

The Effect of Competence and Motivation and Cultural Organization towards Organizational Commitment and Performance on State University Lecturers in East Kalimantan Indonesia

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ABSTRACT

This study aims to verify and analyze the influence of competence and work motivation and organizational culture on organizational commitment and performance of the lecturer State University in East Kalimantan.

Variables used in this study is the performance of lecturers as endogenous variables, organizational commitment as an intervening variable and there are three exogenous variables, the competence of lecturers, motivation and organizational culture . The number of samples multiplied by 5 to 10, and using 47 indicators in order to obtain $47 \times 5 = 235$ samples. The model used in the analysis of SEM (Structural Equation Modeling) which is operated by AMOS.

The results of the analysis found that lecturers competence, motivation and organizational culture partially does not have a significant impact on organizational commitment with $p > 0.05$. Found that competence of lecturers, motivation and organizational culture partially have a significant effect on the performance of the lecturers at $p < 0.05$. While the organizational commitment does not have a significant effect on the performance of the lecturers at the University of East Kalimantan with $p > 0.05$. Competence , motivation and organizational culture indirectly does not have a significant effect on the performance of lecturers through organizational commitment, it indicates that the organizational commitment variable does not become a mediating variable between competence, working motivation and organizational culture on performance at the Public University of East Kalimantan.

To improve the performance of lecturers suggested for a highly concern to the competence, motivation and organizational culture. Expected that the educational institutions providing education and training aimed at gaining insight and knowledge of the faculty, to increase the motivation of lecturers by increasing employee motivation through training faculty.

Keywords: Competencies, Motivations, Organizational Culture, Organizational Commitment, and Performance.

1. INTRODUCTION

The Role of Higher Education in Indonesia is quite important in contributing in the development of society and it supplies qualified human resources which is needed for the survival of the wheel of life, economic, political, social and cultural. The strategic role of universities often formulated into three major discours, university teaching (teaching universities), university research (research universities) and the citadel of civilization (the bastion of civilization). Traditionally, these three roles implied in the spirit of the "Tri Dharma" University in Indonesia.

Lecturers with their strategic role, as a teacher and a part of a member organization of higher education has a major contribution in realizing the role of universities. That is why the performance of lecturers becomes an important aspect to be concerned. Lecturer's performance assessed by their work in the higher education, counseling, research, service and administratives. To produce a high performance, teachers should run their entire function well, which are to educate, guide, examine and perform community service. An high performance lecturer will give a positive impact on educational institutions in producing qualified students, good character and have a global perspective in accordance to their science of field. Conversely, if the performance of the lecturer rated lower then expected, then the resulting output is also doubtful, especially the world of work. Lecturer's performance is critical to always be increased, because it is correlated to the future of the nation.

Lecturers are required to be able to show a good performance. Improved performance lecturer requires several things such as high motivation, adequate competence, good leadership, work environment and organizational culture that supports the faculty to be able to improve its performance . In Indonesia, faculty performance is still far from the expected . This can be seen from the performance of the institution, the universities. The competitiveness of Indonesian universities nationally compared with some other countries are still relatively low.

The low competitiveness of the college, not in spite of the low quality factor educators, educational effectiveness, and educational facilities. The low quality of educators in college because not all of its teachers did not have upgrading their knowledge. Educational facilities also inadequate, while the effectiveness of education is ineffective in its implementation. It is proved by the lack of Indonesian college which entered the ranking of Asia or the world, nor the quality of their graduates.

There are several factors related to the performance. Competence, motivation, organizational culture and organizational commitment. Apriani research results (2009: 16) shows that in order to improve the performance of lecturers, competence and high motivation of the faculty is required. In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia 2012, concerning the procedures for the assignment and incentives for lecturers from universities as a public servant in State University, requires an academic qualifications, competence and administrative. It means that the competence is one of important point due to the reliable performance of the lecturer.

The second factor is the achievement motivation. According Narimawati (2005: 103) achievement motivation can be interpreted as an encouragement to characterize a person to do or do an activity or task as well as possible in order to achieve the predicate commendable. This is in accordance with the opinion of the Mangkunagara Jhonson (2007: 68) who argued that "Achievement motive is impetus to do well relative to some standard of excellence". For instance, lecturers who have high achievement motivation tends to do a best work in order to achieve a commendable predicate.

Motivation can not be seen directly and quantitatively measured, because it is intangible. However, there are indications to suggest that some individuals is having a high motivation. To measure the level of motivation, these indicators quantified according to the Likert scale. In this study, the motivation is measured by indicators of achievement motivation of David McClelland motivation theory consisting of three dimensions: achievement needs (need for achievement), the need for affiliation (need for affiliation) and the need for strength (need for power).

In addition, the competence and motivation factors there are other factors that indicated have an influence on the lecturers performance, which is organizational culture. Organizational culture is a system of common understanding held by members that distinguishes the organization from other organizations. This common understanding system is a set of characteristics key that upheld by the organization. Cultural elements are very important in the development of an organization, organizational culture consists of things that are invisible and abstract things such as values, norms, behavior, and is the core of the most basic assumptions. Artifacts are the visible parts of culture, public facilities such as work uniforms, official cars and so on.

Another factor affecting the low performance of the lecturers in the realization of Tri Dharma University may also be caused by low organizational commitment of the lecturer. Their consistency also become one of important aspect. Consistency is not only done by the top of management, but also the whole member of the organization must have consistency in running all programs and the rules of the organization. To increase organizational commitment, involvement of members of the organization is necessary, so that all members feel the sense of belonging without discrimination.

According to Jack, et al (2012) research, shows that organizational commitment significantly influence performance. This study was conducted on 127 employees at the company Municipal waterwork in Jayapura Papua. High employee commitment will devote all thoughts, abilities and skills for the betterment of the organization.

Based on the previous description, it can be concluded that the performance of lecturers is critical, because it involves the intellectuality and the future of the nation. For that reason, not least with regard to the performance of research, including research conducted by Zahariah, et al., (2009), Soo, Woo (2009), Monetje and Martins (2009), Sethela and Rosli (2011), Mujeeb, et al (2011), Selma (2011), Hueryren, et al., (2012), Simpson (2012), and Usman, et al., (2012). Those research indicates that there is a direct and indirect relationship between competence (ability), motivation and organizational culture on organizational commitment and performance of employees. The results of this study reinforce the theory advanced by Davis and Newstrom (2002: 15) and Robbins (2008: 684), where the performance was formed by ability (ability), motivation (motivation) and the existing organizational culture on campus environment.

2. LITERATURE REVIEW

2.1. Lecturer's Competence

Competence or ability is defined by Mitrani et al., (1995: 110) is as An individual nature related to the execution of a job effectively or very successful. The dissimilarity of the competencies is what distinguishes man from the superior actors and who has not. To achieve a sufficient performance or average, required competencies limit (threshold competencies) or competencies essential. Competence limits or special competence for the job is a pattern or guidance in the selection of employees (personnel selection), the planning task shifting (succession planing), performance evaluation (performance appraisal), and development.

Competence is knowledge, experience and skills to fulfill the demands of the role and expertise in industrial

standards (Armstrong, 2003: 106). Competence is defined (Mitrani et al., 1995: 109) "an underlying characteristic of an individual's roomates is causally related to criterion-referenced or effective and superior performance in a job or situation". Or the underlying characteristics of a person and relating to the effectiveness of individual performance on the job. From the definition, an individual competence is something that is inherent inside him which can be used to predict the level of performance. It is the motive, self-concept, character, knowledge and abilities / skills. Individuals Competence in the form of skills and knowledge can be developed through education and training, while the motive competence can be obtained at the time of the selection process.

There are four aspects or components related to the competence of educators, which are: (1) Personality competence is a personal embodiment predisposes behavior. It can not be separated with a notch educators are expected to support a particular personality, whether related to work and related to professions or interact with their social environment (Theodore, et al. 1987). (2) Pedagogical competence is directly related to all things in the implementation of their duty as an educator. (3) professional competence refers to the ability of mastery learning materials widely and deeply that allows guiding the student to fulfill the standards of specified competence. (4) Social competence is the ability of educators to interact and communicate with their social environment.

Based on the studies conducted by Spencer and Spencer (1993: 25-89) states that the competence of the individual can be divided into six clusters of competencies: (1) Competence achievement and act (achievement and action) is the urge to act of a person and its influence on the increase of productivity. (2) Competence of service (helping and human service) including the seriousness in understanding the desires, interests and needs, including the needs of the people under their services. (3) Competence to influence others (the impact and influence) is the ability in influencing others. (4) Managerial competence (managerial) refers to specific capabilities in the management of organizational resources. (5) Competence skills (cognitive) is the ability of individuals to understand the situation, task, problems and opportunities that exist through specific knowledge. (6) The effectiveness of self (personal effectiveness) is a reflection of the maturity of a person in relation to others in the work.

2.2. Motivation

Motivation is a set of forces that cause people to be engaged in a behavior, not some other behaviors. Motivation is also defined as a set of forces that lead people to behave in a certain way (Moorhead and Griffin, 2013: 86). According to Robbins and Coulter (2007b: 129), the motivation is the process a high degree of willingness to do business in order to achieve organizational goals, conditioned by the effort's ability to satisfy the needs of a number of individuals.

Motivation is a concept used to describe the impulses that arise on or within an individual that drives and directs behavior (Gibson, 2000: 185). Motivation as a concept that describes the forces that exist on the employee who initiated and directed behaviors (Gibson, et al., 2007: 186).

According Armstrong (2013: 57), the motivation is the energy that moves people to try to achieve the expected goals. Motivation comes from two dimensions : 1. Extrinsic motivation or artificial (something that is done to motivate people); 2. Intrinsic or intrinsic motivation (encouragement from within ourselves).

Robbins and Coulter (2007: 131) put forward by Abraham Maslow's hierarchy of needs;

- a. Physiological needs (physiological needs), among others, hunger, thirst, protection (clothing and housing), sex, and other physical needs.
- b. Safety and security needs (need for safety and security), among others, safety and protection against physical and emotional losses
- c. Affiliation or acceptance needs (social needs): include affection, a sense of belonging, was well received, and friendship
- d. Esteem or status needs (need for an award), include factors such as respect for self-esteem, autonomy, and achievement; as well as the respect of external factors such as status, recognition, and attention
- e. Self actualization (self actualization): the urge to be somebody / something fit his ambitions; includes growth, achievement potential and self-fulfillment.

Robbins and Coulter (2007: 165-167), there are some important suggestions about how or motivate employees which are recognize individual differences, matching people with jobs, determining target, make sure the target material can be achieved, individualization reward, associate rewards with performance, check equality in the system, and also the money. Saydam (2000: 390-391), providing motivation carried out by the leadership, being subordinate far only as objects of motivation alone. Actually, in the granting of the necessary motivation approaches to form expectations of what saha desired by subordinates. Based on expert opinions, expectations of subordinates in the work, can be divided into: 1. The type and nature of the challenging work; 2. pleasant work environment; 3. The opportunity to participate; 4. group harmonious working relationships; 5. Award for achievement; 6. Implementation of labor discipline that is not rigid; and 7. The level of compensation is adequate.

2.3. Organizational Culture

Robbins and Coulter (2007a: 62), organizational culture is a system of shared meaning and beliefs held by organizational members that determines, mostly, how employees behave. Organizational culture is a system of meanings, values and beliefs held together in an organization that is a reference to action and distinguishing one organization to another. Robbins (2003: 525), organizational culture "A system of shared meaning held by members that distinguishes the organization from other organization". Organizational culture is a system of meaning or significance adopted by members that distinguishes the organization from other organizations. According to Wood et al., (2001: 391), is the organizational culture and value system believed that was developed by the organization where it leads the behavior of members of the organization itself.

According to Harrison and Stokes (1992), organizational culture is a pattern of beliefs, values, rituals, myth of the members of an organization, which affect the behavior of all individuals and groups within the organization. According to Gareth, "Organizational culture is the set of shared values that control organizational members' interaction with each other and with suppliers, customers, and other people outside organization", which means that organizational culture is a set of shared values that control the interaction of each member of the organization, as well with suppliers, customers, and other parties outside the organization.

Luthans (2006: 132) culture of the organization has a number of important characteristics, among which are the rules of the observed behavior, norms, dominant values, philosophy, rules, and climate organisasi. Luthans also said that each of these characteristics has controversy and the level of research has a different. Meanwhile, according to Robbins and Coulter (2007a: 256), there are seven main characters is the organizational culture of innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability.

Schein (2002: 13) there are five dimensions that need to be considered when talking about the basic assumptions in the context of the organizational culture of the human relationship with the environment, the nature of reality and truth, human nature, the nature of human activity, and the nature of human relationships.

2.4. Organizational Commitment

Organizational commitment is as a situation in which one employee favoring certain organizations as well as the objectives and the desire to maintain membership in the organization. According to Robbins (2008: 100) defined that high employment engagement means in favor of a particular person's individual work, while the high organizational commitment means an impartial organization that recruits individuals. In the organization of school teachers are professionals who deal directly with students, then the teachers in carrying out his duties as an educator is able to carry out their policies with specific objectives and has a strong commitment to the school where they worked.

Mathis and Jackson (2006: 122) organizational commitment is the extent to which employees believe and accept organizational goals, as well as the desire to stay with or leave a company ultimately reflected in absenteeism and employee turnover figures. Griffin (2005: 15) organizational commitment (organizational commitment) is an attitude that reflects the extent to which an individual knows and tied to the organization. An individual who has committed is likely to see himself as a true member of the organization. Zurnali (2010: 15) defines the notion of organizational commitment by reference to the opinions of Meyer and Allen (1993), Curtis and Wright (2001), and SGA Smeenk, et al., (2006) he defines as an organizational commitment that characterizes the psychological state of the employee relationship with the organization or implications that affect whether the employee will remain in the organization or not, were identified in three components: affective commitment, continuous commitment and normative commitment.

Proposed by Allen and Meyer (1993), who argued: "commitment organizational is identified in three types of commitment; affective commitment, continuance commitment, and normative commitment as a psychological state" that either characterizes the employee's relationship with the organization or has the implications to affect whether the employee will continue with the organization". Organizational commitment as a psychological state that characterizes employee relationship with the organization or implications that affect whether the employee will remain in the organization or not, were identified in the three components; (1) affective commitment that a person's emotionally involvement in the organization in the form of feelings of love for the organization. (2) continuance commitment that a person's perception of costs and risk by leaving the organization at this time. (3) Normative commitment is a moral dimension that is based on the feeling of obligation and responsibility to the organization that hired him. In general, research relating to employees who have a strong affective commitment will remain with the organization because they want to stay (Because they want to). The employees who have a strong commitment to continuous because they have to stay with the organization (Because they have to). And the employees who have a strong normative commitment because they feel that they have to live together (Because they fell that they have to).

2.5. Lecturer Performanace

Whitmore (1997: 104) performance is the functions required from a person, performance is an act, an achievement, a public exhibition of skill. Cushway (2002: 198) performance is assessing how a person has

worked compared with predetermined targets. Rival (2004: 309) argues that performance is the real behavior displayed by every person, as the achievement result of employees in accordance with its role within the company. Performance is a condition that must be known and confirmed to certain parties to determine the level of achievement results associated with the vision of an agency assigned to an organization or company and to know the positive and negative impact of an operational policy. Individuals who have a high performance has some characteristics, includes: achievement-oriented, self-confidence, self-control and competence.

According to Grote (2002), a performance appraisal is a formal management system that Provides for the evaluation of the quality of an individual's performance in an organization. Fisher et al., (1993), a performance appraisal is the process by employees contribution to the organization during a specified period of time is assessed. Wayne et al., (2002), a performance appraisal is a system of review and evaluation of an individual or team's job performance. Latham et al., (1994), a performance appraisal is a personal decision any late effects that employees retention, termination, promotion, demotion, transfer, salary or Decrease or increase of admission into a training program.

According to Bernardin and Russel (2000: 67) a way of measuring the contribution of individuals to Reviews their organization. Gary (2006: 2) argues that the evaluation of the performance consists of three steps; defining the job, assess performance, and provide feedback, while Schuler and Jackson (1999: 11) found in the performance evaluation consists of three types of performance criteria, which are:

1. Criteria based on the nature, ie focusing on the personal characteristics of an employee, loyalty, reliability, communication skills and leadership skills.
2. Performance is based on behavior, which focused on how the work is carried out. This criterion is important for jobs that require inter-personal relationships.
3. Performance based on the results. This criterion focuses on what has been achieved or produced rather than how something is accomplished or produced.

One of the civil service evaluation system in Indonesia is Work Implementation of Civil Servants Assessment List (DP3) there are several items defined as fidelity, performance, responsibilities, obedience, honesty, cooperation, initiative and leadership. Performance indicators were developed and modified faculty based on Mitchel, TR and Larson (1987) as follows: a. Quality of the work, b. Ability, c. Initiative, d. Communication, and e. Punctuality.

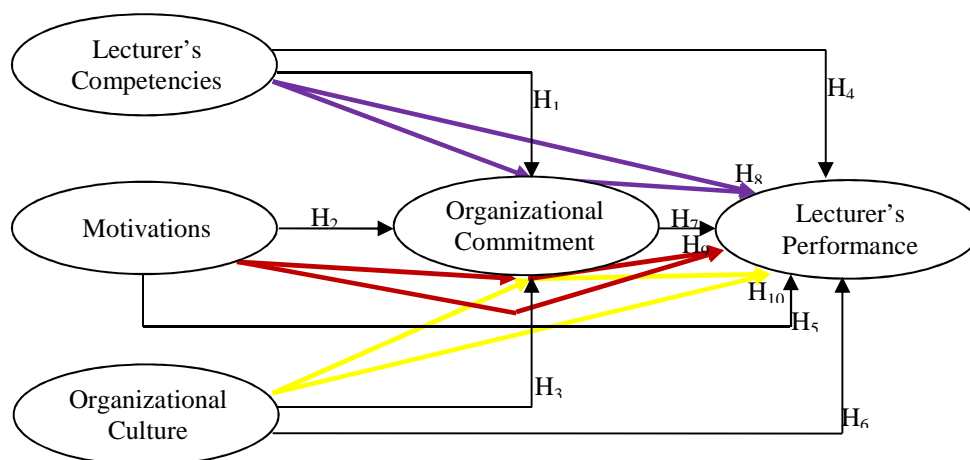


Figure 1 : The Research Conceptual Framework

3. RELATIONSHIP BETWEEN VARIABLES

3.1. Relationship variable Competence to the variable Organizational Commitment

The ability to manage their employees well will lead to a strong commitment of employees to the company, these conditions are good in order to achieve company goals. High commitment to the organization should be supported also by the competences of the employees, according to Ulrich (1998), that commitment without competence would lead to the failure to maintain a sustainable life of the organization.

Hsiang Wu (2010), the analysis result Showed that competency training was positively related to organizational commitment. Meanwhile, the perceived role of the HR department was Also positively related to training competency and organizational commitment. In addition, the perceived role of the HR department had an impact on the relationship between organizational commitment and competency training. Can be explained that the competencies resulting from training activities have a positive influence on organizational commitment. Fadli, et al (2012), the competence of employees had positive influences on work commitments. It proves that there is a

significant relationship between the competence of employees to work commitments, so competencies are strong enough to influence employee's work commitment.

H1: Competence lecturer significant effect on organizational commitment at the State University lecturer in East Kalimantan.

3.2. The Relations Between Organizational Commitment To Motivation

Building values based on the similarity is one of organizational commitment process. Each organization's member has the same opportunity, for example, for the promotion, they must have the ability, skills, interests, motivation, performance, in accordance to organizational standards without discrimination (Sopiah, 2008: 155). Thus the motivation has an important relationship with organizational commitment, motivation is one aspect of the process of organizational commitment.

Organizational commitment can grow it needs the proper motivation. To identify what kind of motivation, leader must know the needs by each employee. These needs divided into two factors such as working conditions, salary / income, relationships with colleagues, relations with superiors, personal life, company policies and administration, a technical supervision, status, security. The second factor is the driving factors, which include: the level of employee performance, labor itself, the progress, the level of recognition, responsibility, growth (in Sopiah Lincoln, 2008: 155).

Research Selma (2011), the results Indicated that the intrinsic motivation of health professionals was explained mostly by affective and normative commitment. Also affective and normative commitment impact on intrinsic motivation was more than continuance commitment. The most effective factor on extrinsic motivation was normative commitment. Continuance commitment effect on extrinsic motivation had less than normative commitment. It was also seen that the affective commitment had the Lowest effect on external motivation. The bottom line is both intrinsic motivation and extrinsic work has an influence on the work commitment.

Research Jayakumar (2013), it found that both were influenced by personal Certain variables and there is a positive relationship between work motivation and organizational commitment. Meysam research and Neyshabor (2013), the findings show that work motivation has a significant positive influence on organizational commitment of employees. Can be interpreted that the motivation has a positive and significant impact on organizational commitment

H2: Motivation significant effect on organizational commitment at the state University lecturer in Kalimantan Timur.

3.3. Relations With The Organizational Commitment of Organizational Culture

Robbins (2008: 77) also mentions that the culture of spirituality in the organization positively associated with creativity, employee satisfaction, teamwork and organizational commitment. Sopiah (2008: 155) also mentions that an understanding of the influence of organizational culture has a positive and significant impact on the performance of the employee is that the better the culture of the organization that built it increased the level of employee satisfaction and employee satisfaction is influenced by organizational commitment that leaders will then have an impact on performance improvement.

Research Manetje and Martins (2009), the results suggest that organizational culture has an effect on organizational commitment. Recommendations are made to successfully implement both organizational culture change initiatives and organizational commitment. It can be interpreted that that organizational culture has an effect on organizational commitment. To successfully implement the organizational culture and organizational commitment is need for a change initiative. Research Zahariah et al., (2009), all dimensions of corporate culture Chosen in this study are important determinants in motivating the employees to be committed to Reviews their organization. Research Pratama (2012), organizational culture has positive influence on organizational commitment.

H3: Organizational culture significantly influence the organizational commitment to the lecturer State University in East Kalimantan.

3.4. Competence Relationship With Performance

Spencer and Spencer (1993: 9), that the competence of the intellectual, emotional and social as part of the most personality in the person can predict or influence the effectiveness of individual performance. Soo research and Won (2009), the results at the individual level, group cohesiveness had a positive interaction with competency effect on performance at the group level. There is a positive interaction between competence and performance. Neda et al.,research (2010), Showed that out of the nine competencies included in the regression model of only four competencies contributed significantly in explaining the variation of job performance. Competence has a positive and significant contribution to improving the performance of employees. Research by Sethela and Rosli (2011) The result revealed significant relationships exist between role ambiguity, competency and person-job fit with the job performance of employees. At the same time, Among all the three independent variables, role ambiguity had found to be the most important predictor to job performance as Compared to competency and person-job fit.

H4: Lecturer's competency significant effect on the performance of the lecturer State University in East

Kalimantan.

H8: Lecturer's competency affect the performance lecturer State University in East Kalimantan through organizational commitment.

3.5. Relationship Between Motivation and Performance

According to Moorhead and Griffin (2013: 123), the performance of employees in an organization can be measured through employee motivation. Perspective-based process based on the needs and motivations to explain some of the factors involved in increasing the potential for motivated behavior aimed at improved performance. Here are the basic framework for connecting various theories of motivation with actual and potential motivation and operational methods to translate the actual motivation and potential into performance. Research Anthony (2012), low monthly Salaries and the general lack of motivation were the major factors that reduce morale for high performance at the University. Research Chukwudi et al., (2012), in an organization, it may be practically impossible to work out a perfect solution that will promote job satisfaction and Enhance performance at all times. In order to elicit better performance, motivational factors must be accorded high priority and properly employed as an essential ingredient for organizational progress and survival especially in the current turbulent day operating environment. Such factors include adequate remuneration, improved training, effective and free flow of communication, elevation of workers, conducive and healthy working environment amongst others. Research Salleh et al., (2011), the results suggest that affiliation motivation and job performance is positively related. Work motivation has a positive influence on employee performance.

H6: Motivation significant effect on the performance of the State University lecturer in East Kalimantan.

H9: Work motivation affect the performance of lecturers State University in East Kalimantan through organizational commitment.

3.6. Relationship Between Organizational Culture and Performance

Olu and Ojo (2009) obtained results that there is a positive and significant influence of organizational culture on employee performance. Then, the relationship between organizational culture with employee performance. Mujeeb et al., (2011), the other dimensions of organizational culture have a significant positive relationship with the performance management practices. Research Jack, et al (2012), The results Showed that organizational culture does not influence directly to the employee performance. Able to influence organizational culture of performance if mediated by job satisfaction.

H8: Cultural organizations have a significant effect on the performance of the lecturer State University in East Kalimantan.

H10: Organizational culture influence the performance of lecturers State University in East Kalimantan through organizational commitment.

3.7. The Relationship of Organizational Commitment and Performance

Performance is closely related to the purpose, as a result of the behavior of a person's work (Davis, 2002: 154). Behavioral performance can be traced to specific factors such as ability, effort and difficulty of the task (Timpe, 1988). Organizational commitment could grow due to people have an emotional attachment to the organization that includes moral support and accept the existing values and a determination to serve the organization. For employees who have high organizational commitment, achievement of organizational goals is important. Research Hueryren et al., (2012), organizational commitment and will positively Significantly Affect job performance. Organizational commitment has positive and significant impact on the performance of Research Jack, et al (2012), organizational commitment to employee performance Significantly influence directly or indirectly through work satisfaction.

H7: Organizational commitment have a significant effect on the performance of the lecturer State University in East Kalimantan.

4. RESEARCH METHODS

4.1, Research Design

The method of this research is explanatory or research explanation. An observational study with cross sectional method. This research was conducted in the State University of Mulawarman Samarinda in East Kalimantan with population approximately to as much as 972 lecturers from 14 faculties. With samples number multiplied by 5 to 10, the number of indicators in this study is 47 indicators in order to obtain $47 \times 5 = 235$ samples. The research model that will be used in this research is a tiered structure model and to test the hypothesis using SEM (Structural Equation Modeling) analysis technique which is operated by AMOS program.

4.2. Data Analysis Results and Discussion

Evaluation of the value of goodness-of-fit of the model of the proposed research can be seen in table 1 below:

Table 1. Goodness-of-Fit Model Results

<i>Goodness of fit measure</i>	Index	<i>Cuf off</i>	Information
<i>Chi-Square of estimate model</i>	1247,480		Marginal
<i>Probability level</i>	0,000	> 0,05	Marginal
<i>Goodness of Index (GFI)</i>	0,762	≥ 0,9	Marginal
<i>Adjusted goodness of index (AGFI)</i>	0,719	≥ 0,9	Marginal
<i>RMSEA</i>	0,064	≤ 0,08	Good
<i>RMR</i>	0,031	≤ 0,05	Good
<i>Tucker-Lewis Index (TLI)</i>	0,853	≥ 0,9	Marginal
<i>Comparative fit Index (CFI)</i>	0,869	≥ 0,9	Marginal

The results show that the criteria of goodness of fit measure provides sufficient suitability indices in accordance with the recommended limits. Structural equation describes the effect of exogenous variables on endogenous variables, there are two exogenous towards endogenous function described in the research model, which can be seen in Table 2 as follows:

Table 2. Sructural Equation Results

Fuctions	Exogenous	<i>Std Regr. Weight</i>	CR	p	Information
Organizational Commitment (Y ₁)	Competency (X ₁)	-0,023	-0,188	0,851	Not Significant
	Motivations (X ₂)	0,157	1,238	0,216	Not Significant
	Organizational Culture (X ₃)	0,096	0,972	0,331	Not Significant
Faculty Performance (Y ₂)	Competency (X ₁)	0,245	2,524	0,012	Significant
	Motivations (X ₂)	0,505	4,074	0,000	Significant
	Organizational Culture (X ₃)	0,158	2,177	0,030	Significant
	Organizational Commitment (Y ₁)	0,005	0,092	0,927	Not Significant

Structural equation model of research as follows:

$$\text{Organizational commitment (Y}_1\text{)} = -0.023 + 0.157 X_1 + 0.096 X_2 X_3$$

$$\text{Faculty performance (Y}_2\text{)} = 0.245X_1 + 0.505 + 0.158 X_2 X_3$$

$$\text{Faculty performance (Y}_2\text{)} = 0.245 X_1 + 0.505 X_2 + 0.158 + 0.005 X_3 Y_1$$

a. Hypothesis 1: Competence lecturer significant effect on organizational commitment at the State University lecturer in East Kalimantan.

The results showed that the variables competence for organizational commitment based on the CR demonstrated significant results with the value of CR = -0.188, this value is smaller than 2.0 by the significant value of 0.851 is greater than 0.05 ($p > 0.05$), This means that competence no significant effect on organizational commitment, so that the first hypothesis is rejected truth. Results of this study was rejected back with the results Hsiang Wu (2010), this study examines associated with The Relationship between Competency Training and Organizational Commitment. This study investigated the relationship between competency training and organizational commitment. The study's findings indicate that the competency training is positively related to organizational commitment.

b. Hypothesis 2: Motivation significant effect on organizational commitment to the lecturer of State University in East Kalimantan.

Results showed variable work motivation on organizational commitment based on the CR showed significant results with the value of CR = 1.238, this value is smaller than 2.0 by the significant value of 0.216 is greater than 0.05 ($p > 0.05$). This means that work motivation no significant effect on organizational commitment, so that the second hypothesis is rejected truth. These results contrast with research Selma (2011), the findings of research that intrinsic motivation for health professionals able to explain the relationship of the affective and normative commitment. Research Jayakumar (2013), which examined related to "Work Motivation and Organisational Commitment" are both affected by certain private variables and there is a positive relationship between motivation and organizational commitment. Meysam research and Neyshabor (2013), the findings of the study showed that motivation to work has a significant positive effect on employees' organizational commitment. The results of this study do not support previous research and this research resulted in new findings that motivation does not have an influence on organizational commitment.

c. Hypothesis 3: Organizational culture significantly influence the organizational commitment to the lecturer State University in East Kalimantan.

Results of research variables influence of organizational culture on organizational commitment based on the CR showed significant results with the value of $CR = 0.972$, this value is smaller than 2.0 by the significant value of 0.331 is greater than 0.05 ($p > 0.05$). This means that organizational culture does not significantly influence organizational commitment, so that the third hypothesis is rejected by truth. These results contrast with research Manetje and Martins (2009) shows that organizational culture has positive influence on organizational commitment. Astri research (2012) shows that organizational culture consists of: communication, training and development, rewards and recognition, and teamwork positive effect on organizational commitment. Research Zahariah et al., (2009) research findings show that all dimensions of corporate culture that is selected in this study is an important determining factor in motivating employees to commit to the organization. This study does not support previous research, so the results of this study are new findings that organizational culture does not affect the organizational commitment at the State University in East Kalimantan.

d. Hypothesis 4: Competence lecturer significant effect on the performance of the lecturer State University in East Kalimantan.

The results showed that the variables on the performance of faculty competence based on the CR showed significant results with the value of $CR = 2.524$, this value is greater than 2.00 with a significant value of 0.012 is less than 0.05 ($p < 0.05$). That is a positive and significant effect on the competence of the performance of teachers, so that the fourth hypothesis is accepted truth. The results also support research and Won Soo (2009) which shows that the group cohesiveness has the effect of positive interaction with the competence of the performance at the group level. In other words, group cohesiveness strengthened competent group is able to achieve better performance. Neda et al., (2010) showed that the four competencies affect the performance of the work in the Ministry of Agriculture extension. The kompetensi fourth is cultural competence, competence evaluation, SALM certificate of competence and social competence. Research Sethela and Rosli (2011), shows that there is a significant relationship between role ambiguity, competencies and fit person-job with employee performance.

e. Hypothesis 5: Motivation significant effect on the performance of the State University lecturer in Kalimantan Timur.

The results showed that the variables of work motivation on the performance of lecturers by CR values showed significant results with the value of $CR = 4.074$, this value is greater than 2.0 with a significant value of 0.000 less than 0.05 ($p < 0.05$). This means that work motivation positive and significant impact on the performance of the lecturers, so that the fifth hypothesis is accepted truth. This study supports Anthony (2012), the research findings indicate that measured motivation of low monthly wages and lack of motivation are the main factors that reduce the passion for high performance. Chukwudi et al., (2012) showed that to obtain better performance, motivation factors should be given high priority and works well as an important element for the progress and survival of the organization. Motivational factors that include adequate remuneration, increased training, communication systems, elevation of workers, and healthy work environment. Salleh et al., (2011), the results showed that the motivation related to job performance.

f. Hypothesis 6: Cultural organizations have a significant effect on the performance of the lecturer State University in East Kalimantan

The results showed that the variables of organizational culture on faculty performance based indicators showed significant results with the value of $CR = 2.177$, this value is greater than 2.0 with significant value of 0.030 is less than 0.05 ($p < 0.05$), This means that organizational culture positive and significant impact on the performance of the lecturers, so the hypothesis is accepted truth sixth. The results support previous studies of Olu and Ojo (2009) showed that there is a positive relationship between organizational culture and employee performance. Research Mujeeb et al., (2011) the results of statistical analysis showed that, the involvement of highly correlated with the consistency and adaptability. Similarly, other dimensions of organizational culture has a significant positive relationship with performance management practices.

g. Hypothesis 7: Organizational Commitment significant effect on the performance of the lecturer State University in East Kalimantan.

Results of investigation of the influence of organizational commitment to performance lecturer, showed that the variables of organizational commitment to the performance of lecturers by CR values showed significant results with the value of $CR = 0.092$, this value is smaller than 2.0 with significant value 0.927 greater than 0.05 ($p > 0.05$). This means that organizational commitment has no significant effect on the performance of the lecturers, so the hypothesis is rejected truth seventh. The results support the research Pratama (2012), the findings of the study indicate that there is no unidirectional influence between organizational commitment to employee

performance. This indicates that the level of performance is not related to the level of organizational commitment, but more to do with their commitment to the goals of the organization. Research Setyaningdyah, et al (2013), the research findings indicate that the commitments had no significant effect on performance. Research Ratnasari, et al (2012) findings of this study indicate that the commitment the organization has no significant effect on job performance. These results contrast with research Usman et al., (2012), showed that the statistical analysis showed a positive and significant effect on the components of the organization's commitment to performance. Hueryren et al., (2012), the research findings indicate that the "organizational commitment will positively and Significantly Affect job performance". Research Jack, et al (2012), in which the organization's commitment to have an influence on employee performance.

Table 3. Standardized Direct Effect

	Competency	Motivations	Organizational Culture	Organizational Commitment
Organizational Commitment	-0,023	0,157	0,096	-
Performance	0,245	0,505	0,158	0,005

Table 3 shows that the direct effect of competence, motivation and organizational culture on organizational commitment respectively -0.023; 0.157 and 0.096. The direct effect of competence, motivation, organizational culture and organizational commitment to the performance of each amount to 0.245; 0.505; 0.158 and 0.005.

Table 4. Standardized Indirect Effect

	Competency	Motivations	Organizational Culture	Organizational Commitment
Organizational Commitment	-	-	-	-
Performance	0,000	0,001	0,000	-

From Table 4. Inderect influence between variables; competence, motivation and organizational culture on organizational performance through commitment, each has a value of 0.000; 0.001 and 0.00. Work motivation has a dominant influence on performance through organizational commitment.

When compared with the standardized indirect effect showed that the influence of competence, motivation and organizational culture on organizational performance through commitment, each having a value of 0.000; 0.001 and 0.000. It means that the direct effect is greater than the indirect effect. Furthermore, the total standardized effect can be seen in Table 5 as follows:

Table 5. Standardized Total Effect

	Competency	Motivations	Organizational Culture	Organizational Commitment
Organizational Commitment	-0,023	0,157	0,096	-
Performance	0,245	0,505	0,158	0,005

Based on the results of the analysis of influence between variables can be seen that the total effect between each variable (competence, motivation and organizational culture) are the same when compared to the direct influence of each of these variables on performance. Thus we can conclude that organizational commitment has not been proven as an intervening variable, which mediates the influence of competence, motivation and organizational culture on the performance of the lecturer State University in East Kalimantan. Thus, the eighth, ninth and tenth hypothesis in this study are rejected.

5. CONCLUSION

Based on the analysis and discussion in the previous chapter, it can be concluded as follows:

1. The competence of lecturer does not have a significant effect on organizational commitment at the State University of East Kalimantan.
2. Motivation does not have a significant influence on organizational commitment at the State University of East Kalimantan.
3. Cultural organizations do not have a significant effect on organizational commitment at the State University of East Kalimantan.

4. Competence has a significant influence on the performance of the lecturers at the State University of East Kalimantan.
5. Work motivation has a significant influence on the performance of the lecturers at the State University of East Kalimantan.
6. Organizational culture has a significant influence on the performance of the lecturers at the University of East Kalimantan.
7. The organizational commitment does not have a significant effect on the performance of the lecturers at the University of East Kalimantan.
8. Competence, motivation and organizational culture does not have a significant effect on the performance of lecturers through organizational commitment, it indicates that the variable is not a variable organizational commitment to mediating between the variable competence, motivation and organizational culture of performance at the University of East Kalimantan.

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