

Influence Leadership, Motivation, Competence, Commitment To Satisfaction And Performance Lecturer At Private Higher Education Kopertis Region IX in South Sulawesi Province

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Abstract: *The purpose of this study is to analyze the influence of Leadership, Motivation, Competence, and Commitment to Job Satisfaction and Performance of DPK Perguruan Tinggi Swasta in Kopertis Region IX Sulawesi in South Sulawesi Province. This research uses survey method with data collection cross section through questionnaire. This research was conducted on 20 PTS in South Sulawesi Province with total population of 460 lecturers dpk, with sample determination as much as 214 respondents using Slovin formula. The results of the questionnaire data were analyzed using Structural Equation Model (SEM) with the help of Amos 21. The results found that leadership has a significant positive effect on job satisfaction. Motivation has positive and significant effect on job satisfaction, competence has positive effect not significant to job satisfaction, commitment has a significant positive effect on job satisfaction. Leadership positively insignificant to the performance of lecturers, motivation has a significant positive effect on lecturer performance. Competence has a positive and significant impact on lecturer performance, commitment has a significant positive effect on lecturer performance, satisfaction has a significant positive effect on lecturer performance. Leadership has a significant positive effect on the performance of lecturers through job satisfaction, motivation has a significant positive effect on lecturer performance through job satisfaction, competence has no significant positive effect on lecturer performance through job satisfaction. Commitment has a significant positive effect on lecturer performance through job satisfaction.*

Keywords: *leadership, motivation, competence, commitment, satisfaction of faculty performance DPK PT S in South Sulawesi*

Date of Submission: 17-07-2017

Date of acceptance: 05-08-2017

I. Preliminary

Colleges are always dealing with the changing demands of the organizations concerned in order to have a sufficient analysis to meet the needs and performance achievement. The behavior caused by the internal environment is the behavior that is under the personal control of the organization's internal individuals. While external, referring to the results that come from the outside environment, namely that individual behavior imposed because of the situation in the external environment. Human resources are also required to become professional personnel (Soedarmayanti) in Ahmad 2016). Therefore the institution or organization performance is largely determined by the performance of human resources and therefore needs to be considered properly. In Article 1, paragraph 2 of Law No. 14 Year 2005 on Teachers and Lecturers explained that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and the arts through education, research, and community service.

Good leadership and effective will be able to influence a person to feel satisfaction in work. This is consistent with the application of model theory of transformational leadership presented by Bass and Avolio in Gary Yukl (2015: 317) that transformational leadership is a process that motivate followers to perform their role and the demands of the task in achieving organizational objectives according charisma, inspiration, intellectual stimulation and pe rtimbangan individualized. Leadership has a positive and significant impact on job satisfaction and performance that is research conducted by Luis, et, al (2016); Purwanto (2015) Endang, et, al (2016); Eko (2013), Diana, et al (2016), while those who recommend that leadership have an insignificant influence on employee performance are: Ayu, et, al (2016) transformational leadership has a significant effect on employee performance. In addition to leadership, lecturer performance is also influenced by low motivation. The motivation of the lecturers' work has not met the expected standards as mandated by the Law of the Republic of Indonesia no. 14 Year 2005 on Teachers and Lecturers, which requires professors to be professionalism in performing basic tasks and obligations. Greenberg and Baron (1997: 82) in Ahmad stated that the level of personal performance due to the attitudes shown personal and work-related (work-related attitudes), among others, work motivation.

The above is supported also by previous research which gives recommendation that motivation have positive effect to satisfaction and lecturer performance that is Henry Anggoro Djohan (2016); Sutikno, et.al (2016); Monce (2016); Surwati, et al (2016); Maria, et al (2016). Another phenomenon that affects the performance of lecturers is because sebahagian lecturers lack competence. The real condition shows that lecturers within the scope of Kopertis Region IX Sulawesi still lack competence. In Law No. 14 of 2005 on teachers and lecturers. Explained that each lecturer is required to have pedagogic competence to be able to develop knowledge through learning planning, teaching and learning activities and achievement of learning achievement.

Equally important is the phenomenon of the commitment from the beginning until now is still lacking is owned by members of the organization, including in education. The higher a person's commitment to the main task and its main function to the organization as a place to carry out their duties, the more likely to produce good performance, if supported by the competence and motivation it has. Therefore Meyer (2009) suggests that individual commitment to the organization is judged by the totality of affective, normative and sustainable commitment to achieve organizational goals. The commitment totality theory of Smith and Meyer (2009: 49) which states that the commitment of organization is the totality of the behavior of members of the organization to promote, run the rules, memprestasikan and realize the objectives of the organization. The above opinion is supported by several previous studies that give the recommendation that a commitment on the performance of that research in Endang tian, et al (2016). Yudi, et al (2016), Andi, et al (2016), Sitti, et al (2016), Putu, et al (2016), Sofie, et al (2012), Ge orge (2012) , Show commitment positif and significant influence on performance.

In addition to the factors of leadership, motivation, competence and commitment, factors that are not less important is the job satisfaction of lecturers. Human resources as a khalifah on earth is a creature that berkepuasan (human satisfied) relation to work and organize. Satisfaction comes from the basic word 'satisfied' which can be equated with the word happy, like, proud, as expected, as desired. Job satisfaction is one important aspect that needs to be considered in an effort to increase the human resource capability of an organization, because with the job satisfaction is felt then an employee is able to work optimally (Nilvia in Wijono S, 2007: 33). The results of Vecchio's research (Sibarani, 2006: 112) show that the relationship between performance and job satisfaction. However, respondents' perceptions may vary and become biased towards job satisfaction when the parameters are also biased. In this regard, Sibarani (2006) cites a number of studies that find the consequences of job satisfaction with other variables. Chaterina Melina Taurisa, Intan Ratnawati (2012) her research recommends job satisfaction have positive and significant effect to employee performance, job satisfaction has positive and significant influence to organizational performance.

The individual's behavior within the organization will determine the individual's performance and overall organizational performance. Research on leadership, motivation, competence, commitment, job satisfaction and performance is an interesting topic for further study because according to Gregson (1992) job satisfaction is an early sign of an organizational commitment. The results of research conducted by Chaterina Melina Taurisa, Intan Ratnawati (2012) found that job satisfaction positif and significant influence on organizational commitment, and commitment organisasi positif and significant impact on employee performance. Meanwhile, according to other studies namely Batemen and Strasser (1984) and some previous research that has been stated above, expressed commitment to precede job satisfaction.

Based on the above descriptions, the researcher is interested in doing research related to what has been explained, hence the title of this research **are:** Effects of Leadership, Motivation, competence, commitment to Customer Satisfaction and Performance of Private Higher Education Lecturer at Kopertis IX Sulawesi region in the province of South Sulawesi.

II. Research Methods

Data Collection Methods

In a study, data collection needs to be done carefully, systematically and accurately, so that the data collected is relevant to the research problem to be searched for as an attempt to test a hypothesis that has been formulated. According Sugiyono (2008: 63) there are three types of data collection techniques include: Pengamatan (Observation); Interview W; Questionnaire method (questionnaire).

Types and Data Sources

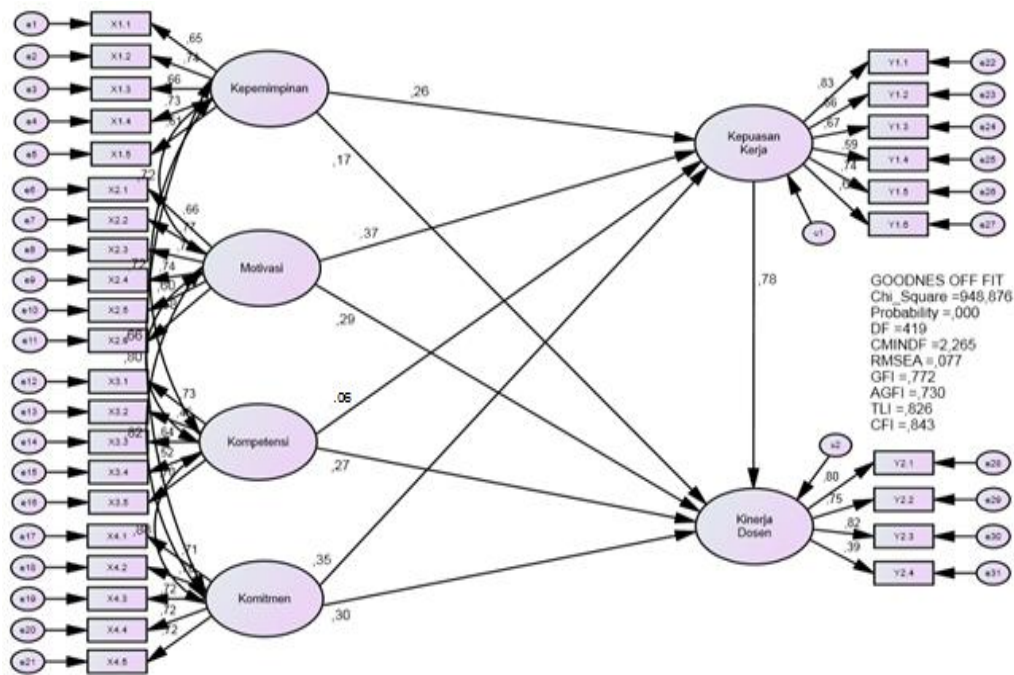
The type of data in this study consists of primary and secondary data. Primary data is data obtained from the observation and distribution of questionnaires. Secondary data is data obtained dari documents private colleges in Kopertis Region IX Sulawesi, South Sulawesi Province. The source data obtained from the parties involved in this study. The intended party is from Kopertis Region IX Sulawesi and from the lecturer in obtaining information or answers in completing the data. According Sugiyono (2013) that the population is a generalization region consisting of objects / subjects that have a certain quantity and characteristics set by

researchers to be studied and then drawn conclusions. The population in this study is Private Universities in Kopertis Region IX Sulawesi in South Sulawesi Province, which has been accredited institution, and has DPK lecturers at least 4 people. So the total population is 460. The sampling technique was done by using stratified random sampling, in each PTS. To facilitate the researcher in distributing the questionnaires, the technique of determining distribution distribution of samples from each PTS region Kopertis Region IX Sulawesi in South Sulawesi Province. So the sample in this study is the number of 214 lecturers were distributed.

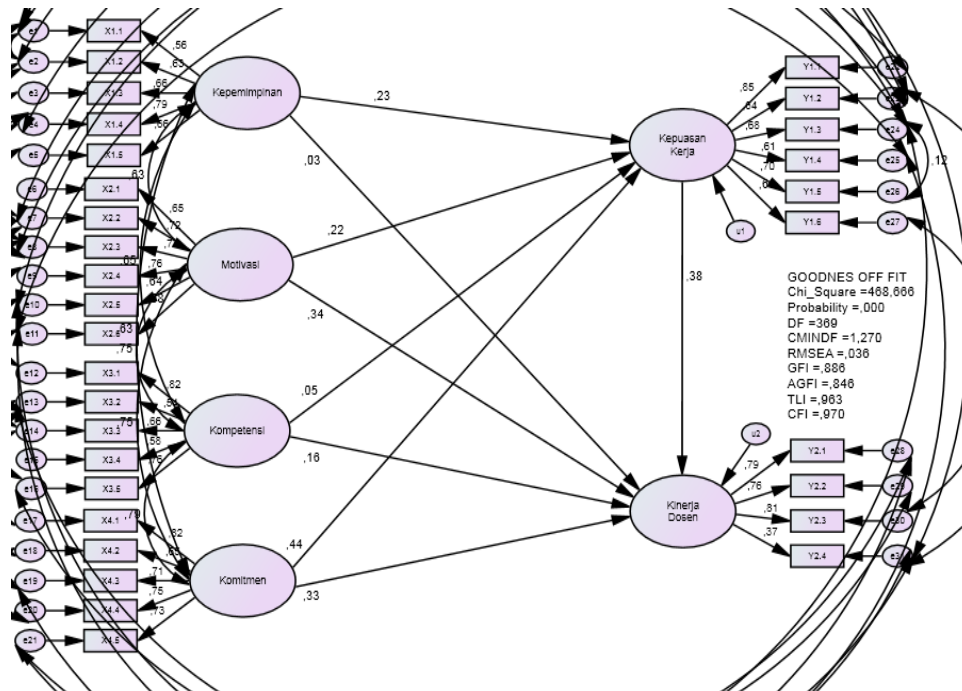
Data analysis

The next step before drawing a conclusion is to analyze the data obtained from field research. Based on the proposed hypothesis there are two methods of analysis used are quantitative and qualitative analysis methods. Quantitative analysis with statistical tools through the use of *Structural Equation Model (SEM)*. In certain cases that quantitative analysis can not be used, qualitative analysis is used. Statistical analysis tools through penggunaan *Structural Equation Modeling (SEM)*. *SEM* is structurally equation models are used to achieve the research objectives 1 to 7 destinations. *Software* programs used are *AMOS*.

Based on the method of determining the value of the model, the first model testing variables are grouped into exogenous variables (*exogenous variables*) and endogenous variables (*endogenous variable*). The exogenous variable is a variable whose value is determined outside the model. While the endogenous variable is a variable whose value is determined through the equation or from the established relationship model. Included in this group of exogenous variables are leadership, motivation, competence and commitment while those classified as endogenous variables is job satisfaction and performance of lecturers. The model is said to be good when the hypothetical model development is theoretically supported by empirical data. The results of SEM analysis is complete can be seen in the following figure:



From the evaluation of the model showed of the eight criteria of *goodness of fit indices* look of the eight criteria proposed, seemingly there is one that meets the criteria, but still needs to be no evidence of further whether there is a fit between the model with the data through the fulfillment of criteria values of *goodness of fit indices* that do modification of the model by performing the correlation between the error indicator according to the instructions of the *modification indices* on condition Modification is done without changing the meaning of relationships between variables. The results of the analysis after the final model obtained are as follows: The model is said to be good when the hypothetical model development is theoretically supported by empirical data. The results of SEM analysis at early stages sec full fig can be seen in the image below:



From the evaluation of the eight criteria of the model shows the goodness of fit indices there were four meet the criteria, based on the opinions (Hair, 2006; 753) for a model with indicators diata 30 then Chi-square and significance P value can not be expected, this study uses 31 indicators then Chi- Square and probability P are inferred marginally. While for GFI and AGFI according to hair suggested greater than 0.90 but there is no rule that requires the value because GFI and AGFI identical with the coefficient of determination in the regression equation. GFI value of 0.886 indicates that the model constructed illustrates the actual condition at the research site of 88.6% as far as it is the limitation of the researcher and the instrumen of this research. Based on the opinion of the GFI and AGFI considered marginal concluded, probabiliy so that the overall model can be said to have been in accordance with the data and can be analyzed further. Based on the empirical model proposed in this study can be tested against the hypothesis proposed through the testing of path coefficients on the model of structural equations. Table 20 is a hypothesis testing see p value, if the p value less than 0.05 then the relationship between significant variables. The test results are presented in the following table:

Result of Test of Coucsity Relation Based on Hypothesis Test

HIP	Variable			Effects			P-Value	Information
	Exogenous	Intervening	Endogenous	Direct	Indirect	Total		
H1	Leadership	-	Job satisfaction	0.232	-	0.232	0.008	Significant
H2	Motivation	-	Job satisfaction	0.220	-	0.220	0.009	Significant
H3	Competence	-	Job satisfaction	0.045	-	0.045	0.715	No Significant
H4	Commitment	-	Job satisfaction	0.443	-	0.443	<0.001	Significant
H5	Leadership	-	Performance_Dosen	0.034	-	0.034	0.667	No Significant
H6	Motivation	-	Performance_Dosen	0.343	-	0.343	<0.001	Significant
H7	Competence	-	Performance_Dosen	0.159	-	0.159	0.045	Significant
H8	Commitment	-	Performance_Dosen	0.334	-	0.334	0.010	Significant
H9	Job satisfaction	-	Performance_Dosen	0.382	-	0.382	0.001	Significant
HIP	Variable			Effects			P-Value	Informa tion
	Exogenous	Intervening	Endogenous	Direct	Indirect	Total		
H10	Leadership	Job satisfaction	Performance_Dosen	0.034	0.089	0.123	0.041	Sig.
H11	Motivation	Job satisfaction	Performance_Dosen	0.343	0.084	0.427	0.042	Sig.
H12	Competence	Job satisfaction	Performance_Dosen	0.159	0.017	0.176	0.716	No Sig.
H13	Commitment	Job satisfaction	Performance_Dosen	0.334	0.169	0.503	0.020	Sig.

Source: Appendix 7 and 8

Influence Leadership against Job satisfaction

Based on the results of SEM analysis can be explained that the loading factor of three indicators of leadership shows that the character of a leader who is able to encourage faculty to solve the problems carefully and rationally, stimulate to always be creative and innovative; while the value of the value of the loading factor

of each indicator of job satisfaction of the most powerful faculty reflected by the adequacy of income provided by the institution; and the lowest is mirrored by the self-development opportunities and career. This condition shows that the leadership of the Colleges Kopertis Region IX Sulawesi in South Sulawesi Province is very supportive of job satisfaction lecturer with indicators which include adequacy of income, responsibility, harmonious working relationship with co-workers, self-development and career and ease of use of facilities and infrastructure. The facts at the place of research indicate that the problem of job satisfaction of lecturers in some private universities experienced or felt by some lecturers in performing their main duties and functions varies depending on the perception of the lecturer concerned on the circumstances and situations experienced in the workplace. What is stated above illustrates that there are still many expectations that have not been achieved optimally so that some lecturers have not felt satisfaction optimally. Therefore it can be said that related to the above leadership, it turns out that lecturers will be able to improve their job satisfaction in accordance with the applicable regulations and a leader capable of providing positive inspiration to his lecturer in making decisions in deliberation to reach consensus then this is able to improve the performance factor Lecturers are increasing.

Effect of Motivation on Job satisfaction

The results are consistent with the conditions that exist at private colleges Kopertis region IX Sulawesi in South Sulawesi Province that the high motivation of the work that has been there all this time which reflects the ability to work, put *percapaian* results prominently and compete in achieving work motivation has been there all this is reflected by having the ability to work, giving priority to achieving results stand out and compete in reaching work will have an impact on job satisfaction to the maximum, the conditions or the atmosphere of the workplace that supports the lecturers to be motivated in carrying out their duties and functions as part of the satisfaction Shown by lecturers working.

Some theoretical concepts used as a reference in this study. Herzberg in Adair (2008) explains that the factor that makes people experience satisfaction is salary is not the opposite of making it dissatisfied. Dissatisfaction caused by inadequate awards given by college managers to lecturers, such as service rewards or teaching burden contexts that are not in line with expectations. Means means hypothetical that states that motivation has a positive and significant effect on the satisfaction of lecturers, supported by empirical evidence according to the findings of research results.

Satisfaction Competency uh Pengar work

Changes in the continuously improving level of pontificate turn out not only to require high standards of competence, in fact where high lecturer competence but job satisfaction can not be achieved. This needs to be observed by various parties, especially decision makers at private universities Kopertis region IX Sulawesi in South Sulawesi Province.

Another fact is that a lecturer who has good competence, in terms of skills, experience and knowledge that is good enough they are not empowered and not paid attention to both in terms of welfare and involvement in various activities, just happened that they have a certain proximity with The leadership gets special treatment and given more attention so that this will lead to gaps and feelings of dissatisfaction of lecturers in the work of derivative analysis results show that lecturers generally stated that the competence is at a fairly good level therefore because the competence of lecturers are still medium category, it has no effect Significantly to the satisfaction of lecturers.

Commitment to influence job satisfaction

The results show that there is enough evidence to suggest that there is significant and positive between faculty commitment to *kepauasan* works. Rival (2006: 25) that the commitment is built on the principle of morale in the form of encouragement from within, psychological on the potential and the work ethic that spur people to develop the spirit as a commitment in achieving organizational goals. Followed by French (2000: 115) states *morality represent the implementation from transparency between reality and fact. Moral of transparency not available of secret and reality*. Commitment is the embodiment of openness between reality and fact. The commitment of openness in it is no secret and suspect. But the commitment of openness is an act that shows the true conformity of the facts and facts. If the higher level of commitment within an organization then the intention of the lecturer to move the teaching place becomes low, the impact on the satisfaction will decrease. On the contrary if the lecturer commitment level is low then what happens is the lecturer's dissatisfaction is high which resulted in the desire to move will be great.

Influence on Performance Leadership Lecturer.

Based on the results of hypothesis testing, it is explained that leadership has a direct but insignificant effect on lecturer performance. This means that the leadership has not been able to create a change in the performance of lecturers to be more optimum / increases.

Facts in the study show that has not been considered yet have the nature of charismatic in giving a sense of satisfaction to employees, which should have been a leader get respect or trust of the lecturers because of the commitment or keteladannya, but it is entirely unable to give satisfaction to the faculty because of the leadership Which does not show the desirable example. Leaders are still considered less convincing about the work program they must do, and considered not able to inspire well to the lecturers who are in Kopertis Region IX South Sulawesi. Requires improved performance by way of emotional approach so that the lecturers receive wisely the application of the rules that apply and take full responsibility of what has become a joint decision, able to provide an example for the lecturers especially young lecturers to better look at the emphasis on charismatic value in each - so that the level of trust is easily responded well by the leadership.

Influence Motivate To Performance Lecturer

Direct test results show that there is a positive and significant influence between the motivation on the performance of lecturers. In prove the sixth hypothesis in this study indicates that the higher the motivation of the work of the lecturers, then the direct performance will increase. The results support *t heori* which has been explained earlier that the theory of expectations, employees will be motivated to attempt properly if believes that the work the good will bring good judgment as well for its performance, which will then be followed by the award of the organization, both materially as a bonus, Salary increases, or promotions, as well as non-material such as praise and recognition. Furthermore, this award will satisfy the individual goals of the employees concerned because as expected, Vroom (1994). The fact is with the provision of incentives as one manifestation of the motivation given as a reward and additional salaries beyond the work that has been implemented in accordance with the main tasks of the lecturer was able to provide the spirit of tersendiri to the lecturers in order to always maintain and improve their work motivation so that the performance They want can be achieved well.

Influence Competence Performance Against Lecturer

Based on the result of SEM analysis, it can be seen that competence has a positive and significant effect on lecturer performance. Thus, the hypothesis that there is significant influence of competence on the performance of lecturers is accepted. This shows that the better the competence k in Gov lecturers will increase.

The fact that a lecturer can determine his own success through increased competence, both through formal and informal education. From the results of the above analysis states that in the process of teaching and learning in the classroom is usually a lecturer to improvise in terms of use of slide percentage or create a class atmosphere into nayman with in some games to make students more eager in receiving lessons, in giving teaching is usually given lecturers Not on the concentration he has. For example, subjects applied because there is less of the lecturers at the institution they use the SDM are not of the same *ground back* to the subject of teaching. This certainly will result in different learning achievements with lecturers who have a different background with their students so that if the higher lecturer mengampu linier course with pendidikanya then the consequences of the lecturer will be able to improve the performance of the lecturer.

Influence Commitment to Performance Lecturer

The results of the analysis show that there is considerable evidence to suggest that there is a significant and positive influence between Organizational Commitment the Performance of lecturers. This indicates that the higher the Organizational Commitment, will result in the higher faculty performance. The fact that can be seen is a lecturer who has a high commitment but has a low attendance value but has a longer working period and tend to work hard and show good performance. With the high commitment of the lecturer to the institution will cause the lecturer to feel comfortable in the organization and no longer desire to leave the organization. The lecturer will certainly struggle to do everything for the progress of his organization and his own career improvement, so that the lecturer should pay attention to what his own desire so that the goals of the organization can be achieved together. Supposedly every college should be able to provide useful programs to improve and maintain the organizational commitment that must be owned by each lecturer.

Performance against influence job satisfaction Lecturer

Based on the results of SEM analysis, job satisfaction affects the faculty performance. From research conducted in Colleges Kopertis Region IX Sulawesi in South Sulawesi Province which showed that the lecturers obtained support in the organization, support of superiors, and distributive justice can improve faculty performance, including the number Tridarma done, the quality of teaching, efficient and effective . The results of this research was supported by the theory of (Dekker, 2007) including job satisfaction assessed based on a high appreciation for the achievement of this achievement, which requires the recognition or appreciation that individuals feel satisfied, not free from responsibility mandated. Added by Herzberg in Keban (2007: 47) presented that job satisfaction only manifests if one runs organizational activities in accordance with the dynamics of work that occurs to generate disclosure of feelings based on the level of assessment of the work of interest, challenges faced, rewards and incentives provided To say satisfied work.

Influence on Performance Leadership Lecturer mediated by job satisfaction

Leadership through job satisfaction will be able to improve the performance of lecturers that show there is a positive and significant influence, thus the hypothesis is accepted. This shows that job satisfaction mediates the influence of leadership on lecturer performance. This means that the better the job satisfaction of faculty and then accompanied by their increasing performance. Leadership is meant is the one who has the talent to drive, steer or influence many people to follow orders and desire to achieve goals. Empirical evidence shows that full attention is measured through the leadership of the charismatic owned by professors, leaders capable of setting high standards, to encourage the faculty to solve the problems, a leader who is able to hear the aspirations and decision-making with a conscience through deliberation effect in improving performance lecturers.

Motivation Influence on Performance mediated Lecturer Job Satisfaction.

Motivation through mediation of job satisfaction will be able to improve lecturer's performance indicating that there is positive and significant influence, thus the hypothesis is accepted. It shows that job satisfaction as mediation influence motivation to lecturer performance. Motivation can be defined as a person's underlying expectation compelled to work, taking into account the factor of *hygiene* in order to avoid dissatisfaction, even if all the maintenance needs addressed, so that people can not be motivated to work. Only the motivator that causes Human Resources to exert all the energy and then get higher productivity. In this motivation theory suggests that utilizing a motivator as a tool to provide satisfaction and improve performance.

Influence Lecturer on Performance Competence Through Job Satisfaction.

From the indirect influence shows that job satisfaction is not able to mediate the influence of lecturer competence on lecturer's performance. Given the direct influence of competence on performance is insignificant, the job satisfaction as mediation is not perfect, it indicates that the competence will not affect the performance of the lecturer although it must be through the mediation of job satisfaction.

This proves that the role of job satisfaction is not important in the competence of lecturer's performance indicating if the lecturer is not satisfied, hence there will be no influence of competence to lecturer's performance. Impilkasinya is the lower the competence of lecturers, it will reduce the performance of the lecturer, although supported by the lecturer's job satisfaction. Lecturers competence does not directly affect the performance, lecturer competence does not affect the performance though through job satisfaction. This shows that not enough a teacher only had any intelligence (knowledge, skills, or experience), but teachers should also satisfied with his work. Location of satisfaction if not supported by the organization, lack of support from the leadership and the lack of distributive justice. Salary is one of the most important things in faculty job satisfaction, salary standards given between one college to another college is different so some lecturers many took the time to look and work the other side.

Effect of Commitment Against Lecturer Performance Through Job Satisfaction.

The results of this study demonstrate that commitment through the mediation of job satisfaction to be able to improve the performance of lecturers. Based on the results of hypothesis testing showed significant or received. Organizational commitment is a condition where a professor has made a deal to be able to carry out their work properly in accordance with the vision and mission of the future. Organizational commitment indicators used in this study is the affective commitment, normative, continuance, perpective commitmen and commitment in improving personal qualities.

The results showed that the indicator continuance commitment has the greatest outer, this shows that the greatest contribution commitments relating to the commitment continuance lecturer in implementing and realizing the organization's goals for the common interest. Sustained commitment here means the lecturer in working full focus and finish the job with pleasure, scheduled so that the work the lecturer is not in a hurry to focus on sustainable results in order to realize the objectives of the organization, in addition, it is also the task of pokonya is taught except some lecturers who get additional task, the teacher can work more focused and calmer. Work performed during this rarely performed outside working hours apply, unless there are agreements between the learners for specific reasons with the approval of the institution conducted the scheduled time shift.

III. Conclusion

Based on the results of the discussion that has been done in the previous section, the general leadership, motivation, competence, commitment and job satisfaction of the lecturers are the factors that have a role in improving the performance of lecturers. The conclusions of each variable can be explained as follows:

Leadership direct influence positive and significant impact on job satisfaction of the lecturers, the results of this study indicate that the indicator inspirational leader as a factor of leadership is showing gratification of working which encourage the enhancement of faculty performance, compared to the indicator

charismatic as leadership factor that indicates a category that still need improvement in preventing discontent lecturer, so universities in Kopertis Region IX in South Sulawesi Province Sulawesi need to pay attention to this to improve the performance of lecturers. Motivation lecturer positive and significant direct effect on job satisfaction lecturers , but the college still needs to create an atmosphere of a comfortable working environment and the strengthening of good communication in order to improve job satisfaction lecturers.

Competence lecturer at the college turned out to not have an influence on job satisfaction lecturer . With the competence that is applied lecturer at a private university in Kopertis Region IX Sulawesi in South Sulawesi Province does not make the job satisfaction of lecturers has increased. This means that despite implementing competency good but still not able to make the job satisfaction of the lecturers.

Commitment lecturer at a private university in Kopertis Region IX Sulawesi in South Sulawesi Province can improve job satisfaction. This means that the commitment of lecturers in the organization of the faculty job satisfaction increases. With the commitment owned will make the lecturer is satisfied in the work.

Leadership lecturer at a private university in Kopertis Region IX Sulawesi in South Sulawesi Province has no effect directly on the performance of the lecturer . With leadership being applied in South Sulawesi Provincial Government does not make the lecturer performance increase. This means that even private colleges in Kopertis Region IX Sulawesi in South Sulawesi Province has implemented a good organizational culture but was unable to make the performance of lecturers increased .

Motivation lecturer at a private university in Kopertis Region IX Sulawesi in South Sulawesi Province can improve the performance of lecturers. Means the better motivation of lecturers in the organization of the faculty job satisfaction increases. With the commitment owned will make the lecturer is satisfied in the work . Competence lecturer has no effect directly on the performance of the lecturer . With competency that possession of every faculty did not make the lecturer performance increase. This means that although the lecturers have higher education and have a high teaching hours it was unable to make the performance of lecturers increased.

Commitment lecturer at a private university in Kopertis Region IX Sulawesi in South Sulawesi Province can improve performance. This means that the commitment of lecturers in the organization of faculty performance increase.

Job satisfaction lecturer at a private university in Kopertis Region IX Sulawesi in South Sulawesi Province can improve performance. This means that the better the faculty job satisfaction in the organization, increasing faculty performance .

Leadership has indirect influence on the performance of lecturers through job satisfaction. This shows that the leadership will make the faculty can perform with good and professor satisfied with his work. The better the application of leadership in the workplace and a sense of satisfaction that will have an impact on improving the performance of lecturers .

Motivation has indirect influence on the performance of lecturers through job satisfaction. This suggests that the high level of motivation and will make employees perform with good and lecturers feel satisfied with his work. The better the motivation that is given will result in increasing as well the performance of lecturers.

Job satisfaction is not proven competence mediates the performance of lecturers, even if the job satisfaction results showed a high average, but not job satisfaction as a mediating influence on the performance of faculty competence .

Commitment indirect effect on the performance of lecturers through job satisfaction. It shows that the better the commitment dimiki lecturers encourage increased job satisfaction which leads to the improved performance of the lecturer .

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