

Improving Lecturer Performance Through Organizational Commitment, Competence, Leadership, and Climate: The Moderating Effect of Job Satisfaction

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Abstract. This study examined the relationships between organizational commitment, competence, resonant leadership, work climate, job satisfaction, and lecturer performance among 122 lecturers at universities in Indonesia's Asahan Regency. Lecturer performance is critical for delivering quality higher education. However, factors influencing university lecturer performance in Indonesia are understudied. A survey measured lecturer perceptions of organizational variables and job satisfaction. The data was analyzed using structural equation modeling. Results showed organizational commitment, competence, resonant leadership, and work climate positively affected lecturer performance, both directly and indirectly moderated through job satisfaction. These findings provide insights into how organizational leadership and climate influence lecturer effectiveness in Indonesian higher education. Universities should consider interventions targeting commitment, competencebuilding, leadership development, and climate to support lecturers. Additional research on lecturers across Indonesia is needed.

Keywords: Satisfaction, Commitment, Competence, Leadership, Work Climate, Lecturer, Performance

1. Introduction

The role of education in changing a country's behavior is crucial to progress in reducing unemployment and replacing it with prosperity (Tannady, 2023). The quality of education in higher education is not only a transfer of knowledge but also a center for improving the character traits of a country (Nurhasan, 2023). Building quality higher education starts with a country's commitment to invest in sustainability (Bangsu, 2023). Then, in presenting a conducive academic climate, a country should have a vision and mission in the world of higher education that is clear and measurable every year (Hazzam, 2023).

Higher education is expected to improve the quality of human resources (Nasib, 2021). Carry out the tri dharma of higher education more professionally (Nasib, 2022). Their performance will then fulfill the standards desired by the institution (B. A. Nasib, 2022). Lecturer performance is characterized by the ability to deliver teaching materials well, productivity in producing scientific work and providing training to the broader community on their knowledge (Muh. Asriadi AM, 2022). An institution that can maximize every potential educator possesses will indirectly produce work-ready graduates and compete with other universities (Budiansyah, 2020).

There are many problems and challenges, especially in improving the performance of lecturers in private universities, which currently only receive support from student donations. Unhealthy university competition, the movement of lecturers from one institution to another, and the need for more interest in collaboration in the publication of scientific papers. This condition is increasingly concerning as the three public universities in Indonesia need explicit quotas for new student admissions. It is unfortunate if this phenomenon continues, thus neglecting the quality of graduates from both public and private universities.

Research results related to lecturer performance in private universities in Indonesia emphasize the aspect of job satisfaction as the first position. The lack of salary received by private lecturers is the main reason for working only to fulfill their obligations. On the other hand, university directors are only orientated towards the target number of new students and efficiency in operational costs. Efforts to create lecturer satisfaction are always ignored and are less of a top priority. Job satisfaction also encourages a lecturer to look for other business venture (Hou, 2021). It is very concerning when private universities allow this condition to continue (Arifin, 2022).

Lecturers' job satisfaction is also influenced by management support in providing freedom and self-development opportunities (Zulfikar, 2021). Lecturers are given the space to maximize their potential actively. Some lecturers will choose to love research more than teaching (Angriani, 2020). Satisfaction with lecturers will reduce some of the friction and disputes among teachers who are happy with their work (Wachyudi, 2020). Satisfied lecturers are likelier to engage in college activities such as committee work, group projects, and other academic endeavors (Asbari, 2022). The effectiveness of faculty collaboration depends on the quality of their relationships, which is linked to faculty satisfaction (Imarni, 2022).

Colleges that can keep their lecturers happy will have a higher chance of retaining good lecturer (Endri, 2021). The quality of higher education can be improved through stable and consistent teaching and research resulting from effective faculty retention (Saragih, 2022). Lecturers' professional advancement is also correlated with their enjoyment of (Rachman, 2021). Content lecturers seek opportunities to enhance their knowledge and expertise to aid their professional development (Handiman, 2020). Research results (Herlisha, 2021), concluded that job satisfaction can directly improve a lecturer's performance. The results of this study also emphasize that perceived satisfaction will provide opportunities for a lecturer to develop themselves (Ujunwa, 2021). Lecturers will be actively encouraged to collaborate with other parties to achieve maximum work performance. Next (Hou, 2021), also stated the same thing that job satisfaction is considered necessary in supporting work comfort. Lecturers feel valued and treated like family.

Organizational commitment is an essential factor in influencing lecturer performance (Winarno, 2021). More motivated and effective lecturers usually have a strong sense of attachment and commitment to the educational institutions they work for. They are inspired to give their best in teaching, research, and administrative tasks because they believe the organization and the students value their efforts. Retaining the best faculty can be facilitated by solid organizational commitment. Lecturers who feel happy and connected to the university will remain there rather than seek employment elsewhere. By doing this, the company can save the cost of replacing lecturers while retaining significant experience. The results of research conducted by (Cahyono, 2020) stated that organizational commitment directly has a significant effect on lecturer performance. Then (Sunarsi, 2020) He also emphasized that universities that can create trust in all parties, especially lecturers, will trigger the maximum performance of lecturers. Next (Syakur, 2020) emphasizes that dedicated lecturers usually devote more time and effort to their work. They may be more receptive to new ideas in teaching and work to improve student's educational experience, which can ultimately improve the organization's quality of education.

Lecturer competence is considered necessary in driving lecturer performance (Mijoto Solekan, 2022). High-quality teaching is usually delivered by lecturers with strong teaching talents, such as a thorough understanding of the subject matter and practical communication skills (Suwarni, 2020). When lecturers feel successful in their profession, job satisfaction and student happiness can be increased (Ghasemy, 2023). Furthermore, lecturers who feel competent in their work usually exhibit higher levels of self-confidence. Strong self-confidence can provide a sense of success and pride in their profession, leading to higher job satisfaction. The results of research conducted by (Murkatik, 2020) menyatakan bahwa kompetensi secara langsung berpengaruh signifikan terhadap kinerja dosen. Kemudian (Wibowo, 2020) recommends that competent lecturers will find it easy to innovate learning. Next (Mulang, 2021) Also corroborates that errors in the selection of lecturers to teach courses will result in more students complaining about the quality of the teaching.

Resonant leadership is currently considered important in increasing lecturer satisfaction (Laschinger, 2014). As vibrant leadership emphasizes solid emotional bonds with leaders and team members, it can impact lecturer satisfaction (Wahyuni, 2019). High empathy for lecturers' needs, wants, and expectations is a prerequisite for leadership that resonates (Kawatra, 2016). Academic staff members are likelier to support and be loyal to leaders who empathize and handle their emotions well. Motivating and inspiring team members is a critical component of leadership that resonates (Ayaz, 2023). Employees are more likely to be satisfied with their jobs if they are motivated by their leader and clearly understand the organization's goals and core values (Cummings, 2012). A strong bond is established between leaders and their subordinates through resonance in leadership (Bermana, 2019). This can foster a supportive, safe, and comfortable working environment for lecturers. Good relationships can increase lecturer retention and satisfaction. Research results (Bawafaa, 2015) directly have a significant effect on employee satisfaction. Furthermore, (Khalid, 2022) emphasized that resonant leadership encourages employees to work optimally to show their abilities and potential. Again, (Gaan, 2022) also recommended that vibrant leadership provides space for employee freedom to improve the efficiency and effectiveness of work in the company.

Organizational climate is a critical element in improving a lecturer's performance in providing knowledge transfer to students (Rivai, 2019). A positive organizational climate can enhance lecturers' performance and job satisfaction (Ujunwa, 2021). Lecturers will be more encouraged to give their best efforts in teaching, research, and community involvement if they feel valued and supported and work in a supportive environment (Jopinus Saragih, 2022). A positive organizational climate fosters collaboration and cooperation between faculty, staff, and other academic colleagues (Yelvita, 2022). This can encourage cooperation and facilitate a better flow of knowledge and insights, improving teaching and research standards (Liana, 2021). Lecturers are likelier to experiment with new teaching and research approaches in an environment that rewards creativity and innovation (Syekh, 2021).

Universities can maintain and improve the quality of their teaching and research output in this way (Mayastuti, 2022). The research results (Anwar, 2020) state that organizational climate directly has a significant effect on a lecturer's performance. Furthermore, (Iqbal, 2020) also recommended that management's ability to present a conducive culture will encourage a sense of comfort at work. Then (Santoso, 2023) also suggested that organizational climate significantly affects performance through lecturer satisfaction.

Asahan Regency is one of the most populous regencies in North Sumatra, with a total population value of 787,681 people. Currently, good quality education is needed by the people in Kisaran Indonesia. Based on the Higher Education Database (PDPT) data, the distribution of the number of universities in the Kisaran district is as follows:

Table 1: Number of universities in Asahan Regency

No	Name of College	Status
1	AKPER Gita Matura Abadi Kisaran	Private
2	Sekolah Tinggi Ilmu Hukum Muhammadiyah Kisaran	Private
3	Universitas Asahan	Private
4	Akademi Kebidanan As-Syifa Kisaran	Private
5	Akademi Kebidanan Bina Daya Husada	Private
6	Akademi Kebidanan Ibtisam Aulia	Private
7	Akademi Keperawatan Pemkab Asahan Kisaran	Private
8	Akademi Manajemen Informatika dan Komputer Royal	Private
9	AMIK Intel Com Global Indo Kisaran	Private
10	Institut Agama Islam Daar Al-Ulum (IAIDU) Asahan, Sumatera Utara	Private
11	Sekolah Tinggi Ilmu Ekonomi Muhammadiyah Asahan	Private
12	Sekolah Tinggi Manajemen Informatika dan Komputer Royal	Private
13	STIKES As Syifa	Private

Source: PDPT (2023)

The data table above shows that there are currently 13 private universities in Asahan Regency. The quality of education is the leading indicator in improving the image of higher education and ranking in international accreditation. It has been found that many lecturers' performance could be more optimal in supporting the achievement of institutional performance. The accomplishment of lecturers in Asahan Regency in publishing scientific papers indexed in the Scopus database is alarming. Current lecturers are only able to publish their scientific work in national journals. This condition is further strengthened by the absence of commitment from the Foundation and the director in supporting the work of these lecturers.

Furthermore, not only the publication of scientific papers that lack sponsorship from other parties, but lecturers also feel that the organizational culture in this sense of justice does not get its rights, such as the existence of different basic salaries between one lecturer and another, the treatment of ease in applying for functional positions. Lecturers often feel they are needed unfairly and need more certainty about their career path. The university leaders' policy also deepens lecturers' dissatisfaction by requiring lecturers to become functionaries. Lecturers cannot refuse the position given. This makes

lecturers who do not have experience and competence in certain situations have to learn a lot and cooperate with other parties so that in carrying out their duties, they experience few problems.

The current leadership at universities in Asahan Regency only seeks the wishes of the Foundation. The administration does not firmly defend and seek the lecturers' welfare in the Foundation's eyes. This condition occurs because the positions that become leaders are still included in the extended family of the Foundation. This phenomenon is found primarily in many private universities. This factor certainly encourages every permanent lecturer to look for other universities that are healthier and, of course, outside the Asahan Regency.

Currently, very few studies examine lecturer satisfaction and performance at private universities in Asahan Regency. This research is considered to have high novelty in improving the quality of education in private universities. Therefore, this study examines the relationship between organizational commitment, competence, resonant leadership, organizational climate, job satisfaction, and lecturer performance, especially among lecturers at universities in the Asahan Regency.

2. Literature Review

2.1 Lecturer Performance

Lecturers are the starting point for providing higher education (Wibowo, 2020). They are willing to provide educational materials, guide students, and strengthen their weaknesses (Rahardja, 2020). The quality of work experience gradually decreases the education offered to students (Angriani, 2020). The perception of the college among prospective students, parents, and other stakeholders will be enhanced by knowledgeable, accomplished, and experienced lecturers (Wahyudi, 2022). Colleges with a positive reputation will attract more students and have more excellent enrolment rates (Sitorus, 2021). The accreditation and ranking of a college can also be affected by the performance of its lecturers (Wahyudi, 2021). Various rating organizations and accreditation bodies consider the quality of instructors and faculty during the evaluation process (Watrianthos, 2021). Highly accomplished instructors can contribute to the college's vital accreditation and improved ranking (Dewiana Novitasari, 2021). Lecturers who are active in research will support the college's efforts to build a solid academic reputation (Nasib, 2023). In addition, royalties or sales of books and journals from their writings can provide additional revenue for the college (S. B. E. E. N. Y. L. Nasib, 2023). For private institutions, lecturers who successfully secure external projects, industry collaborations, or funding for research can be an additional source of income (Syarifuddin, 2022). This can help universities improve branding among other universities to produce a sustainable competitive advantage (Terttiaavini, 2023).

2.2 Job Satisfaction

The best lecturers usually show higher motivation levels and provide better teaching (Sinniah, 2022). They tend to be dedicated to achieving the college's goals, including increasing graduation rates, improving educational standards, and providing high-quality teaching (Maheshwari, 2022). Longer tenure in higher education usually occurs among lecturers who are satisfied with their working environment (Andi, 2022). This helps to reduce lecturer turnover, which can impact the administrative and academic stability of the college (Muh. Asriadi AM, 2022). College reputation is also affected by lecturer satisfaction (Berhanu, 2023). Good lecturers will speak well of their college to parents and prospective students (Tran Thi Ngan Ha, 2023). This can make the college attractive to prospective students and increase enrolment rates (Andrianto, 2023). The quality of teaching delivered is directly influenced by lecturer satisfaction (Ghasemy, 2023). Qualified lecturers will more likely to inspire students, educate enthusiastically, and offer helpful advice (Xu, 2023). Students will have a more satisfying educational experience (Tineh, 2023). Previous research shows that lecturer satisfaction results in high-quality research and publications (Tria, 2023). They may be more encouraged to conduct high-caliber research, which will benefit the college's reputation among academics

(Rajeswaran, 2023). Increasing lecturer satisfaction can foster a more peaceful campus atmosphere (Fitriani, 2023). A good and effective working environment can be created by having a good relationship between faculty, students, and administrative staff (Pozas, 2023). This, in turn, will enhance the sustainability of the college (Nyoto, 2023).

H1: Job satisfaction directly has a significant effect on lecturer performance

2.3 Organizational Commitment

To succeed and excel academically, organizational dedication in promoting the competitive advantage of higher education is essential (Jopinus Saragih, 2022). A university's capacity to thrive in some areas, including research, student services, educational quality, and community contributions, is recognized as a form of maximized lecturer performance (Wibowo, 2020). It takes steadfast and dedicated leadership to realize this dream (Pham, 2021). The secret to achieving this goal is to have results-orientated, inspiring, and visionary leadership (Jufrizen, 2018). To achieve excellence, universities must have a clear strategic strategy. This strategy should outline specific goals, tactics, and actions to achieve excellence in many areas (Sitepu, 2019). Organizational commitment also includes allocating sufficient funds for infrastructure, workforce, and technology needed to achieve the college's survival (Mursid, 2021). Colleges should set aside enough funds for infrastructure improvement, research, and teaching (Mayastuti, 2022). Gaining a competitive advantage involves several important factors, one of which is improving educational standards (Muh. Asriadi AM, 2022). This includes creating a relevant curriculum, educating instructors, and improving the educational process for students. The results of previous research state that organizational commitment directly has a significant effect on lecturer satisfaction (Andi, 2022). This sense of comfort encourages lecturers to maximize their potential (Winarno, 2021). In the end, lecturer satisfaction is considered a significant mediating factor in improving a lecturer's performance (Saad, 2019).

H2: Organisational commitment directly has a significant effect on lecturer satisfaction.

H3: Organisational commitment directly has a significant effect on lecturer performance

H4: Indirectly, organizational commitment significantly affects lecturer performance through lecturer satisfaction.

2.4 Competence

One of the most critical elements in determining the quality of higher education is the correlation between lecturer competence and lecturer satisfaction (Opatha, 2020). Lecturers' knowledge, skills, and talents in presenting material, interacting with students, conducting research, and carrying out other tasks in an academic environment are all included in lecturer competence (Amin, 2022). Skilled lecturers usually provide better teaching, better advice to students, and a good impact on the overall academic environment (Khairi, 2021). Qualified lecturers deeply understand the subject matter and can communicate it effectively to students (Suwarni, 2020). They can express complex ideas clearly and concisely (Zulfikar, 2021). To complete administrative, research, and teaching responsibilities, lecturers must have strong time management skills (S. F. Sihotang, 2020). Time management proficiency can increase overall productivity (Leindarita, 2021). Lecturers who consistently improve their ability through ongoing training, additional education, and involvement in professional development initiatives typically demonstrate superior performance (Budiansyah, 2020). The results of previous research show that lecturer competence directly has a significant effect on job satisfaction (Siri, 2020). Lecturers who have competence will be able to produce excellent research that can lift the reputation of universities (Garaika, 2020)(Mijoto Solekan, 2022)(Lesmana, 2021).

H5: Competence directly has a significant effect on lecturer satisfaction

H6: Competence directly is having a significant impact on lecturer performance

H7: Indirectly, competence is having an enormous influence on lecturer performance through lecturer satisfaction

2.5 Resonant Leadership

The four essential elements of the resonant leadership approach are appreciation, engagement, empathy, and sensitivity to feelings (Hassan, 2019). This approach places a strong emphasis on the positive dynamics that exist between team members and leaders (Nurabadi, 2021). This dynamic allows leaders to inspire, encourage, and foster a pleasant working atmosphere that makes team members feel valued and encouraged (Ayaz, 2023). Two benefits of resonant leadership are engaging lecturers and fostering a positive work environment (Cummings, 2012). Lecturers will feel part of the institution's vision, mission, and values when its leaders are attuned to their needs and attentive to their feelings (Zuwefa, 2023). Faculty satisfaction increases when leaders adopt a participatory approach to decision-making and pay attention to faculty opinions and feedback. A positive work environment can be created by resonant leadership, which can inspire and assist faculty in doing their best work (Moura, 2020). The results of previous research show that resonant leadership significantly affects a lecturer's job satisfaction (Gaan, 2023). Furthermore, the satisfaction obtained will be an intermediary encouraging improved lecturer performance (W. Sihotang, 2022).

H8: Resonant leadership directly has a significant effect on lecturer satisfaction.

H9: Directly resonant leadership has a significant effect on lecturer performance

H10: Indirectly resonant leadership significantly affects lecturer performance through lecturer satisfaction.

2.6 Organizational Climate

Organizational climate refers to the atmosphere or culture within an organization, which can affect lecturers' comfort at work (Ujunwa, 2021). If the corporate environment supports and recognizes lecturers for their performance and contributions, this can increase their comfort at work (Suryani, 2021). Lecturers who feel valued and recognized are more satisfied with their work (Santoso, 2023). The extent to which lecturers feel comfortable in an organization can be influenced by equality in decision-making, advancement, and resource distribution (Mayastuti, 2022). Lecturers will likely feel more comfortable in their workplace if they believe their company carries out these procedures openly and fairly (Yelvita, 2022). Lecturers can improve their performance and learn new skills with the support of organizations that offer professional development, training, and career advancement opportunities (Anwar, 2020). The results of previous research show that organizational climate directly has a significant effect on lecturers' job satisfaction (Nabella, 2022). Furthermore, the corporate environment mediated by job satisfaction can encourage lecturers to produce professional teaching quality (Langi, 2022).

H11: Organisational climate directly has a significant effect on lecturer satisfaction

H12: Organisational climate directly affects lecturer performance

H13: Organisational climate indirectly significantly affects lecturer performance through lecturer satisfaction.

3. Methodology

The main focus of the study sought to evaluate the relationship of organizational commitment, competence, resonant leadership, and organizational climate to lecturer performance through the mediating role of job satisfaction. This research is targeted at 13 private universities in Asahan Regency with a total of 122 permanent lecturers. Then, the 122 lecturers selected have had more than three years of tenure. The period of 3 years is expected to describe the lecturers' job satisfaction.

3.1 Data analysis

Data penelitian berasal dari data primer yang diperoleh melalui penyebaran kuesioner yang telah dinyatakan lulus pengujian validitas dan reliabilitas. Selanjutnya Partial least squares (PLS) modeling is used in this study to examine the conceptual model (Ghazali, 2013). Because PLS path modeling has been widely adopted in management and related domains, we apply it. The dependent variable is

to be predicted by this study. PLS route modeling is therefore regarded as an appropriate research technique. PLS is regarded by experts as the most comprehensive and all-encompassing solution for variance-based structural equation modeling. In order to verify the suggested association, Smart-PLS 3 was used to further analyze the data (Min, 2020).

3.2 Measurement

Organizational commitment variables are measured by six indicators: loyalty to the company, maintaining confidentiality, obeying regulations, willingness to sacrifice, working together, and providing suggestions for improvement (Setrojoyo, 2023). Lecturer competence is measured by five indicators: teaching, research, academic services, and preserving arts and culture (Nongna, 2021). Leadership that resonates is measured by four indicators, namely the awareness dimension, the expectation dimension, the caring dimension, and the trust dimension (Aklil, 2021). Organizational climate is measured by seven indicators: support, work pressure, recognition, loyalty, trust, cooperation, and tolerance (Nabella, 2022). Job satisfaction of a lecturer is measured by four indicators: company policy, job security, salary, and work environment (Muh. Asriadi AM, 2022). Lastly, lecturer performance is measured by ten indicators, which include lecturer achievement improvement, good compensation standards, lecturer placement, training and development, career path, staff organization, lack of information data, job design errors, fair job opportunities, and external challenges (Syekh, 2021).

4. Research Results

4.1 Respondent characteristics

The percentage level of research respondents based on gender can be explained from 122 respondents, which can be seen in the following table:

Table 1. Analysis of Respondent Demography

Demography	Category	Freq	Percentage
Gender	Male	57	46,72%
	Female	65	53,28%
	Total	122	100%
Age	30-39 Year	12	9,84%
	40-50 Year	78	63,93%
	> 50 Year	32	26,23%
	Total	122	100%

Based on the table above, it can be seen that permanent lecturers with female gender are 65 people (53.28%) and men are 57 people (46.72%). Furthermore, the respondents who are classified as permanent lecturers in the Asahan Regency area in this study are 30-39 years, as many as 12 people (9.84%), aged 40-50 years, as many as 78 people (63.93%), and aged > 50 years as many as 32 people (26.23%).

4.2 Measurement Model Analysis (Outer Model) Convergent Validity Test

Table 2. Convergent Validity Test Results

Indicator	Outer Loading
KO1	0,716
KO2	0,776
KO3	0,795

KO4	0,837
KO5	0,906
K1	0,891
K2	0,912
K3	0,836
K4	0,832
K5	0,830
K6	0,782
K7	0,950
K8	0,940
K9	0,874
K10	0,854
KR1	0,871
KR2	0,858
KR3	0,875
KR4	0,874
KR5	0,854
KR6	0,838
KR7	0,865
KR8	0,845
KR9	0,872
KR10	0,901
IO1	0,879
IO2	0,878
IO3	0,889
IO4	0,875
IO5	0,908
IO6	0,836
IO7	0,918
IO8	0,902
IO9	0,909
IO10	0,918
KD1	0,912
KD2	0,896
KD3	0,870
KD4	0,834
KD5	0,846
KD6	0,794
KD7	0,924
KD8	0,924
KD9	0,854
KD10	0,917

KK1	0,764
KK2	0,838
KK3	0,780
KK4	0,718
KK5	0,731
KK6	0,795
KK7	0,798
KK8	0,816
KK9	0,793
KK10	0,856

Based on the picture above, all indicators in the model are more than 0.7 so it can be concluded that they are reliable for measuring research variables. So it can be used in further analysis.

Average Variance Extracted (AVE)

The results of data processing show that:

Table 3. Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Organizational Commitment (X1)	0,751
Competence (X2)	0,612
Resonant Leadership (X3)	0,727
Organizational Climate (X4)	0,755
Lecturer Performance (Y)	0,764
Job Satisfaction (Z)	0,799

Based on the table above, the recommended AVE value is above 0.5 (Mahfud and Ratmono, 2013). It is known that all AVE values are > 0.5, which means that they have met the validity requirements based on AVE.

Construct Reliability Test

The results of data processing show that:

Table 4. construct Reliability

	Composite Reliability
Organizational Commitment (X1)	0,938
Competence (X2)	0,863
Resonant Leadership (X3)	0,922
Organizational Climate (X4)	0,949
Lecturer Performance (Y)	0,952
Job Satisfaction (Z)	0,978

Based on the table above, it is shown that the average value is more than 0.5. Then the composite reliability value is more than 0.7 so it can be concluded that the indicators in this study are able to measure well.

Measurement Model Analysis (Inner Model) Coefficient of Determination (R2)

Table 5. R-Square

	R Square	R Square Adjusted
Lecturer Performance (Y)	0,846	0,838

Based on the data from the table above, it is known that the coefficient of determination for the variables of Organizational commitment (X1), Competence (X2), Resonant Leadership (X3), Work Climate (X4) and Job Satisfaction (Z) contribute well in this study with the Adjusted R Square value for the lecturer performance variable of 0.838 or 83.8% while the remaining 16.2% is influenced by other variables that are not variables of this study.

Hypothesis Test / Direct Effect

Table 6. Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Description
Organizational Commitment (X1) -> Lecturer Performance (Y)	0,779	0,780	0,040	12,306	0,020	Signifikan
Competence (X2) -> Lecturer Performance (Y)	0,369	0,365	0,062	3,995	0,011	Signifikan
Resonant Leadership (X3) -> Lecturer Performance (Y)	0,150	0,152	0,053	5,817	0,005	Signifikan
Organizational Climate (X4) -> Lecturer Performance (Y)	0,538	0,539	0,036	4,050	0,007	Signifikan
Job Satisfaction (Z) -> Lecturer Performance (Y)	0,593	0,594	0,050	9,126	0,000	Signifikan

Table 8. Hypothesis Test / Mederating Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Description
Organizational Commitment (X1)* Job Satisfaction (Z) -> Lecturer Performance (Y)	0,462	0,465	0,057	8,092	0,000	Signifikan
Competence (X2)* Job Satisfaction (Z) -> Lecturer Performance (Y)	0,089	0,089	0,036	2,512	0,012	Signifikan
Resonant Leadership (X3)* Job Satisfaction (Z) -> Lecturer Performance (Y)	0,578	0,371	0,073	4,827	0,000	Signifikan
Organizational Climate (X4)* Job Satisfaction (Z) -> Lecturer Performance (Y)	0,786	0,583	0,039	9,593	0,009	Signifikan

Source: Smart PLS Processing Results (2023)

5. Discussion

Effect of Organisational Commitment on Lecturer Satisfaction

Based on the data processing results, organizational commitment directly affects lecturers' job satisfaction in Asahan Regency. This research also supports the results of a study conducted (Bai, 2020)(Babb, 2021)(Gao, 2020), which states that organizational commitment has a significant effect on the satisfaction of a lecturer. The implications of the findings in this study indicate that the support of university leaders for the publication of scientific papers on the Scopus database is not willing to help with funding. So far, some lecturers who can produce scientific publications in reputable international journal databases are based on personal funds. Furthermore, the Foundation and higher education leaders need help providing educational funding assistance to lecturers pursuing doctoral education. Similarly, when the lecturer completes this doctoral education, the higher education leadership requires the lecturer to sign a contract to oblige the lecturer to serve for ten years.

The Effect of Organisational Commitment on Lecturer Performance

Based on the results of data analysis, it shows that organizational commitment directly has a significant effect on lecturer performance. The results of this study are in line with the results of research conducted by (Habibi, 2021)(Spurk, 2021)(Li, 2021), which states that organizational commitment makes a lecturer more loyal to the university. Furthermore, [44] also stressed that organizational commitment increases lecturer performance in carrying out the tridarma of higher education in the organization where he serves. The implications of the findings in this study indicate that the current lecturers in Asahan Regency need to provide better cooperation in supporting the achievement of the vision and mission of the college. Many lecturers who live the tridarma of higher education are only limited to fulfilling the minimum workload of lecturers. Achievements, such as publishing scientific papers indexed in the Scopus database, are minimal. The quantity and quality of scientific publications are still in national journals with ISSN. In the end, in general, the performance of lecturers has not been able to raise the ranking of universities nationally or internationally.

The Effect of Organisational Commitment on Lecturer Performance Through Job Satisfaction

The results showed that organizational commitment significantly affects lecturer performance and has a considerable impact moderated by job satisfaction on lecturer performance. The research results that support this study come from the results of research (Yuni, 2021)(Zhou, 2021)(Sukmawati Sukmawati; Palipada Palisuri; Muhlis Ruslan; Indrayani Nur, 2022), which state that organizational commitment has a significant effect on lecturer performance. The implications of the findings in this study indicate that a committed organization will succeed in improving lecturers' performance in carrying out their profession professionally. Lecturers who see the organization where they carry out their duties are committed so that lecturers will further enhance their performance. If job satisfaction increases, it will further strengthen the relationship between lecturers.

The Effect of Competence on Lecturer Satisfaction

The results of the data analysis show that competence directly has a significant effect on the satisfaction of lecturers in Asahan Regency. This research is in line with previous research, which confirms that competent lecturers tend to feel comfortable carrying out their duties and responsibilities (Opatha, 2020)(Yaylı, 2020)(Leseman, 2021). The implications of the findings in the study show that lecturers in Asahan Regency are required to carry out additional duties, such as being involved in marketing new student admissions programs. Many university leaders require lecturers to participate in helping to achieve new student targets. This condition is far different from a lecturer's main functions and duties, which are only based on teaching, research, and community service. Often,

university leaders give a letter of assignment to promote to schools looking for prospective new students, and the lecturers involved are considered proof of community service.

The Effect of Competence on Lecturer Performance

The results of the study it show that competence has a significant effect on the satisfaction of lecturers in Asahan Regency. The results of this study also support previous studies, which state that lecturer competence can provide convenience in increasing the career path toward lecturers becoming professors (In'airat, 2023)(Kyriakides, 2021)(Ulupinar, 2021). The implications of the findings in this study indicate that lecturers in Asahan Regency still focus a lot on teaching. This is evidenced by the low interest of lecturers in participating in research and community service grant programs sourced from the Directorate of Research and Community Service of the Indonesian Ministry of Education and Cultural Research. The lack of lecturer interest has resulted in lecturers scrambling for teaching hours in specific courses. So, to get additional income, lecturers must increase their teaching hours. This condition is a destructive phenomenon, considering that there are currently many sources of research funding from both the Indonesian government and private companies in Indonesia.

The Effect of Competence on Lecturer Performance Through Lecturer Satisfaction

The data testing results show that lecturer satisfaction has a significant role in indirectly mediating competence on lecturer performance in the Asahan district. This study's results align with previous studies' results, which state that lecturer satisfaction starts from the ability of university leaders who appreciate providing basic salaries by the minimum wage set by the Indonesian government (In'airat, 2023)(Wilkins, 2023). Furthermore, for the cost of publishing scientific papers, lecturers are also given awards in the form of additional incentives. In addition, lecturers who can produce ISBN textbooks are also given awards (García, 2020).

The implications of the findings in this study indicate that lecturers' competence needs to be improved through opportunities to continue their education to the doctoral level. Lecturers expect university leaders to provide full assistance in helping with education costs for six semesters. However, in this condition, all university leaders in Asahan Regency are not committed to facilitating the lecturers' requests. There are many problems and considerations why university leaders want to avoid assisting lecturers who will continue to the doctoral education level. One of the reasons is the conflict of interest among Foundation administrators who prefer developing facilities and infrastructure rather than investing in their human resources.

The Effect of Resonant Leadership on Lecturer Satisfaction

The results of the data analysis, show that resonant leadership has a significant effect on lecturer satisfaction in Asahan Regency. This research is relevant to the results of previous studies, which state that resonant leadership can give lecturers a sense of trust in higher education (Comert, 2021)(McDonagh, 2021)(Moyal, 2023). The implications of the findings in this study show that lecturers in Asahan Regency assess that the college leaders need to nurture the lecturers maximally. Private college leaders are considered an extension of the Foundation. So, every policy taken always benefits the Foundation more than the interests of lecturers and institutions. This phenomenon happens often when the college leaders are family members of the Foundation.

The Effect of Resonant Leadership on Lecturer Performance

The data analysis results show that resonant leadership directly affects lecturer performance in the Asahan district. The results of this study support the results of previous studies, which state that the ability of universities to present a leadership style with good empathy will impact the quality and quantity of lecturers' work to the maximum (Zuwefa, 2023)(Khalid, 2022)(Aklil, 2021). The implications of the findings in this study prove that many lecturers in Asahan Regency feel less cared

for, especially in their welfare. This condition is even more complicated when university leaders are appointed only based on an entire decision by the Foundation. So often, these appointed leaders do not have a sense of concern and empathy for the lecturers' complaints.

The Effect of Resonant Leadership on Lecturer Performance Through Job Satisfaction

The data analysis results show that job satisfaction significantly mediates resonant leadership on lecturer performance in Asahan Regency. This study's results align with previous studies' results, which confirm that the ability to understand the value of lecturers' expectations makes a leader have a spirit of sensitivity to his subordinates, who are ultimately able to improve their performance (Nurabadi, 2021)(Guo, 2020)(Soran, 2022). The findings imply that so far, the leaders of universities in Asahan Regency have yet to understand the lecturers' expectations. Lecturers have been hoping that university leaders will always fight for the aspirations of lecturers, especially in obtaining their rights, such as education assistance scholarship programs, scientific work publication incentive assistance programs, and research and community service assistance programs.

The Effect of Organizational Climate on Lecturer Satisfaction

Based on the results of data processing, organizational climate has a significant effect on lecturer satisfaction in Asahan Regency. This study's results align with previous studies' results, which confirm that organizational climate can foster feelings of pleasure and comfort for a lecturer (Otrębski, 2022)(Hossny, 2023)(Yu, 2023). The implications of the findings in this study indicate that lecturers in Asahan Regency assess that the existing work atmosphere still needs to be revised. The existence of group interests and prioritization of services to lecturers is discriminatory. This phenomenon can be seen when lecturers want to apply for increased functional positions that are only sometimes responded to well, especially by university leaders. Conflict of interests and groups is currently an organizational climate, especially in universities in Asahan Regency.

The Effect of Organizational Climate on Lecturer Performance

Based on the results of data testing analysis shows that organizational climate significantly affects the performance of lecturers in Asahan Regency. The results of this study are in line with the results of research conducted by (Yusriadi, 2021)(Vinciotti, 2021)(Tarabashkina, 2021) which states that organizational climate is a critical factor in improving the professionalism of a lecturer. The findings in this study imply that lecturers in Asahan Regency currently have a sluggish writing culture and prefer to comment negatively on the achievements of other lecturers. The low motivation of lecturers in producing scientific publications indexed in the Scopus database is due to various reasons, such as not having the cost of publishing manuscripts, old age factors, and the absence of mentors.

The Effect of Organizational Climate on Lecturer Performance Through Lecturer Satisfaction

Based on the results of the data analysis, job satisfaction significantly influences the organizational climate of lecturer performance in Asahan Regency. The results of this study are in line with previous research, which states that universities that are successful in building a conducive organizational climate will create a sense of comfort for a lecturer at work (Haerofiatna, 2021)(Panjaitan, 2022). Furthermore, lecturers can develop their potential to improve individual performance (Sudirman, 2021). The implications of the findings in this study indicate that universities in Asahan Regency currently need to consistently increase lecturers' interest in producing good manuscripts. Furthermore, the current work climate is that lecturers who have good experience in achieving the publication of scientific articles in international journals want to keep their knowledge and experience private from other lecturers. Thus, individual interests are thicker than the achievement of the central performance of the university.

Contribution to the research is as follows:

1. The paper makes a useful contribution by examining how organizational and leadership factors relate to lecturer performance in the context of universities in Indonesia's Asahan Regency specifically.
2. Relating the findings to previous literature highlights how it builds on similar studies in other regions.
3. The limitations and future research section could be expanded more to highlight limitations of the current study and open questions for future investigation. This would demonstrate broader impact.

6. Conclusion

This study makes an important contribution by demonstrating how organizational factors relate to university lecturer performance in the understudied context of Asahan Regency, Indonesia. Results showed organizational commitment, competence, resonant leadership, and a positive work climate can directly improve lecturer performance. Additionally, the findings highlight the key role of job satisfaction in moderating these relationships. Dissatisfied lecturers are less able to translate supportive organizational environments into high performance. These results align with previous studies in other regions demonstrating the importance of leadership, climate, and satisfaction for education quality. Limitations include the small sample size from one Indonesian region. Further research should investigate lecturers across diverse institutional and cultural contexts in Indonesia. Additionally, future studies could examine the specific mechanisms and processes through which organizational interventions practically influence lecturer competencies and teaching. This would provide fuller insights to guide universities in supporting lecturers for delivering quality higher education.

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