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## Research Article

# THE INFLUENCE OF MOTIVATION, TRANSFORMATIONAL LEADERSHIP, AND ORGANIZATIONAL CULTURE TOWARDS JOB SATISFACTION AND PERFORMANCE, AND THEIR IMPLICATIONS ON CAREER DEVELOPMENT, ORGANIZATION COMMITMENT AND WORK DISCIPLINE OF LECTURERS IN PRIVATE HIGHER EDUCATION INSTITUTIONS IN KOPERTIS WILAYAH XI KALIMANTAN

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### ABSTRACT

This study is aimed to analyze the effect of motivation, transformational leadership and organizational culture on job satisfaction and lecturer performance as well as its implications for career development, organizational commitment and work discipline of private higher education lecturers in South Kalimantan. In this study, 184 respondents are obtained as samples from 352 respondents. The study is conducted using a survey method with Structural Equation Modeling in analyzing data. First, it is found that motivation, transformational leadership, and organizational culture had a positive effect on lecturers' job satisfaction. Second, motivation and transformational leadership did not have a positive effect on lecturer' performance, but the organizational culture had a positive effect on lecturer' performance. Third, the result showed that job satisfaction had a positive impact on performance. Fourth, job satisfaction had a positive effect on career development and organizational commitment while the work discipline did not. Fifth, the result proved that performance had a positive impact on career development, organizational commitment, and work discipline. The important finding of this study was that lecturer performance partially mediates job satisfaction towards organizational commitment.

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## INTRODUCTION

Individual success in an organization or institution can be achieved by carrying out performance activities so as to produce high quality work. There are two types of performance, namely individual performance and organizational performance. This study is oriented to the individual performance of lecturers. Each individual will surely contribute in achieving organizational goals. Those who work within the organization have differences in aspects of knowledge, experience, skills, and willingness. Those differences in various aspects bring out the behavior of individuals involved which can be observed in the working environment and its implications for career development, organizational commitment, and lecturers' work discipline.

Lecturers as teachers in higher education always hold direct contact with students in the form of lectures, guidance, seminars, even the entire interaction in college involves an educator or a lecturer and students. In addition to the

interaction between the lecturer and the student as the main relationship, the relationship between the lecturer and his / her supervisor, the relationship between the lecturer and fellow lecturers, and the relationship between the lecturer and the staff (education staff) are reflected in the pillars of the academic community. Lecturers are one of the important assets that are owned and very valuable for a higher education institution. They are the power that drives and directs the learning process activities and the main and strategic element for the success of higher education so that they must be maintained and improved in quality. Therefore lecturers must obtain professional protection, which can be done through reasonable service benefits, a sense of security in carrying out tasks, a conducive work environment, career clarity, harmonious relationships between fellow lecturers and opportunities to constantly develop themselves (Undang-Undang RI No. 14, 2005).

Some factors influencing lecturers' performance including motivation, transformational leadership, and organizational culture will be discussed in this study, along with its

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implications for career development, organizational commitment, and work discipline. A phenomenon shows that an individual motivation to become a lecturer is because one will gain recognition in the community, earn get a lecturer certification allowance. Robbins and Judge (2008) suggest three main elements found in the definition of motivation, namely; (1) the intensity that relates to how actively a person tries to achieve the goal of either individual goals or company goals; (2) the intensity that is linked to the direction that benefits the organization; and (3) the persistence dimension which is a measure of how long a person (lecturer) can survive while carrying out the task of achieving the goal. Maslow's motivation theory (1943-1970) states that in principle, all human beings have basic needs starting from the bottom line of the need; (1) physiological; (2) safety; (3) social; (4) esteem needs, to (5) the achievement of self-actualization. Self-actualization is the highest goal, which is a desire to be a valued individual based on development, skills, self-fulfillment, and potential achieved. In a higher education institution, the role of a g leader is leading the organization so that the goals of the organization or institution can be achieved. Bass and Avolio (1990) state that the core of transformational leadership is a leadership style that is characterized by the empowerment of subordinates to achieve organizational goals.

Organizational culture is an element that will enable the development of the institutions or organizations if its values are well maintained and developed. Managing organizational culture is so important to be learned in human resource management. Components or elements in organizational culture according to Schein (1985) consist of; (1) Artifacts and etiquette, which are elements of concrete organizational culture and can be seen from symbols, uniforms (clothing) worn, the way to give greetings, respect, forms of space, tools of work and so forth"; (2) Behaviors and actions, are ways used by individuals or groups in carrying out work, such as how to make decisions, how to handle conflicts and how to communicate, and (3) Coremorals, belief, and values, are beliefs and norms believed by members of an organization, for example what is considered reasonable or unnatural and what is considered good and not good.

A lecturer will be able to develop and improve himself supported by a good organizational culture which contains a collection of basic values, beliefs, and agreements that are followed to guide its members in acting. Therefore organizational culture can improve organizational stability and create a feeling of togetherness among members in response to organizational goals that are realized in every action and behavior of both leaders and subordinates in working to achieve goals.

Job satisfaction according to Rivai (2009) is every individual has a difference in the level of satisfaction, according to the value system in each person. Furthermore Gibson et al. (1996) states that individual factors that influence it are ability, skill, background, and demographic. Psychological factors consist of personality, perception, attitude, learning, and motivation. Organizational factors consist of communication, resources, rewards, leadership, work structure and design, and changes often occur in a very fast time

Why lecturers of private higher education institutions in South Kalimantan become the object of this study is based on several considerations, such as; (1) lecturers of private higher education institutions are relatively less secure compared to lecturers of state higher education institutions; (2) in terms of the number with all its variety, they are far more than the number of lecturers of state higher education institutions. Based on the Directory of Kopertis Wilayah XI Kalimantan in 2017, there were lecturers of private higher education institutions registered in South Kalimantan as in table 1 below:

In Table 1, there are 4 Universities and 18 Colleges in South Kalimantan based on the data of the Directory of Kopertis Wilayah XI Kalimantan. There are 1,114 lecturers in Kopertis Wilayah XI Kalimantan with 205 or 18.4% are civil servants lecturers (PNS Dpk) and 909 ore 81.6% are lecturers hired by an insitution (Dosen Tetap Yayasan). These lecturers have finished either a Master's Degree (S2) or a Doctoral Degree (S3).

**Table 1** Population Target of Lecturers of Private Higher Education Institution in South Kalimantan

No.	Private Higher Education Institutions	Civil Servants Lecturers (people)		Numbers (people)	Institution Lecturers (People)		Numbers (people)	Total (people)
		S2	S3		S2	S3		
1.	Universitas Ahmad YaniBanjarماسin	18	1	19	83	2	85	104
2.	Universitas Islam KalimantanBanjarماسin	46	7	53	179	8	187	240
3.	Universitas NU Banjarماسin	10	2	12	82	1	83	95
4.	Universitas MuhammadiyahBanjarماسin	15	3	18	102	4	106	124
5.	STIE Indonesia Banjarماسin	12	2	14	28	2	30	44
6.	STIA Bina Banua Banjarماسin	4	2	6	10	7	17	23
7.	STIMI Banjarماسin	5	0	5	6	4	10	15
8.	STIH Sultan Adam Banjarماسin	4	0	4	13	1	14	18
9.	STIE Nasional Banjarماسin	7	2	9	18	2	20	29
10.	STIKIP PGRI Banjarماسin	17	3	20	101	3	104	124
11.	STIE Pancasetia Banjarماسin	6	0	6	93	4	97	103
12.	STI Pertanian Amuntai	3	1	4	14	1	15	19
13.	STMIK Banjarbaru	3	0	3	24	2	26	29
14.	STIKES Cahaya Bangsa Banjarماسin	3	0	3	11	1	12	15
15.	STIA Tabalong	6	0	6	3	1	4	10
16.	STIKES Suaka Insan Banjarماسin	2	0	2	14	1	15	17
17.	STIKES Husada Borneo Banjarماسin	3	0	3	24	1	25	28
18.	STIKES Darul Azhar Batu Licin	2	1	3	19	1	20	23
19.	STIKES Sari Mulya Banjarماسin	4	0	4	10	1	11	15
20.	STIKIP Paris Barantai Kotabaru	3	1	4	7	1	8	12
21.	STIKES Borneo Banjarbaru	2	1	3	8	1	9	12
22.	STIKIP Islam Sabilal Muhtadin Banjarماسin	2	2	4	10	1	11	15
<b>NUMBERS</b>		<b>177</b>	<b>28</b>	<b>205</b>	<b>859</b>	<b>50</b>	<b>909</b>	<b>1114</b>

Source : Directory of Kopertis WilayahXI Kalimantan, 2017

Based on these data, 81.6% of private higher education lecturers are lecturers hired by the institution which, of course, are different from lecturers officially hired by the government and then assigned to private higher education institutions in terms of future guarantee and payroll received every month. In such conditions, the achievement of job satisfaction and performance will meet obstacles that at some stage may affect the learning system, student academic achievement, and achievement of the institution's vision and mission. Lecturer performance is one of the answers to improve and maintain the quality of services provided to the community, and the performance of the lecturer is part of the antecedents, such as curriculum vitae, and or the past.

Many researchers have conducted studies related to job satisfaction and performance, for example Susilowati (2014) who studied leadership and organizational commitment toward job satisfaction with the results of proving that leadership and organizational commitment influence job satisfaction. Gita and Yuniawan (2016) also conducted research at PT. BPR ArtaUtamaPekalongan with the results of the study proving that transformational leadership influences employee performance. Setiyarti and Mulyanto (2013) studied organizational commitment and work discipline on job satisfaction, proving organizational commitment have a significant effect on employee performance, while work discipline do not significantly influence performance.

Kudsi et al. (2017) studied the effect of career development and incentive systems on the performance of PT. Prudential Life Assurance Samarinda Branch, and proved that career development and incentive systems have a positive and significant effect on employee performance. Juniarti et al. (2015), examined the effect of motivation on job satisfaction and performance of civil servants (PNS) at the Nusa Dua Tourism School in Bali and found that motivation has a positive and significant effect on job satisfaction and employee performance.

Adinata (2015) examined the effect of transformational leadership, motivation and organizational culture on the performance of KJKS BMT Tamzis Bandung employees and found that transformational leadership, motivation and organizational culture have a significant effect on employee performance, and organizational culture is the most dominant influence on employee performance. Dewi(2016) studied the effect of career development on employee performance through mediating of work motivation on Karya Mas Gallery. It was found that career development and motivation have a positive and significant effect on performance, and motivation is not mediating variable between career development and performance.

Anwar (2017) studied the effect of motivation, emotional intelligence, and transformational leadership on performance through private higher education institution lecturers' job satisfaction in Banjarmasin, and proved that motivation, emotional intelligence and transformational leadership have effects on work satisfaction and lecturer performance. Job satisfaction can mediate motivation, emotional intelligence, and transformational leadership on performance.

This study is aimed to: 1) describe motivation, transformational leadership, organizational culture, job satisfaction,

performance, career development, organizational commitment and work discipline of private higher education lecturers in South Kalimantan; 2) analyze the influence of motivation, transformational leadership, and organizational culture on the job satisfaction of private higher education lecturers in South Kalimantan; 3) analyze the influence of motivation, transformational leadership, and organizational culture on the performance of private higher education lecturers in South Kalimantan; 4) analyze the effect of job satisfaction on the performance of private higher education lecturers in South Kalimantan; 5) analyze the effect of job satisfaction on career development, organizational commitment and work discipline of private higher education lecturers in South Kalimantan, and 6) analyze the effect of performance on career development, organizational commitment, and work discipline of private higher education lecturers in South Kalimantan.

Based on problems above and to answer the purpose of this study, the hypothesis raised are:

H1: Motivation, transformational leadership, and organizational culture have a positive effect on job satisfaction.

H2: Motivation, transformational leadership, and organizational culture have a positive effect on performance.

H3: Job satisfaction has a positive effect on performance.

H4: Job satisfaction has a positive effect on career development, organizational commitment and work discipline.

H5: Performance has a positive effect on career development, organizational commitment and work discipline.

## **LITERATURE**

### ***Performance***

Bernadinand Russell (1993) give limits the definition of the performance as the record of outcomes produced on a specified job function or activity during a specified time period. Chung and Megginson (2008) suggested that performance appraisal is a way of measuring the contributions of individuals to their organizations. Bernardin and Russell (1993), explain that there are six criteria that can be used to measure performance, such as: 1) Quality, which is the degree to which the process or results of activities are close to perfection or approaching the expected goals; 2) Quantity, which is the amount produced, such as the number of rupiahs, the number of units, and the cycle of activities completed; 3) Timeliness, which is the extent to which an activity is completed at the desired time with regard to coordination, as well as the time available for other activities; 4) Cost Effectiveness, which is the extent to which the use of organizational resources (human, financial, technological, material) is maximized to achieve the highest yield or reduction in losses from each unit of resource use; 5) Need for supervision, which is the degree to which a worker can carry out a job function without requiring supervision of a supervisor to prevent undesirable actions; 6) Interpersonal Impact, which is the degree to which employees have self-esteem, good name and cooperation between colleagues and subordinates.

### **Job Satisfaction**

Davis (1995) suggested that job satisfaction is part of life satisfaction. The nature of one's environment of the job influences one's feeling on the job. Similarly, since a job is important part of life, job satisfaction influences one's general life satisfaction. It can be seen in the employee's positive attitude towards work in the work environment. As'ad, (2005) argues that job satisfaction is a person's feelings for work. Job satisfaction can also be said as a positive reflection of a job (job attitude).

Robbins and Judge (2008) defines job satisfaction as a positive feeling about one's work which is the result of characteristics evaluation. Individual job satisfaction can be reflected through the attendance rates, enjoying work, enjoying the environment, liking employers, participation rates and retention rates. The thing to note is that a job requires interaction between co-workers, leaders, organizational rules and policies, performance standards, life and work environment conditions. Job satisfaction can also be interpreted as an attitude that arises based on an assessment of the work situation. Satisfied employees prefer a safe and comfortable physical environment.

### **Motivation**

Many people mistakenly think that motivation is a personal characteristic someone can have motivation while others do not. Robbins and Judge (2008) defines hierarchical motivation based on the five needs of Maslow: (1) physiological, including the need to fulfill hunger, thirst, a sense of protection, sexual, and other physical needs; (2) safety, including feeling of being protected from physical and emotional danger; (3) social, including compassion, ownership, acceptance, and friendship; (4) esteem, including internal appreciation factors, such as self-respect, autonomy, and achievement; and external award factors such as, status, recognition and attention; (5) self-actualization, which is the urge to become someone according to the skills possessed, including growth, achievement of one's potential, and self-fulfillment.

### **Transformational Leadership**

Bass (1990) suggested that a leader can transform subordinates in four ways. The first way is through Charisma (Idealized Influence). Transformational leaders look charismatic by their followers and have a strength and influence. Charisma in general refers to followers' actions as a reaction to the leader's behavior. Transformational leaders arouse and encourage followers with a vision, what can be accomplished through extra subordinate efforts (Extra Personal Effort). The second way is through Inspiration (Inspirational Motivation). Leaders use simple symbols and emotional appeals to increase awareness of the desired or shared goals and motivate and inspire subordinates by clearly communicating work challenges. The third way is through the Intellectual Stimulation. Leaders encourage followers to rethink old ways of doing things or changing their past. Followers are encouraged to re-ask values of beliefs and followers to be encouraged by creative ways to develop themselves. The last is through the Individual Consideration. Followers are needed differently but in a balanced or one-to-one basis. Individual consideration shows an attempt by the leader, not only to pay

attention to and meet the needs of a follower, but also to increase those needs in an effort to maximize and develop potential. The leader can act as a coach (coach) or advisor (mentor).

### **Organizational Culture**

Davis (1995) states organizational culture is a pattern of beliefs and organizational values that are understood, imbued and practiced by organizations so that the pattern gives its own meaning and becomes the basis of the rules of behavior in the organization. Wallach (1983) suggests three dimensions of organizational culture, namely: a) Supportive Culture, which refers to teamwork and a people-oriented, friendly, encouraging and trustworthy work environment; b) Innovative Culture, refers to a creative, results-oriented and challenging work environment; c) Bureaucracy, which is hierarchical and grouped.

### **Career Development**

Career development is an important effort in planning and implies it in achieving goals and balances between developing individual careers with work capabilities required by the organization. The benefits of career development according to Samsudin (2006) include: a) revealing the potential of individuals; b) encouraging growth; c) satisfying individual needs; d) assisting the implementation of agreed activity plans. Hedge et al (2006) in Iskandar (2007) states factors that shape career development include: a) organizational needs; b) supervisor/ leadership role; c) qualifications; and d) reward system.

### **Organizational Commitment**

Organizational commitment has traditionally been seen as a dimensional construction. It is a sense of trust in organizational values, meaningful involvement and willingness to do as much as possible for organizational interests and loyalty. It is also the desire to remain a member of the organization expressed by individuals in an organization.

Cohen (2007) states organizational commitment is a psychological link to an organization and its work. The indicators of organizational commitment are:

1. Affective Commitment. It is the desire to be bound to the organization, involvement in the organization because they feel they have the same value to the organization.
2. Continuance Commitment. It is the awareness of costs that must be borne, either material or financial losses associated with the discharge of employees from the organization.
3. Normative Commitment. It is the feeling of employees to remain in the organization because they feel indebted to the organization.

### **Work Discipline**

Work discipline is the level of obedience of an employee to existing rules. Supartha (2006) states that employee work discipline is measured through: a) using time effectively; b) being in time; c) Meeting the expected result of work; d) Minding the working procedures; e) always coming to work; f)





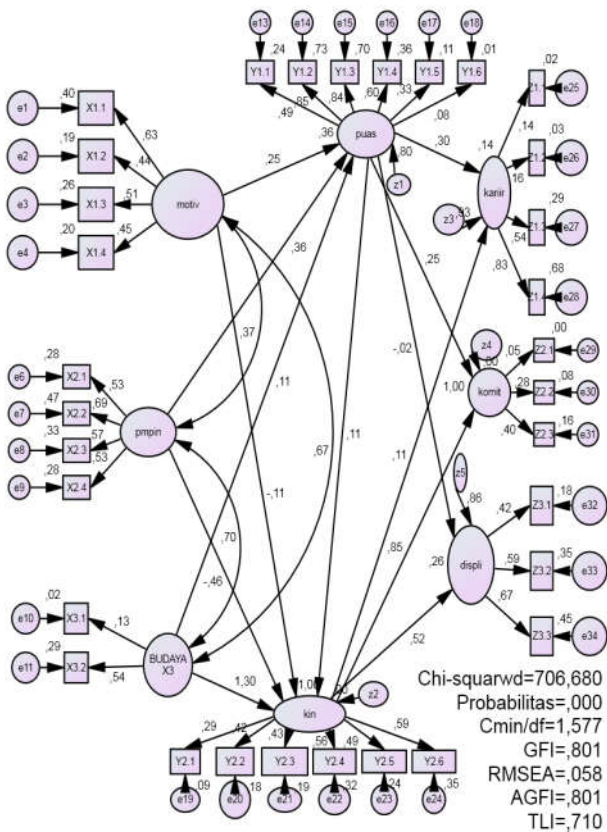


Figure 2 Structural Equation Modeling

Based on the result of the structural equation modeling analysis, Chi Square models were 706,680 less than Chi Square tables at an error rate of 0.05 (DF = 448) of 407,366. The probability of the model (0,000) which means very good because it does not exceed 0.05. RMSEA of 0.058 does not exceed the cut-off value (0.08). Based on the results of all the comparisons, it can be concluded that structural equation models have fulfilled the analysis in this study.

The analysis results of the research indicators description and loading factor values are presented in Table 3. The analysis results of observational data indicate that the data are normally distributed. The analysis results of the Mahalanobis distance show that as many as 170 observation units are not found in the outlier position. The analysis results of the product moment correlation shows that the relationship between observed variables is not a symptom of multicollinearity.

Table 3 Result Analysis of Exogenous Variables

Exogenous Variables	Mean	Factor Loading	Cronbach's Alpha
<b>X1 Motivation</b>			0,55
X11 Physiological Needs	4,04	0,54	
X12 Safety Needs	4,02	0,45	
X13 <b>Social Needs</b>	<b>4,10</b>	<b>0,66</b>	
X14 Esteem Needs	4,14	0,47	
<b>X2 Transformational Leadership</b>			0,63
X21 Charismatic	4,12	0,53	
X22 <b>Having an influence</b>	<b>3,99</b>	<b>0,68</b>	
X23 Having a clear vision	3,97	0,61	
X24 Transformating the subordinate's mind	4,03	0,65	
<b>X3 Organization Culture</b>			0,39
X31 Supportive	3,82	0,42	

X32 **Innovative** 4,16 0,65

Table 3. Shows that Social Needs has a factor loading of 0,66 which is the highest value among indicators of the motivation variable with the mean value of 4.10. Among the four indicators of the transformational leadership, Having an Influence, with factor loading value of 0.68 and mean value of 3.99, can explain the transformational leadership. Compare to another indicator, Innovative Behavior is able to explain the organizational culture with a factor loading value of 0.65 and is supported by the mean value of 4.16.

Table 4 Result Analysis of Endogenous Variables

Endogenous Variables	Mean	Factor Loading	Chronbach Alpha
<b>Y1 Job Satisfaction</b>			0,77
Y11 Attendance Rate	4,08	0,62	
Y12 <b>Enjoying Work</b>	<b>4,07</b>	<b>0,86</b>	
Y13 Enjoying the Environment	4,08	0,82	
Y14 Liking Employers	4,02	0,61	
Y15 Participation Rates	3,65	0,37	
Y16 Retention Rates	3,53	0,39	
<b>Y2 Lecture Performance</b>			0,77
Y21 Quality	4,05	0,36	
Y22 Quantity	4,07	0,33	
Y23 Timeliness	4,04	0,41	
Y24 Cost effectiveness	4,14	0,18	
Y25 Need for supervision	4,11	0,48	
<b>Y26 Interpersonal Impact</b>	<b>4,57</b>	<b>0,57</b>	
<b>Z1 Career Development</b>			0,041
Z11 Organization Needs	4,20	0,15	
Z12 Supervisor/ Leadership Role	3,26	0,41	
Z13 Qualifications	4,22	0,56	
Z14 <b>Reward System</b>	<b>3,27</b>	<b>0,81</b>	
<b>Z2 Organizational Commitment</b>			0,26
Z21 Affective Commitment	4,05	0,38	
Z22 Continuance Commitment	4,21	0,27	
Z23 <b>Normative Commitment</b>	<b>4,07</b>	<b>0,48</b>	
<b>Z3 Work Discipline</b>			0,46
Z31 <b>Time to Start Work</b>	<b>3,98</b>	<b>0,71</b>	
Z32 Time to Work	3,34	0,66	
Z33 Obedience to Rules	3,87	0,70	

Table 4. shows that Enjoying Work is better in explaining job satisfaction with the support of the highest value of factor loading which is 0.86 and mean value of 4.07. Lecturer performance variables is better explained by the Interpersonal Impact with the highest factor loading value of 0.57 and mean value of 4.57 of all the group of indicators on the lecturer performance variable.

Career development through the Reward System indicator gets the highest loading factor of 0.81 with a mean value the best in explaining organizational commitment of 0.48 with and mean value of 4.07. Work discipline is better explained by The Time to Start Work with a factor loading of 0.71 and mean value of 3.98.

The results of the interrelation testing between research variables are presented in Table 5.

satisfaction is indicated by the fact that they work in the institution until the end of their tenure period as a lecturer.

**Table 5** Analysis Results of the Effect between Research Variables

Exogenous Variables (antesedent)	path	Endogenous Variables (mediation)	path	Endogenous Variables	Cofisien Value	Result
Motivation	→				0,25*	
<b>Transformational Leadership</b>	→	Job Satisfaction			<b>0,36*</b>	<b>H1 Tested/ Accepted</b>
Organizational Culture	→				0,11*	
Motivation			→	Lecturer	-0,11	H2
Transformational Leadership			→	Performance	-0,46	Not Tested/ Rejected
<b>Organizational Culture</b>			→		<b>1,30*</b>	
		Job Satisfaction	→	Lecturer Performance	0,11*	<b>H3 Tested/ Accepted</b>
				Career	0,30*	
		Job Satisfaction	→	Development, Organizational	0,25*	H4
			→	Commitment,		Not Tested/ Rejected
			→	Work Discipline	<b>-0,02</b>	
				Career	011*	
		Lecturer Performance	→	Development, Organizational	<b>0,86*</b>	<b>H5</b>
			→	Commitment,		<b>Tested/ Accepted</b>
			→	Work Discipline	0,52*	

\*) significance level  $p \leq 0.05$

The coefficient values in Table 5 are obtained from the analysis of structural equation modeling (figure 2). The test results show that motivation, transformational leadership, and organizational culture have a positive effect on job satisfaction. The result of this test indicates that the first research hypothesis can be tested / accepted. The testing result of the first hypothesis obtained a finding that transformational leadership has a more dominant influence on job satisfaction.

Motivation and transformational leadership have no significant effect on lecturer performance. It is only organizational culture that has a positive effect on lecturer performance. So the results of this test indicate that the second research hypothesis is not tested/ rejected. The test result of the job satisfaction shows there is a positive influence on the lecturer performance. The result of this test indicates that the third research hypothesis can be tested/ accepted.

Job satisfaction have a positive effect on career development, and organizational commitment, while the work discipline does not have a positive effect. These results indicate that the fourth hypothesis is not tested / rejected. The test results of performance show a positive effect on career development, organizational commitment and work discipline. These results indicate that the fifth hypothesis is tested / accepted.

**DISCUSSION**

The finding shows that transformational leadership has a more dominant effect on job satisfaction, compare to motivation and organizational culture. Job satisfaction with the indicator of Enjoying Work can enhance lecturer job satisfaction. Job satisfaction is a pleasant emotional state of work. The job satisfaction of private higher education lecturers in South Kalimantan is shown by the state of enjoying the work as a teaching staff in higher education institutions. This result is supported by data from the respondent’s characteristic of whose working period is over 25 years. The lecturers’ job

Organizational culture is a pattern of beliefs and organizational values that are understood, imbued and practiced by individual organizations (Davis, 1995). Organizational values that are understood and imbued are what differ the organization to other organization. Organizational culture in the group of lecturers of private higher education institutions in South Kalimantan is more visible in the Innovative Behavior, especially in creating results through the challenges faced. The innovative behavior of lecturers is implemented in creativity of three main activities of lecturers such as teaching, research and community service.

Performance is the result of work that is closely related to the organization’s strategic goals. Performance is the result of work achieved by individuals who are adjusted to the role or task in a certain period (Gomes, 1995). The lecturer performance of private higher education institutions in South Kalimantan is more apparent in interpersonal impact, which means having good affairs to other fellow lecturers, such as maintaining the self-esteem of each lecturer, maintaining the good name of the workplace organization and having good cooperation.

The relationship between motivation, and individual job satisfaction has been investigated by Mahfuzil Anwar (2017), who studied private higher education lecturers in Banjarmasin, it is found that satisfaction can be created by motivational aspects. The transformational leadership style model is able to create satisfaction for lecturers to improve their potential. The result is similar to Setiyani’s (2014) study that examined the effect of transformational leadership style and Organizational Commitment on job satisfaction mediated by organizational culture. The result proves that transformational leadership has an effect on job satisfaction.

Organizational culture in the group of private higher education lecturers in South Kalimantan that is more visible in the innovative is able to improve their profession as a teaching

staff. The result of this study supports the study by UjangWawan Sam Adinata (2015) which studied the effect of transformational leadership, motivation and organizational culture on performance. The results of the study show that they simultaneously have effect on the performance, while partially organizational culture has more dominant effect on the performance.

The results of this study are not different from the study conducted by Ni Kadek et al (2015) that examined the effect of motivation on job satisfaction and performance. The finding proves that motivation has a positive and significant effect on job satisfaction and on performance. However, this study is different from the study conducted by Muh. Ridwan et al (2017), which examined the effect of career development and incentive systems on performance. The finding proves that career development and incentive systems have a positive and significant effect on performance.

This study is aimed to examine whether job satisfaction has an effect on career development, organizational commitment and work discipline. Performance has effects on career development, organizational commitment and work discipline as it is found that job satisfaction has a positive effect on career development and organizational commitment, while work discipline has a negative effect. Performance has a positive effect on career development, organizational commitment and work discipline.

Ni Luh'sAriestaet al (2016) examined the effect of career development on performance by mediating work motivation, and proved that career development and motivation had a positive and significant effect on performance, but motivation cannot be said as a mediating variable between career development and performance. Mini Setiyani et al (2013) examined the effect of organizational commitment and work discipline on job satisfaction in an effort to improve employee performance. The results of the study prove that organizational commitment has a significant effect on job satisfaction, but it has no significant effect on performance. Work discipline has a significant effect on employee performance, but it does not have a significant effect on job satisfaction. This study is also different from the previous studies because this study examines job satisfaction and influential performance on career development, organizational commitment and work discipline. Setiyani Budi Susilowati (2014) examined the effect of leadership and organizational commitment on job satisfaction mediated by organizational culture, and proved that organizational commitment and commitment significantly have effects on job satisfaction, and organizational culture is able to mediate organizational commitment and job satisfaction. This study is also different from the study that has been conducted. This study also tested that performance is being able to mediate work satisfaction towards career development, organizational commitment and work discipline.

The findings prove that job satisfaction has a positive effect on career development and organizational commitment, but it has a negative effect on work discipline. Performance has a positive effect on career development, organizational commitment and work discipline, and performance is able to mediate job satisfaction and career development, organizational

commitment and work discipline. The findings also prove that performance is able to mediate job satisfaction and organizational commitment from the total influence (direct influence + indirect influence) which is more dominant is organizational commitment.

## CONCLUSIONS AND RECOMMENDATIONS

An important finding in this study is that lecturers who work in private higher education in South Kalimantan which are spread across several provinces and cities enjoy their work as a teaching staff. Lecturer job satisfaction is influenced by several conditions, such as motivation to meet social needs, transformational leadership that has influence, and organizational culture that is able to encourage lecturers to create innovations for organizational progress. The higher level of enjoying work, the higher the lecturer performance. Transformational leadership has a positive and significant effect on job satisfaction, while organizational culture has a more dominant influence on the lecturer performance. Performance is able to mediate job satisfaction with organizational commitment and prove job satisfaction with the indicator of EnjoyingWork is able to increase organizational commitment through commitment normative indicators.

Future studies can be carried out by focusing more on job satisfaction, performance, career development, organizational commitment and work discipline. It should be analyzed using different objects and subjects. Not only that but also the study can be further improved in different geographical locations.

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