.1	0	0.00	2	3.13	12	18.75	19	29.69	31	48.44	4.23
Y1.3.2	0	0.00	1	1.56	12	18.75	24	37.50	27	42.19	4.20
	The average dimensions of relevance to the field of study (Y1.3)										4.22
Y1.4.1	12	18.75	8	12.50	30	46.88	13	20.31	1	1.56	2.73
	The average dimension of Timeliness (Y1.4)										2.73
Y1.5.1	15	23.44	31	48.44	12	18.75	6	9.38	0	0.00	2.14
	Average dimension of liveliness in research and publication (Y1.5)										2.14
	Average Performance Lecturer (Y)										3.19

Variable Performance Lecturer (Y) consists of five indicators in which each of the indicators measured by 1 to 3 item in question. In the first indicator, measured by 1 item in question where the majority of respondents chose the answer is very low (score 1). On the second indicator, measured by three items of questions where most respondents chose the answer on the first item high (score 4), while the second and third items tend to choose the answer enough (score 3). For the third indicator measured by the second item in question is known that on the first and second, most of the respondents having an answer to a very high (score 5). In the fourth indicator measured by one item in mind that the respondents tend to choose a score of 3 (quite). While in the fifth indicator most respondents chose the answer is low (score 2).

The table 5 shows that an average point of one indicator is in very low category (average of 1.00-1.80)), one indicator in low category (average of 1.81-2.60), one indicator is in medium category (average of 2.61-3.40), one indicator is in high category (average of 3.41-4.20) and one indicator is in very high category (average of 4.21-5.00) where indicator of subject relevance (Y1.3) has a highest average points .in general, respondents perceived lecturer performance variable (Y) in the average of 3.19 (medium category) it indicated that lecturer performance (Y) of the respondent is in medium category.

D2. Test Research Instruments

This study uses a questionnaire instrument uses a Likert Scale 5 answer choices from strongly disagree to strongly agree. Prior to collecting data from questionnaire can be used for further analysis, required testing the validity and reliability of the instrument. Testing the validity with Pearson, the instrument is valid if the correlation values > 0.3. The results of the analysis are summarized in Table 6 below:

Table 6. Validity and Reliability Research

Indicator	Correlation Item							Alpha
	1	2	3	4	5	6	7	
X1.1	0.476	0.392	0.567					0.600
X1.2	0.586	0.418	0.407					
X1.3	0.501	0.336	0.552	0.301				
X1.4	0.545	0.320	0.498	0.323				
X1.5	0.454	0.513	0.460					0.690
X2.1	0.353	0.578	0.462					
X2.2	0.452	0.512	0.409					
X3.1	0.471	0.347	0.404					
X3.2	0.460	0.585	0.516					
X3.3	0.356	0.420	0.448					0.688
X3.4	0.586	0.467	0.473					
X4.1	0.391	0.519	0.400					
X4.2	0.569	0.555	0.389					
X4.3	0.529	0.568	0.546					
X4.4	0.501	0.435	0.450	0.430	0.420	0.484	0.390	0.726
X4.5	0.481	0.309	0.489	0.527	0.544	0.371		
Y1.1	0.541							0.625
Y1.2	0.595	0.410	0.368					
Y1.3	0.549	0.517						
Y1.4	0.413							
Y1.5	0.557							

Table 6 above shows the correlation values of all items on the questionnaire questions for the overall indicator and items valued at over 0.3. Thus it can be concluded that all the items have met the validity. Furthermore, reliability testing instruments are presented that show the value of Alpha Cronbach to five research variables worth over 0.6. It can be concluded that the instrument meets the requirements of valid and reliable, so that the data obtained from the instrument (questionnaire) can be used for data analysis at a later stage.

D3. Analysis Result: SEM

Measurement Model

In the first part of the SEM analysis is the measurement model interpretation. Measurement model presenting the variable measurement as unobservable variable of each measured indicator. Measurement model is applied on each research variable. This measurement model is equal with Confirmatory Factor Analysis (CFA). Model measurement coefficient or loading factor defines an amount or indicator contribution as variable measurement. Indicator with highest loading factor indicated that the indicator as a variable strongest measurement that measured. Indicator is significantly defined as variable measurement if score of P-value < 0.05, or the indicator is stated as fix. The result of the measurement model analysis is defined in table 7.

Tabel 7. Measurement Model SEM

Measurement Model	Coef	SE	CR	P-value
X1.1 --> X1	0.590	0.179	3.300	0.001
X1.2 --> X1	0.635	0.182	3.489	0.000
X1.3 --> X1	0.693	0.193	3.581	0.000
X1.4 --> X1	0.533			Fix
X2.1 --> X2	0.586	0.178	3.287	0.001
X2.2 --> X2	0.518	0.185	2.802	0.005
X2.3 --> X2	0.571	0.165	3.454	0.001
X2.4 --> X2	0.693	0.184	3.759	0.000
X2.5 --> X2	0.577			Fix
X3.1 --> X3	0.527	0.153	3.435	0.001
X3.2 --> X3	0.558	0.160	3.495	0.000
X3.3 --> X3	0.577	0.165	3.486	0.000
X3.4 --> X3	0.511	0.189	2.704	0.007
X3.5 --> X3	0.580			Fix
X4.1 --> X4	0.684	0.191	3.573	0.000
X4.2 --> X4	0.645			Fix
Y1.1 --> Y	0.506	0.171	2.962	0.003
Y1.2 --> Y	0.683	0.175	3.906	0.000
Y1.3 --> Y	0.690	0.152	4.557	0.000
Y1.4 --> Y	0.600	0.186	3.221	0.001
Y1.5 --> Y	0.618			Fix

Based on table 7, the result of all indicator is significantly measure each of the variable. Result of the analysis also show that a strongest indicator to measure work environment(X1) is indicator of the research organization structure function(X1.3) with score of loading factor is 0.693. On job satisfaction variable (X2) it is discovered that the strongest indicator to be measured is workmate, supervisor, and superior(X2.4) with loading value in the amount of 0.693 in work motivation variable (X3) it is discovered that the strongest indicator to measure is motivation for achievement.(X3.2) with loading value is 0.588 and in lecturer competence variable (X4) discovered that the strongest indicator to be measured is skill of research(X4.1) with loading value is 0.684 while for lecturer performance variable, it is discovered that the strongest indicator to be measured is the subject -relevance indicator(Y1.3) with loading factor is 0.690.

Structural Model

The second part of SEM analysis is the interpretation of structural models or structural model. Structural model presents the relationship among the researched variables. Coefficient structural model defines amount of relation between one variable to another. There is a significant influence between one variables to another variable, if the value of P-value of <0.05. The results of the analysis are summarized in Table 8 and Figure 2.

Table 8. Structural Model

Structural Model				Coef	SE	CR	P-value
H1	X1	-->	X2	0.476	0.145	3.280	0.001
H2	X1	-->	X3	0.304	0.127	2.389	0.017
H3	X1	-->	X4	0.109	0.128	0.852	0.394
H4	X1	-->	Y	0.463	0.109	4.229	0.000
H5	X2	-->	X3	0.499	0.137	3.648	0.000
H6	X2	-->	X4	0.366	0.101	3.621	0.000
H7	X3	-->	X4	0.116	0.128	0.903	0.367
H8	X3	-->	Y	0.302	0.141	2.145	0.032
H9	X4	-->	Y	0.316	0.146	2.163	0.031

Source: Primary Data Processed, 2016

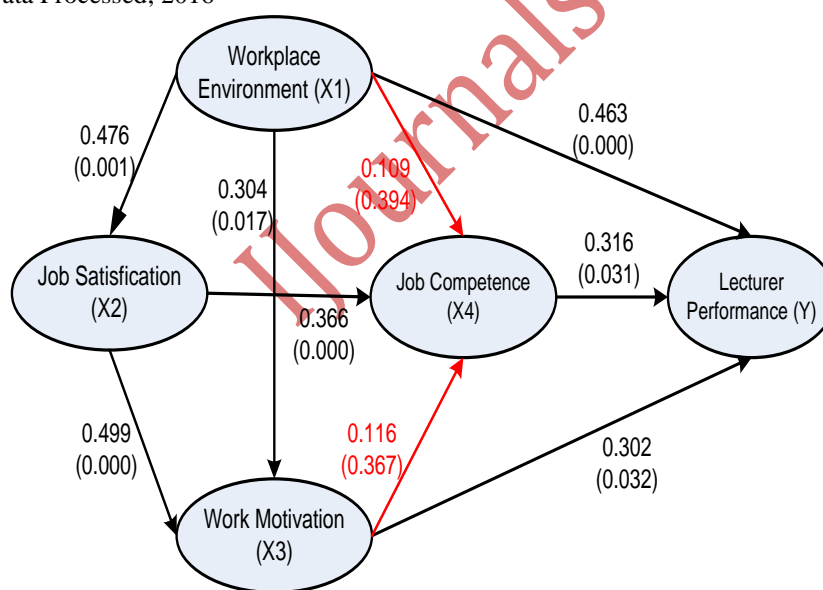


Figure 2. Structural Model

Based on Table 8 and Figure 2 that out of the nine hypotheses that examined, there are seven accepted hypothesis and two hypotheses were rejected. The accepted hypothesis among others, there is a significant relationship between the workplace Environment variables (X1) to Job Satisfaction (X2), work motivation (X3) and Lecturer Performance (Y). Furthermore, there is significant influence between the variables of job satisfaction (X2) on work motivation (X3) and job Competence (X4). Similar results were also obtained for influence between work motivation (X3) and Lecturer Competence (X4) on the Performance of Lecturer (Y). Marked positive effect coefficient indicates that the proportional relationship between variables (unidirectional relationship). The results shown different on the influence of workplace Environment (X1) and work motivation (X3) on Lecturer Competence (X4) which indicates

that there is no significant relationship between these variables. In other words, the intensity of the workplace Environment (X1) and work motivation (X3) will not affect the high and low levels of Lecturer competence (X4).

D3. Discussion

This research has discovered that the workplace environment influences the job satisfaction, motivation and performance of lecturers, but does not affect to the competence of lecturers. A pleasant workplace environment, through the increasing of the harmonious relationships among superiors and subordinates, and supported by adequate infrastructure in the workplace will have a positive impact for employees, so the performance will increase (Lilik Khoiriyah, 2009: 30). In addition, the results of this study are supported by research conducted by Tri Widodo (2010) entitled the effect of workplace environment, organizational culture, and leadership, to the work performance (Study on employees of Sidorejo Regency. Salatiga) with the result that there is a positive and significant impact on the each variable which is the workplace environment, organizational culture, and leadership to employees performance. These results are also in line with previous research conducted by Putro (2003), Suharti (2004), and Linga (2008), that examines the determinants of job satisfaction. They concluded that the workplace environment that consisted of facilities and equipment, behavior that acceptable to employees, the workplace environment, the challenges of the job, a fair reward system, support of the workplace environment, and the attitude of colleagues are job satisfaction determinant of the employees.

Furthermore, there is a significant influence between job satisfaction to the job motivation and competence of lecturers. The results of this research are supported by several researches conducted by Strauss et al (1991) in Adolfini (2012), which confirming the opinion that performance can be improved through the increased job satisfaction, because job satisfaction and motivation can encourage employees to improve their performance. The high job satisfaction can create a high spirit and motivation so it will increase the productivity of employee performance.

The research indicated that the influence of work motivation on the competence of lecturers were not significant. However, a significant effect of work motivation on the work performance was discovered. According to Armstrong (1994), the relationship between motivation and work performance are positive because employees who have high motivation will produce a high work performance. This means, the higher the motivation, the higher the performance of the employees. The existence of significant influence between the competence of lecturers to the lecturer's performance is confirmed by Mulyasa (2004) who stated that a person's performance can be improved if there is a match between the job with expertise. With such competencies possessed by a lecturer has an influence on the success of work performance in carrying out duties as a teacher and educator. This assumption is confirmed by the results obtained from previous research, the research that conducted by Sholeha. Sholeha research concluded that the professional competence of teacher can affect the work performance of teacher.

E. Conclusions and Recommendations

Based on the analysis and discussion, it can be concluded that there is significant influence between the variables Workplace Environment (X1) to the Job Satisfaction (X2), work motivation (X3) and Lecturer Performance (Y), but not significant to Lecturer Competence (X4). Subsequently it is discovered that there is a significant relationship between job satisfaction variables (X2) to work motivation (X3) and work competence (X4). Similar results were also obtained for significant influence between work motivations (X3) on the Performance of Lecturer (Y), but not significant to the Lecturer Competence (X4) and finally, it discovered several significant influences between the competences of lecturers (X4) to the work performance (Y).

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