



Determinants of Job Satisfaction and Its Implications for the Lecturers Performance

Subarto^{1*}, Dede Solihin¹, Derita Qurbani¹

¹ Universitas Pamulang, Indonesia

Article Info

Article history:

Received:

Accepted:

Published:

Keywords:

Leadership Style; Work Environment; Organizational Climate; Job Satisfaction; Lecturer Performance.

Abstract

The purpose of this research is to examine the positive effects of leadership style, work environment, and organizational climate on lecturer performance through Pamulang University's job satisfaction. Researchers used the quantitative research method in this study. The data was collected by using questionnaires distributed through surveys. Proportional random sampling was used, earning 135 samples, and partial least squares (PLS) were used for statistical analysis. The results show that leadership style, work environment, and organizational climate have an impact on job satisfaction. Job satisfaction affects the performance of lecturers. Leadership style, work environment, and organizational atmosphere will also affect the performance of lecturers. Job satisfaction can mediate the influence of leadership style, work environment, and organizational climate on lecturer performance. This research is expected to be a recommendation for Pamulang University on how to improve lecturer performance which can be tried by improving leadership style, work environment, organizational climate, and job satisfaction.

Abstrak

Tujuan penelitian ini adalah untuk menguji pengaruh positif gaya kepemimpinan, lingkungan kerja dan iklim organisasi terhadap kinerja dosen melalui kepuasan kerja di Universitas Pamulang. Pendekatan riset kuantitatif digunakan peneliti. Pengumpulan data dengan menggunakan kuesioner yang disebarkan melalui survei. Dengan menggunakan proporsional random sampling diperoleh 135 sampel, analisis statistik dilakukan dengan menggunakan partial least squares (PLS). Hasil penelitian menunjukkan bahwa gaya kepemimpinan, lingkungan kerja dan iklim organisasi berpengaruh terhadap kepuasan kerja. Kepuasan kerja berpengaruh terhadap kinerja dosen. Gaya kepemimpinan, lingkungan kerja dan iklim organisasi berpengaruh terhadap kinerja dosen. Kepuasan kerja dapat memediasi pengaruh gaya kepemimpinan, lingkungan kerja dan iklim organisasi terhadap kinerja dosen. Penelitian ini diharapkan menjadi rekomendasi bagi Universitas Pamulang tentang bagaimana meningkatkan kinerja dosen yang dapat dicoba dengan meningkatkan gaya kepemimpinan, lingkungan kerja, iklim organisasi dan kepuasan kerja.

How to Cite:

Subarto, S., Solihin, D., & Qurbani, D. (2021). Determinants of Job Satisfaction and Its Implications for the Lecturers Performance. *Jurnal Pendidikan Ekonomi & Bisnis*, 9(2), 163-178. <https://doi.org/10.21009/JPEB.009.2.7>

* Corresponding Author. subarto@unpam.ac.id

INTRODUCTION

Human resources are one of the important factors for an organization. Therefore, human resources need good management and development to be able to compete and help their organizations, especially in this era of increasingly fierce competition (Sunarsih and Helmiatin, 2017). The teaching and learning process are two aspects that depend heavily on the abilities and professionalism of lecturers. This shows that lecturers are an influential instrument in the success of transferring knowledge in universities (Anwar, et al., 2015). Lecturer performance is something that is done by lecturers to achieve responsible and high-quality performance (Suryaman and Hamdan, 2016). The vision of becoming a professional lecturer is to create a learning process with professional principles so that equal rights among citizens in obtaining quality education can be achieved (Mukhtar et al., 2019).

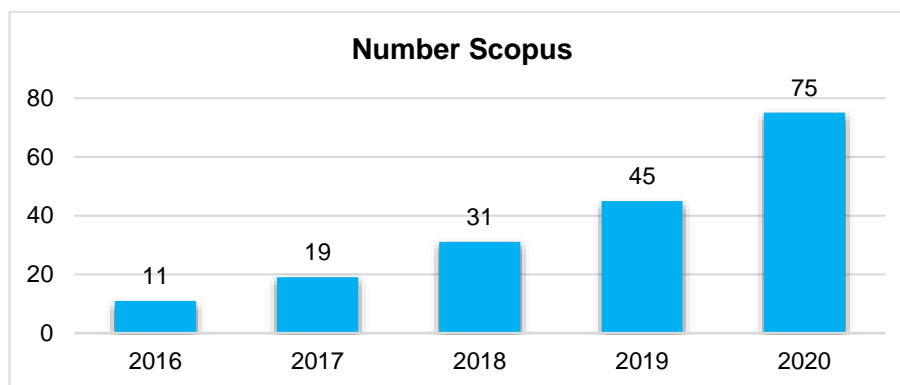
This research was conducted at Pamulang University. According to data from LPPM UNPAM, it can be seen that the performance of lecturers at Pamulang University in the Tri Dharma activities which, reflected in the following table, was still unsatisfactory.

Table 1. Community Service Report Data

No	Study program	Number of Lecturers	Number of Reports			
			2019/2020	%	2018/2019	%
1	Master of Law Sciences	15	2	13.3	0	0.0
2	Masters Management	33	3	9.1	0	0.0
3	Accountancy	324	58	17.9	21	6.5
4	Legal studies	137	22	16.1	10	7.3
5	Management	609	89	14.6	113	18.6
6	Mathematics	28	3	10.7	1	3.6
7	Economic Education	60	12	20.0	4	6.7
8	Pancasila and civic education	38	9	23.7	7	18.4
9	Indonesian literature	36	10	27.8	3	8.3
10	English literature	88	17	19.3	10	11.4
11	Electrical Engineering	79	13	16.5	6	7.6
12	Industrial Engineering	98	17	17.3	4	4.1
13	Technical Information	294	33	11.2	7	2.4
14	Mechanical Engineering	92	12	13	11	12.0
15	Accounting D3	42	9	21.4	11	26.2
16	Secretary	30	6	20	8	26.7
17	Chemical Engineering	21	10	47.6	4	19.0
Total		2.024	325	16.1	220	10.9
Average			19.12	18.8	12.94	10.5

Source: LPPM UNPAM

Based on the data above, it can be concluded that the performance of lecturers in Community Service is still far from satisfactory. It can be seen that, on average, only 18.8% or 19.12 lecturers carried out community service activities for the 2019/2020 period. As a result, evaluation and review of teaching staff/lecturers must be done on a regular and synergistic basis for them to improve their performance as academicians who carry out the Tri Darma in university to materialize knowledge from theory to practice and make a clear contribution within the framework of advancing the life of the nation (Wahyudi, 2017). Meanwhile, in research publications indexed by Scopus, the number is always increasing every year, but it is still less than optimal as the number of lecturers carrying it out is still very little.



Source: <https://sinta.ristekbrin.go.id/>

Figure 1. Number of Scopus Publications for UNPAM Lecturers

The symptom or phenomenon of low lecturer performance has been widely reported through print media in the “Surat Pembaca” rubric, through television and radio in interactive forums with students and their guardians, and through seminars during the question and answer session (Bandhaso and Paranoan, 2019). The performance of lecturers in private universities also shows unsatisfactory signs. For example (1) several lecturers enter and leave the class, not on time, (2) some lecturers submit or publish the results of student learning evaluations not on time, (3) students have difficulty meeting lecturers for guidance, (4) several lecturers have side jobs, so they are only in the office during teaching hours, (5) the lessons taught do not match the syllabus; (6) The media and methods used in the teaching and learning process are not varied; (7) lecturers tend to teach the same subject matter in the following academic year; (8) the results of correction and revision are not socialized; and (9) some lecturers start their lectures not on time (Bandhaso and Paranoan, 2019; Zain et al., 2017).

Academic institutions need lecturers with quality performance to improve academic quality. To improve lecturer performance, lecturers must be satisfied with their work, if lecturers are satisfied with their work, then lecturers will work with all their professional knowledge and complete their work as well as possible (Zain et al., 2017). This is in line with Robbins (2016)'s statement where organizations with employees who are more satisfied with their work are usually more efficient than organizations with employees who are less satisfied with their work. In the research of Chandra and Priyono (2016) and Setyorini et al. (2018) where the results of their research indicate that job satisfaction has a significant effect on improving performance. However, the results of this study are just the opposite and are not in line with the research of Pawirosumarto et al. (2016) and Narasuci and Noermijati (2018) which give the result that job satisfaction has no significant effect on lecturer performance.

Leaders in the academy are obliged to be able to pay attention to the needs and feelings of people who work in this case are lecturers, so that lecturers' performance will always be maintained (Heriana & Wahyudi, 2016). Good leadership will be able to create good work results for the organization and create a sense of security and comfort for employees during work, a good leadership style is a leader who can provide influence, information, decision making, and motivation that aims to improve an organization or employee (Siagian, 2014). Leadership style in the academy is very influential on improving lecturer performance regarding this in line with research conducted by Chandra and Priyono (2016) and Setyorini et al (2018), leadership style has a significant effect on improving lecturer performance because there is leadership planning, informing, making, and evaluate various decisions that must be made in the academy. However, the results of this study are different from those of Anwar et al. (2015), and Heriana and Wahyudi (2016) which state that leadership style has no significant effect on lecturer performance.

Many aspects affect the performance of lecturers in carrying out tri dharma activities such as the work environment. To do the work of lecturers efficiently and effectively, a work environment is needed that can support the implementation of the work of lecturers properly (Chandra & Pryono, 2016). The work environment is very influential on an employee because everything, both directly

and indirectly, both related to work and emotional, greatly affects a person's psychological state (Maddinsyah & Wahyudi, 2017). A friendly work environment for employees is expected to lead to job satisfaction and have an impact on employee performance (Apriana et al., 2019). Several previous studies have proven that the work environment has a positive and significant effect on employee performance (Jayaweera, 2015; Nguyen et al., 2015), but the results of these studies are different from several other studies which show that the work environment has a negative and insignificant effect on employee performance (Rahmayanti & Afandi, 2014).

Organizational climate as something that can be measured in the work environment directly or indirectly affects employees and the work where they work (Darodjat, 2015). Lecturers who are in a good organizational climate will be able to generate a strong desire to carry out an activity that is their obligation (Heriana & Wahyudi, 2016). This shows that employee satisfaction or dissatisfaction can be created if a company can create a good organizational climate because job satisfaction is the answer to the work environment. A good organizational climate can create a comfortable working atmosphere that affects job satisfaction so that it has an impact on increasing employee performance (Mukhtar et al., 2019). Candrayanto (2016) and Jarwanto (2013) research has proven that organizational climate has a positive and significant effect on employee performance, but it is different from the research of Pasaribu & Indrawati (2016) and Kustrianingsih et al. (2016) where the results show that organizational climate does not significantly affect on employee performance.

The importance of lecturer performance is to be investigated because lecturers are one of the essential components in the higher education system in Indonesia. The roles, duties, and responsibilities of lecturers are very important in realizing the goals of national education, namely the intellectual life of the nation, and improving the quality of human resources in Indonesia. However, existing studies in Indonesia mainly focus on the performance of elementary school teachers (Aguswara & Rachmadtullah, 2017; Arifin, 2018), junior high school teachers (Santiari et al., 2020; Ratmini et al., 2019), and school teachers upper-middle-class (Nurlaili, 2019; Yanuarti & Suparman, 2014), while research on lecturer performance is still very minimal to be studied by scholars. In addition, several studies that have been conducted previously are still inconclusive because the results are inconsistent in determining the position of each variable. For this reason, it is necessary to have a better understanding of whether leadership style, work environment, organizational climate, and job satisfaction can affect the performance of Pamulang university lecturers, as well as understanding the mediating role of job satisfaction.

METHOD

This research uses a causal study design. The population in this study were all permanent lecturers from Pamulang University. All 203 of them had obtained a lecturer certificate. This research uses a proportional random sampling technique to get samples. Data is collected by using a questionnaire. There are a total of 135 respondents. Questionnaires were distributed to lecturers via smartphones. Indicators are measured using a 5-tag scale, in which 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree, 5 = strongly agree. The instruments in this study were obtained based on the theoretical framework and relevant previous books and journals. To find out respondents' responses to the leadership style variable, this study adapted six instruments developed by Hasibuan (2016). To find out respondents' responses to work environment variables, this study adapted six instruments developed by Siagian (2014). Furthermore, to find out respondents' responses to organizational climate variables, this study adapted five instruments developed by Darodjat (2015). Then to find out respondents' responses to the job satisfaction variable, this study adopted four instruments developed by Wibowo (2017). And to find out respondents' responses to the lecturer's performance variable, this study adapted six instruments developed by Maddinsyah and Wahyudi (2017).

The data collected were analyzed using the structural equation modeling partial least square (SEM-PLS) to estimate the constellation of various variables. We follow the SEM-PLS data analysis procedure by Ghozali and Latan (2016), as follows: (1) Outer model estimation consisting of:

Convergent Validity, Cross Loadings, Average Variant Extracted, Fornell Lacker Criterium, Composite Reliability and Cronbach's Alpha (2) Inner model, (3) Goodness of Fit test, and (4) Estimation of hypothesis. In more detail, the research framework is illustrated in Figure 2.

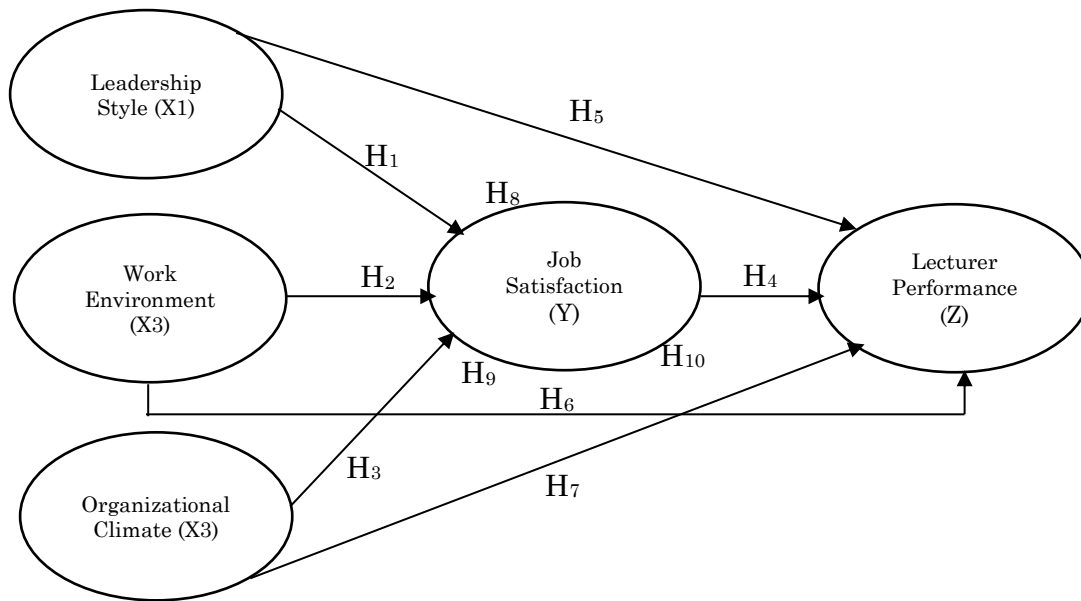


Figure 2. The theoretical framework.

Source: own elaboration based on Hasibuan (2016), Siagian (2014), Darodjat (2015), Wibowo, (2017), Maddinsyah and Wahyudi (2017).

Hypothesis:

- H₁ : Leadership style affects the increase in job satisfaction
- H₂ : The work environment affects the increase in job satisfaction
- H₃ : Organizational climate affects the increase in job satisfaction
- H₄ : Job satisfaction affects the improvement of lecturer performance
- H₅ : Leadership style affects the improvement of lecturer performance
- H₆ : The work environment affects the improvement of lecturer performance
- H₇ : Organizational climate affects the improvement of lecturer performance
- H₈ : Job satisfaction can mediate the influence of leadership style on lecturer performance
- H₉ : Job satisfaction can mediate the influence of the work environment on lecturer performance
- H₁₀ : Job satisfaction can mediate the influence of organizational climate on lecturer performance

RESULTS AND DISCUSSION

Respondent Characteristics

Table 2. Respondent Characteristics

Respondent Characteristics	Total (person)	Percentage (%)
Gender		
a. Female	60	44%
b. Male	75	56%
	135	100%
Age		
a. 20-30 years old	13	10%
b. 31-40 years old	66	49%
c. 41-50 years old	34	25%
d. > 51 years old	22	16%

Respondent Characteristics	Total (person)	Percentage (%)
Years of service	135	100%
a. 1-3 years	7	5%
b. 4-6 years	87	64%
c. 7-9 years	18	13%
d. > 10 years	23	17%
Last education	135	100
a. S2	117	87%
b. S3	18	13%
	135	100

Source: Processed data

The data above shows that the number of male lecturers, 75 people, is the most dominant compared to 60 female lecturers. Based on their ages, the most dominant group of lecturers are those aged 31-40 years old, which has 66 people, while the least number of lecturers, aged 20-30 years, was 13 people. The most dominant group of lecturers' working periods is 4-6 years, as many as 87 people, while the least one, 1-3 years, is 7 people. Meanwhile, from the level of education, the most dominant group of lecturers are those who have master's education, 117 people, and the least are 18 people who have doctoral education.

Measurement Outer Model

An indicator is said to be valid if it has a loading factor value greater than 0.70, while a loading factor of 0.50 to 0.60 can be considered sufficient (Ghozali dan Latan, 2016). Based on this criterion, if there is a loading factor below 0.50, it will be dropped from the model.

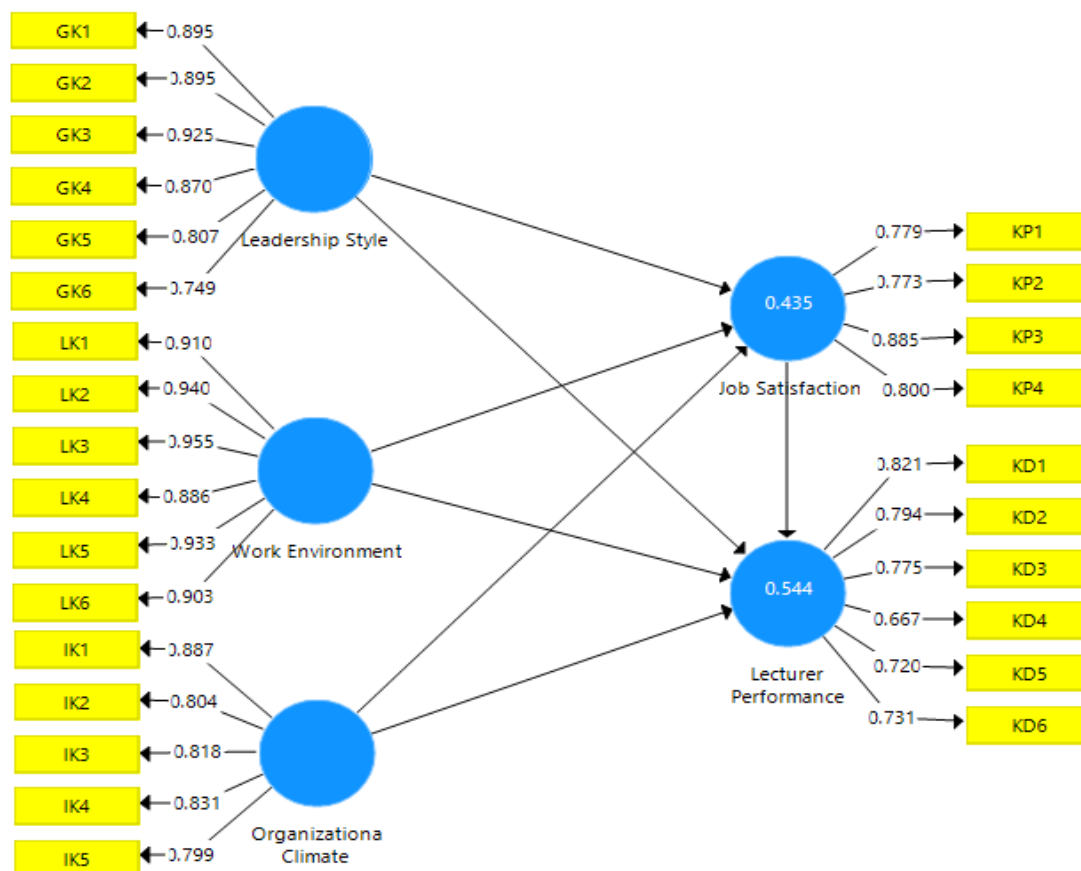


Figure 3. Outer Model

Source: Processed data

Table 3. Test Results Convergent Validity

Variable	Indicator	Outer Loading	Decision
Leadership Style	GK1	0.895	Valid
	GK2	0.895	Valid
	GK3	0.925	Valid
	GK4	0.870	Valid
	GK5	0.807	Valid
	GK6	0.749	Valid
Work Environment	LK1	0.910	Valid
	LK2	0.940	Valid
	LK3	0.955	Valid
	LK4	0.886	Valid
	LK5	0.933	Valid
	LK6	0.903	Valid
Organizational Climate	IK1	0.887	Valid
	IK2	0.804	Valid
	IK3	0.818	Valid
	IK4	0.831	Valid
	IK5	0.799	Valid
Job Satisfaction	KP1	0.779	Valid
	KP2	0.773	Valid
	KP3	0.885	Valid
	KP4	0.800	Valid
Lecturer Performance	KD1	0.821	Valid
	KD2	0.794	Valid
	KD3	0.775	Valid
	KD4	0.667	Valid
	KD5	0.720	Valid
	KD6	0.731	Valid

Source: Processed data

The results of the convergence validity test in Fig. 2 and Table 2 show that the load factor value is greater than 0.50, which means that all indicators meet the convergence validity.

Discriminant Validity

Table 4. Discriminant Validity Test Results (Cross Loadings)

Indicator	Variable				
	Leadership Style	Work Environment	Organizational Climate	Job Satisfaction	Lecturer Performance
GK1	0.895	0.316	0.450	0.431	0.521
GK2	0.895	0.312	0.445	0.404	0.492
GK3	0.925	0.365	0.409	0.486	0.510
GK4	0.870	0.294	0.413	0.481	0.454
GK5	0.807	0.293	0.498	0.535	0.530
GK6	0.749	0.219	0.407	0.411	0.359
LK1	0.368	0.910	0.174	0.365	0.394
LK2	0.382	0.940	0.233	0.369	0.418
LK3	0.318	0.955	0.211	0.344	0.417
LK4	0.309	0.886	0.248	0.386	0.383
LK5	0.308	0.933	0.315	0.384	0.444

Indicator	Variable				
	Leadership Style	Work Environment	Organizational Climate	Job Satisfaction	Lecturer Performance
LK6	0.257	0.903	0.219	0.348	0.344
IK1	0.463	0.162	0.887	0.519	0.492
IK2	0.433	0.204	0.804	0.437	0.533
IK3	0.409	0.230	0.818	0.480	0.397
IK4	0.467	0.178	0.831	0.413	0.419
IK5	0.350	0.278	0.799	0.458	0.545
KP1	0.433	0.471	0.490	0.779	0.550
KP2	0.352	0.257	0.269	0.773	0.456
KP3	0.475	0.278	0.508	0.885	0.563
KP4	0.465	0.262	0.502	0.800	0.504
KD1	0.415	0.403	0.443	0.637	0.821
KD2	0.490	0.181	0.461	0.472	0.794
KD3	0.423	0.217	0.376	0.494	0.775
KD4	0.349	0.414	0.247	0.384	0.667
KD5	0.370	0.470	0.503	0.450	0.720
KD6	0.485	0.280	0.550	0.442	0.731

Source: Processed data

According to the data in the table, it can be seen that, compared with the cross-load value of other variables, each index in the research variable has the largest cross-load value on the variable formed, which indicates that the research has a good discriminant validity in producing each variable.

Table 5. Average Variant Extracted (AVE)

No	Variable	AVE
1	Leadership Style	0.738
2	Work Environment	0.849
3	Organizational Climate	0.686
4	Job Satisfaction	0.657
5	Lecturer Performance	0.567

Source: Processed data

According to the data, it can be seen that the AVE value of leadership style, working environment, organizational climate, job satisfaction, and lecturer performance variables are > 0.5. Therefore, it can be said that each variable has good discriminant validity.

Table 6. Discriminant Validity Test Result (Fornell Lacker Criterium)

Variable	Leadership Style	Work Environment	Organizational Climate	Job Satisfaction	Lecturer Performance
Leadership Style	0.859				
Work Environment	0.511	0.829			
Organizational Climate	0.537	0.559	0.811		
Job Satisfaction	0.562	0.581	0.644	0.753	
Lecturer Performance	0.352	0.255	0.398	0.436	0.921

Source: Processed data

Based on Table 6, the comparison of AVE values shows that each of these values is greater than the correlation between other variables, so it can be concluded that all latent variables in the research have good construct validity and discriminant validity.

Composite Reliability and Cronbach's Alpha

Table 7. Composite Reliability and Cronbach's Alpha

No	Variable	Composite Reliability	Cronbach's Alpha	Information
1	Leadership Style	0.944	0.928	Reliable
2	Work Environment	0.971	0.964	Reliable
3	Organizational Climate	0.916	0.886	Reliable
4	Job Satisfaction	0.884	0.826	Reliable
5	Lecturer Performance	0.887	0.846	Reliable

Source: Processed data

The results of the composite reliability test and Cronbach's alpha show a satisfactory value because all latent variables have a composite reliability value and a Cronbach's alpha of 0.70. This means that all latent variables are reliable.

Testing Structural Model

Test Results R-squared value

Table 8. Evaluation of R-square (R^2)

Variable	R Square
Job Satisfaction	0.435
Lecturer Performance	0.544

Source: Processed data

The R-Square (R^2) value for the job satisfaction variable of 0.435 ($R^2 = 43.5\%$) is in the medium category. This value shows that the percentage of job satisfaction is affected by leadership style, work environment, and organizational climate (43.5%), while the remaining 56.5% can be explained by variables other than the ones researched. Finally, the R-Square from lecturer performance is 0.544 ($R^2 = 54.4\%$), which belongs to the medium category. This value shows that 54.4% of the performance of the lecturer can be explained by the leadership style, work environment, organizational climate, and job satisfaction, while the remaining 45.6% can be explained by variables other than the research object.

Test Result of Goodness of Fit Model

$$Q\text{-Square} = 1 - [(1 - R^2_1) \times (1 - R^2_2)]$$

$$Q\text{-Square} = 1 - (1 - 0.435) \times (1 - 0.544)$$

$$Q\text{-Square} = 1 - (0.565 \times 0.456)$$

$$Q\text{-Square} = 1 - 0.257611$$

$$Q\text{-Square} = 0.742$$

The Q-Square value of 0.742 shows that the research model has a predictive correlation or can share relevant predictions. Therefore, based on these results, it can be said that the research model has a good degree of goodness of fit.

Hypothesis Testing

In addition, we examine the hypothesis testing based on research data processing by utilizing SEM-PLS analysis using the bootstrap resampling method. In this stage, we used the statistical analysis (t-test) (>1.96) and the probability (p-value) that should be smaller than 0.05 (Ghozali and Latan, 2016).

Table 9. Hypothesis Testing Results

Hypothesis	Relationship	Beta	T-Value	P-Values	Decision
H ₁	Leadership Style -> Job Satisfaction	0.278	3.133	0.002	Confirmed
H ₂	Work Environment -> Job Satisfaction	0.207	3.168	0.002	Confirmed
H ₃	Organizational Climate -> Job Satisfaction	0.364	3.841	0.000	Confirmed
H ₄	Job Satisfaction -> Lecturer Performance	0.330	2.554	0.011	Confirmed
H ₅	Leadership Style -> Lecturer Performance	0.195	2.059	0.040	Confirmed
H ₆	Work Environment -> Lecturer Performance	0.171	2.335	0.020	Confirmed
H ₇	Organizational Climate -> Lecturer Performance	0.253	2.670	0.008	Confirmed
H ₈	Leadership Style -> Job Satisfaction -> Lecturer Performance		2.230	0.026	Confirmed
H ₉	Work Environment -> Job Satisfaction -> Lecturer Performance		2.162	0.031	Confirmed
H ₁₀	Organizational Climate -> Job Satisfaction -> Lecturer Performance		2.164	0.031	Confirmed

Source: Processed data

Table 9 informs that all hypotheses in this study are accepted, both direct and mediating effects, it can be seen from the t value > 1.96 and p-value < 0.050.

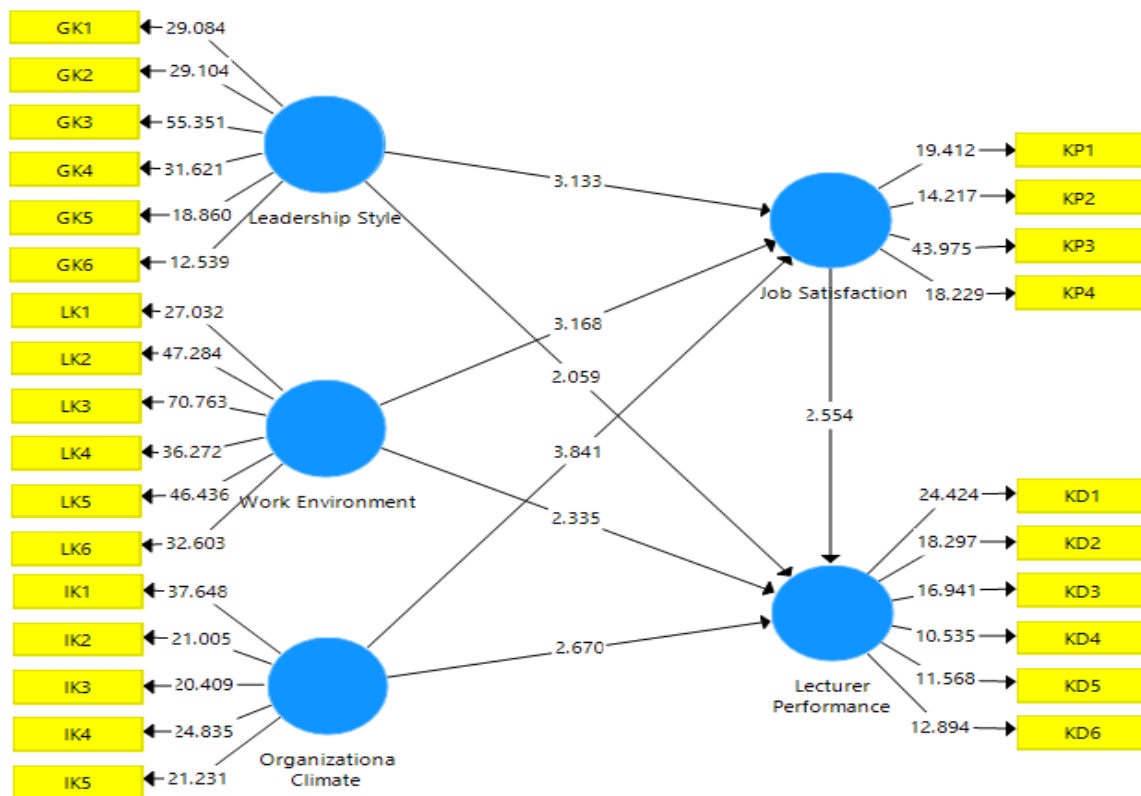


Figure 4. Inner Model

Source: Processed data

The results of this study confirm that leadership style can affect job satisfaction. Leader behavior is one of the important factors that can affect job satisfaction (Setyorini et al., 2018). Pawirosumarto et al. (2016) suggest that a well-structured leader who can provide tasks according to procedures will allow employees to feel satisfied with their work and feel better in terms of getting supervision. The leadership indicator of delegating more authority to subordinates gives the highest value of 0.925, followed by absolute authority focused on the leader and the indicator that there is no opportunity for subordinates to advise 0.895. Lecturers feel satisfied at work if the leader gives full trust in the work they are doing. This study supports previous research conducted by Chandra and Priyono (2016) which suggests that leadership style can affect job satisfaction. It also

strengthens previous findings by Setyorini et al. (2018), and Anwar et al. (2015) that leadership style plays a significant role in employee job satisfaction.

Apart from the leadership style, this study notes that the work environment can encourage a lecturer to be satisfied. The indicator for proper educational infrastructure gave the highest score of 0.955, followed by the indicator for the availability of teaching support facilities at 0.940. These results indicate that lecturers will feel satisfied in carrying out their work if supported by proper facilities and infrastructure in their teaching activities. Other supporting facilities, such as in-focus provided by the campus also greatly affect lecturer satisfaction at work. These findings confirm previous research by Pawirosumarto et al. (2016) which explains that job satisfaction will be positive if the lecturer's work environment is in good condition. Likewise, this study supports the studies conducted by Chandra and Priyono (2016), Anwar et al. (2015), Jayaweera (2015), and Nguyen et al. (2015) which show that the work environment affects job satisfaction.

In the variable of organizational climate, this study notes that a good organizational climate can encourage a lecturer to be satisfied. The division of labor indicator gives the highest score of 0.887, followed by the support indicator giving ideas of 0.831. The division of tasks according to the role of the lecturer will provide satisfaction for the lecturer in carrying out their duties according to the work they are doing. In addition, lecturers will work optimally if they get support from either their superiors or fellow lecturers. Research by Maddinsyah & Wahyudi (2017) proves that a good organizational atmosphere can create satisfaction or dissatisfaction for the employees because job satisfaction is important in the working environment. A good organizational atmosphere can create a safe work atmosphere that affects job satisfaction. These findings also support prior studies by Anwar et al. (2015), Mukhtar et al. (2019), and Shalihin et al. (2018), which prove that the level of organizational climate affects job satisfaction.

The fifth hypothesis shows that job satisfaction has a role in improving lecturer performance. In detail, the monitoring system is another indicator that gives the highest score for the job satisfaction variable of 0.885, followed by harmony between colleagues at 0.800. The results of this study state that good supervision plays an important role in improving the performance of lecturers in carrying out their duties according to the tri dharma. Additionally, the performance of lecturers will increase if there is harmony between colleagues. Universities must always pay attention to lecturers' job satisfaction because, if the lecturer is satisfied with their performance, the university's goals can be achieved. Besides that, lecturers who are satisfied with their work will always be positive and creative (Wahyudi, 2017). This study adds to previous research by Chandra & Priyono (2016), Setyorini et al. (2018), Anwar et al. (2015), and Shalihin et al. (2018), all of which show that job satisfaction has a significant impact on employee performance.

In addition, leadership style plays an important role in improving lecturer performance. Good leadership will be able to produce good work results for the organization and produce a sense of comfort and safety for lecturers as long as they work. Siagian (2014) suggests that good leadership is a leader who can share influence, decision-making, and motivation that aims to correct an organization or an employee. These findings confirm several major studies by Pawirosumarto et al. (2016) which state that leadership style has a significant effect on lecturer performance. Chandra and Priyono (2016) emphasize that a strong leadership style that can encourage subordinates to bring out their best will shape the mindset, attitudes, and behavior of employees to improve their performance.

In the sixth hypothesis, this study notes that the work environment can encourage a lecturer to improve their performance. A comfortable work environment is needed for a lecturer to carry out the lecture activities in the class. Lecturer performance will be of high quality if supported by a good work environment. A favorable work environment has a big impact on lecturers, both directly and indirectly affecting everything about work or, in another word, emotions will greatly affect a person's psychological state (Maddinsyah & Wahyudi, 2017). This study strengthens previous research by Pawirosumarto et al. (2016), Chandra and Priyono (2016), and Anwar et al. (2015), as well as Narasuci and Noermijati (2018) which show that the work environment greatly affects employees' performance at work.

Furthermore, in the seventh hypothesis, this study notes that organizational climate can

encourage a lecturer to improve their performance. Some lecturers want a healthy organizational climate that allows each lecturer to work better so that the smoothness of their assignments can be achieved with maximum results. Shalihin et al (2018) state that the achievement of a university's goals is strongly influenced by the organizational climate. The employee's performance will also increase if the climate gives comfort and harmony. This study strengthens previous research (Anwar et al., 2015; Yani et al., 2017; Li & Mahadevan, 2017) where research results show that organizational climate has a positive and significant impact on performance.

The eighth hypothesis shows that job satisfaction can mediate the influence of leadership style on improving lecturer performance. This indicates the emergence of a sense of satisfaction felt by lecturers due to a leadership style that is considered good in their eyes can affect the increase in lecturer performance. According to Sewang (2020), many lecturers are underdeveloped in carrying out their duties because of their lack of initiative and creative leadership style in taking steps to organize coaching for lecturers. The style of coaching so far has only been carried out as a formality. Lecturers feel dissatisfied with the lack of attention, which can result in low work performance. This study strengthens previous research by Taruno et al (2012), the findings suggest that the better and more effective a leader's leadership style is, the better and more positive the impact will be. Job satisfaction will be felt by lecturers, which, indirectly, will result in higher lecturer performance.

The ninth hypothesis shows that job satisfaction can mediate the effect of the work environment on improving lecturer performance. This indicates the emergence of a sense of satisfaction felt by lecturers due to a work environment that is considered good in their eyes can affect the increase in lecturer performance. Awaludin (2018) explained that the aspects that make people experience satisfaction in their work area are not the opposite of the aspects that make them dissatisfied. Dissatisfaction in the work area is caused by the inadequacy of the area or work context. Meanwhile, job satisfaction is obtained from the job content, the opportunity it provides to achieve achievement (performance), find recognition, increase professionalism, and improve character. This study strengthens previous research by Yunanda (2012), and Sugiyarti (2012), the findings suggest that a good work environment will provide personal comfort so that satisfaction will be created, and it can lift employee morale so that they can do their duties properly.

The tenth hypothesis shows that job satisfaction can mediate the influence of organizational climate on improving lecturer performance. This indicates the emergence of a sense of satisfaction felt by lecturers due to an organizational climate that is considered good in their eyes can affect the increase in lecturer performance. A lecturer who works optimally can be created if the organizational climate is safe and supportive, because a lecturer who is satisfied with his work climate will be a lecturer who is satisfied, has a strong commitment, and does not want to leave work, and also strives to maintain it. On the other hand, if the lecturers' needs are not met, it will cause disappointment, disinterest in work and work performance will decrease (Robbins, 2016). This research strengthens previous research (Mayasari & Suharyono, 2018; Pratama & Pasaribu, 2020) which show that organizational climate has a positive and significant effect on employee performance through job satisfaction.

CONCLUSIONS AND SUGGESTION

This study concludes that lecturer job satisfaction can be explained through leadership style, work environment, and organizational climate. Additionally, lecturer performance can also be explained through job satisfaction, leadership style, work environment, and organizational climate. Furthermore, job satisfaction can mediate the influence of leadership style, work environment, and organizational climate on improving lecturer performance. This study also found an important role for Pamulang University in providing job satisfaction and improving lecturer performance. These findings imply that lecturers will feel satisfied at work if the leadership style is good, the work environment is per the lecturers' expectations and the organizational climate is conducive so that it will have an impact on the overall performance of the lecturers. On the other hand, if the variables mentioned earlier are not improved, it will decrease both in terms of satisfaction and in the performance of the lecturers themselves.

The suggestions for Pamulang University are as follows: *first*, to increase the job satisfaction of lecturers, lecturers should be able to adjust the courses under their scientific fields so that lecturers can have the expertise to manage the learning process in the classroom to fulfill the educational attainments of graduates as stated in the Competency Standards for Graduates. *Second*, to improve lecturers' performance in terms of accredited journal publications with Sinta and Scopus, universities should provide awards in the form of rewards, either financially or non-financially, to lecturers so that they become enthusiastic and motivated to conduct research.

REFERENCES

- Agus, S., & Alamsyah, S. L. (2018). The Effect Of Leadership On Organizational Citizenship Behaviour Through Work Climate And Job Satisfaction. *Rjoas*, 4(76), 24–32. <https://doi.org/10.18551/Rjoas.2018-04.03>
- Aguswara, W.W., & Rachmadtullah, R. (2017). Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Iklim Organisasi Dengan Kinerja Guru Pendidikan Anak Usia Dini. *Jurnal Pendidikan Usia Dini*. 11(2). 369-387.
- Anwar, A. A., Maupa, H., Haerani, S., & Pahlevi, C. (2015). The Effects Of Leadership Styles, Organizational Climate, Environmental Aspects, And Organizational Commitment And Job Satisfaction On The Lectures ' Performance Of Kopertis III In Jakarta. *Scientific Research Journal (Scirj)*, 3(9), 37–42.
- Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's Competency In Preparing Vocational School Students For Entrepreneurship. *International Journal of Scientific & Technology Research*, 8(8).
- Arifin, M.H. (2018). Pengaruh Gaya Kepemimpinan Kepala Sekolah, Motivasi Berprestasi Dan Iklim Sekolah Terhadap Kinerja Guru Di Man 2 Kabupaten Probolinggo. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*. 3(1).
- Awaluddin, M. (2018), Penguatan Peran Lingkungan Kerja dan Budaya Organisasi dalam Mengoptimalkan Kinerja Dosen Universitas Islam Negeri Alauddin Makassar melalui Kepuasan Kerja. *Jurnal Manajemen, Ide, Inspirasi (MINDS)*, 5(1). 53-67.
- Bandhaso, M.L., & Paranoan, N. (2019). Pengaruh Kepuasan Kerja Dan Motivasi Kerja Terhadap Kinerja Dosen Fakultas Ekonomi Di Perguruan Tinggi Swasta di Makassar. *Jurnal Akun Nabelo: Jurnal Akuntansi Netral, Akuntabel, Objektif*. 1(2). 21-30.
- Candrayanto. (2016). Pengaruh Iklim Organisasi dan Disiplin Kerja Terhadap Kinerja Pegawai. *Jurnal Komunikasi Bisnis dan Manajemen*. 3(5). 43-57. <http://dx.doi.org/10.31602/alkalam.v3i1.685>
- Chandra, T., & Priyono. (2016). The Influence Of Leadership Styles, Work Environment And Job Satisfaction Of Employee Performance Studies In The School Of SMPN 10 Surabaya. *International Education Studies*, 9(6), 131–140. <https://doi.org/10.5539/ies.V9n1p131>
- Cronley, C., & Kim, Y. K. (2017). Intentions To Turnover Testing The Moderated Effects Of Organizational Culture, As Mediated By Job Satisfaction, Within The Salvation Army. *Journal of Business and Management*, 38 (2), pp. 194-209.
- Darodjat, T. A. (2015). *Konsep-Konsep Dasar Manajemen Personalia Masa Kini*. Bandung: PT Refika Aditama.
- Ghozali, I., & Latan, H. (2017). *Partial Least Squares : Konsep, Metode, dan Aplikasi Menggunakan Program WarpPLS.5.0*. Edisi Ketiga. Semarang: Badan Penerbit Universitas Diponegoro.
- Hair Jr., J.F., Howard, M.C., & Nitzl, C., (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *J. Busin. Res.* 109, 101–110.

- Hasibuan, M.S.P. (2016). *Manajemen Sumber Daya Manusia*. Edisi. Revisi. Jakarta: Penerbit PT Bumi Aksara.
- Herlina, P., & Wahyudi, H.M.C. (2016). Pengaruh Gaya Kepemimpinan Dan Iklim Organisasi Terhadap Kinerja Dosen Sekolah Tinggi Ilmu Kesehatan. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*. 5(11), 1-10.
- Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy of SD Pusri In Improving Educational Quality. *International Journal of Scientific & Technology Research*, 7(7).
- Jarwanto. (2013). Analisis Pengaruh Iklim Organisasi dan Motivasi Terhadap Kinerja Pegawai Badan Pusat Statistik Provinsi Daerah Istimewa Yogyakarta. *JBTL*. 5(2).
- Jayaweera, T. (2015). Impact of Work Environmental Factors on Job Performance, Mediating Role of Work Motivation: A Study of Hotel Sector in England. *International Journal of Business and Management*, 10(3), 271–278. <https://doi.org/10.5539/ijbm.v10n3p271>
- Khasanah, U., Kristiawan, M., & Tobari. (2019). The Implementation of Principals' Academic Supervision In Improving Teachers' Professionalism in the State Primary Schools. *International Journal of Scientific & Technology Research*, 8(8).
- Kustrianingsih, M. R., Minarsih, M. M., & Hasiholan, L. B. (2016). Pengaruh Motivasi Kerja, Kepemimpinan, dan Iklim Organisasi Terhadap Kinerja Karyawan Pada Dinas Kebudayaan dan Pariwisata Kota Semarang. *Journal of Management*, 2(2).
- Li, Y. P., & Mahadevan, A. (2017). A Study On The Impact Of Organisational Climate On Employee Performance In A Malaysian Consultancy. *International Journal Of Accounting & Business Management*, 5(1), 1–13. <https://doi.org/10.24924/ijabm/2017.04/V5.Iss1/1.13>
- Maddinsyah, A., & Wahyudi. (2017). Pengaruh Kompensasi, Disiplin Kerja, Dan Lingkungan Kerja Terhadap Kinerja Dosen Universitas Swasta Di Wilayah Kopertis IV Provinsi Banten. *Jurnal Kreatif*. 5(1).
- Maseleno, A., Ayshwary, B., Ivanova, T. N., Hashim, W., Nguyen, P. T., Shankar, K., Kristiawan, M., Huda, M. (2019). General Theoretical and Philosophical Aspects of Modern Education. Aspectos Teóricos y Filosóficos Generales de la Educación Moderna. *Revista San Gregorio* 2019, No. 32 Special Issues August.
- Mayasari, I., & Suharyono, B. S. (2018). Pengaruh Iklim Organisasi Terhadap Kinerja Karyawan Dengan Variabel Mediator Kepuasan Kerja (Studi Pada Karyawan PT. Poso Energi Bogor). *Jurnal Administrasi Bisnis*, 61(2), 48–54.
- Mukhtar., Risnita., & Anwar, K. (2019). The Effect Of Transformational Leadership, Management Information System, And Organizational Climate On Lecturers' Job Satisfaction. *International Journal Of Scientific & Technology Research*, 8(11), 288–299.
- Narasuci, W., & Noermijati, M. S. (2018). Effect Of Work Environment On Lecturer Performance Mediated By Work Motivation And Job Satisfaction. *Journal Of Applied Management*, 16(4), 645–653. <http://dx.doi.org/10.21776/Ub>.
- Nguyen, P. D., Dang, C. X., & Nguyen, L. D. (2015). Would Better Earning, Work Environment, and Promotion Opportunities Increase Employee Performance? An Investigation in State and Other Sectors in Vietnam. *Public Organization Review*, 15(4), 565–579. <https://doi.org/10.1007/s11115-014-0289-4>
- Nurlaili. (2019). Pengaruh Budaya Organisasi dan Gaya Kepemimpinan Terhadap Kinerja Guru Dengan Lingkungan Kerja dan Kepuasan Kerja sebagai Varibel Intervening. *Jurnal Manajemen Indonesia*. 4(2).
- Pasaribu, E. K., & Indrawati, A. D. (2016). Pengaruh Iklim Organisasi Dan Kualitas Kehidupan Kerja Terhadap Kinerja Pegawai Dinas Sosial Provinsi Bali. *E-Jurnal Manajemen*. 5(12). 7785-7809.

- Pawirosumarto, S., Sarjana, P. K., & Gunawan, R. (2017). The Effect Of Work Environment, Leadership Style, And Organizational Culture Towards Job Satisfaction And Its Implication Towards Employee Performance In Parador Hotels And Resorts, Indonesia. *International Journal Of Law And Management*, 59(6), 1337–1368. <https://doi.org/10.1108/Ijlma-10-2016-0085>.
- Pratama, P.Y., & Pasaribu, S.E., (2020), Peran Mediasi Kepuasan Kerja Pada Pengaruh Iklim Organisasi Dan Pengembangan Karir Terhadap Kinerja Karyawan. *Jurnal Ilmiah Magister Manajemen*, 3(2).
- Rahmayanti, D., & Afandi, I. (2014). Analisis pengaruh Kepemimpinan, Motivasi, Lingkungan Kerja dan Kedisiplinan terhadap Kinerja Karyawan. *Jurnal Optimasi Sistem Industri*. 13(1). 556-560.
- Ratmini, N.A., Natajaya, I.N., & Sunu, I.G.K.A. (2019). Kontribusi Gaya Kepemimpinan Kepala Sekolah, Komitmen Organisasi, Iklim Kerja dan Motivasi Kerja Terhadap Kinerja Guru SMP Negeri 2 Singaraja. *Jurnal Administrasi Pendidikan Indonesia*. 10(2).
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4).
- Robbins, S.P. (2016). *Prinsip-Prinsip Perilaku Organisasi*. Jakarta : Erlangga.
- Santiari, L.P., Sunu, I.G.K.A., & Dantes, K.R. (2020). Kontribusi Kepemimpinan Kepala Sekolah, Iklim Kerja, Dan Motivasi Kerja Terhadap Kinerja Guru. *Jurnal Administrasi Pendidikan Indonesia*, 11(1).
- Setyorini, R. W., Anikyuesti., & Landra, N. (2018). The Effect Of Situational Leadership Style And Compensation To Employee Performance With Job Satisfaction As Intervening Variable At Pt Bank Rakyat Indonesia (PERSERO), Tbk Denpasar Branch. *International Journal Of Contemporary Research And Review*, 9(8), 20974–20985. <https://doi.org/10.15520/Ijcr/2018/9/08/570>
- Sewang, A. (2020), *The Influence of Leadership Style, Organizational Culture, and Motivation on the Job Satisfaction and Lecturer's Performance at College of Darud Dakwah Wal Irsyad (DDI) at West Sulawesi*. The Influence of Leadership Style, Organizational Culture, and Motivation on the Job Satisfaction and Lecturer's Performance at College of Darud Dakwah Wal Irsyad (DDI) at West Sulawesi, *International Journal of Management and Administrative Sciences (IJMAS)*. 03(05).
- Shalihin, L. O. M., Kamaluddin, M., Iru, L., & Husain, S. N. (2018). The Effect Of Learning Organization, Organizational Climate, And Work Motivation On Work Satisfaction And Teacher's Performance Of Teachers Of The State High Schools In Kendari City, Indonesia. *International Journal Of Education, Learning And Development Vol.6*, 6(12), 92–103.
- Siagian, S.P. (2014). *Manajemen Sumber Daya Manusia*. Jakarta : Bumi Aksara.
- Suryaman., & Hamdan. (2016). Pengukuran Kinerja Dosen Unsera Dengan Pendekatan Balanced Scorecard. *CENDEKIA*. 10 (2). 179-196
- Sugiyarti, (2012), Pengaruh Lingkungan Kerja, Budaya Organisasi dan Kompensasi Terhadap Kepuasan Kerja untuk Meningkatkan Kinerja Pegawai (Studi pada Fakultas Ekonomi Universitas 17 Agustus 45 Semarang). *Jurnal Serat Acitya Universitas 17 Agustus 45*. 2(2).
- Taruno, S.C., Thoyib, A., Zain, D., & Rahayu, M. (2012). Pengaruh Gaya Kepemimpinan terhadap Kinerja Dosen dengan Kepuasan Kerja dan Motivasi Kerja sebagai Mediator (Studi pada Perguruan Tinggi Swasta di Jayapura). *Jurnal Aplikasi Manajemen*. 10(3).
- Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific &*

- Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy Evaluation of School's Literacy Movement on Improving Discipline of State High School Students. *International Journal of Scientific & Technology Research*, 8(4).
- Wibowo. (2017). *Manajemen Kinerja*. Edisi Kelima. Depok: PT. Raja Grafindo.
- Yani, A., Tunas, B., & Entang, M. (2017). Transformational Leadership, Organizational Climate And Work Motivation In Boosting Teachers ' Performance. *International Journal Of Managerial Studies And Research (Ijmsr)*, 5(6), 43–50. [https://Dx.Doi.Org/10.20431/2349-0349.0506006](https://dx.doi.org/10.20431/2349-0349.0506006).
- Yunanda, (2012), Pengaruh Lingkungan Kerja Terhadap Kepuasan Kerja dan Kinerja Karyawan (Studi pada Perum Jasa Tirta I Malang Bagian Laboratorium Kualitas Air), *Jurnal Ekonomi dan Bisnis Universitas Brawijaya*. 12(2)1-15.
- Yanuarti, E., & Suparman, W.A. (2014). Pengaruh Gaya Kepemimpinan, Kepuasan Kerja Dan Komitmen Organisasi Terhadap Kinerja Guru (Pada SMK Muhammadiyah Kabupaten Gunungkidul). *Jurnal Bisnis Teori dan Implementasi*. 5(2).
- Zain, R., Ridlo, A.T., & Yuliana, D. (2017). Pengaruh Kompensasi dan Kepuasan Kerja terhadap Kinerja Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. *Manageria: Jurnal Manajemen Pendidikan Islam*. 2(1), 107-126.