

PalArch's Journal of Archaeology of Egypt / Egyptology

THE INFLUENCES OF COMPETENCE, ORGANIZATIONAL COMMITMENT, WORK MOTIVATION, AND ORGANIZATION CULTURE TOWARD PERFORMANCE OF LECTURERS, AND THE IMPLICATIONS TOWARD ORGANIZATIONAL EFFECTIVENESS IN PRIVATE UNIVERSITY IN BANDUNG CITY

Yusep Budiansyah

Faculty of Business & Management, Widyatama University, Indonesia

E-mail: Yusep.budiansyah@widyatama.ac.id

Yusep Budiansyah. The Influences Of Competence, Organizational Commitment, Work Motivation, And Organization Culture Toward Performance Of Lecturers, And The Implications Toward Organizational Effectiveness In Private University In Bandung City-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(10), 3290-3305. ISSN 1567-214x

Keywords: Competence, Organizational Commitment, Work Motivation, Organization Culture, Performance Of Lecturers, Organizational Effectiveness, Private University.

ABSTRACT

This research aims to find out; (1) how the competence of the lecturers, organizational commitment, work motivation lecturer, organizational culture and effectiveness of the Organization's performance in the lecturer private University in Bandung, (2) How the influence of lecturers competence, organizational commitment, lecturers work motivation, and Cultural Organization to the performance of lecturers on a private University in Bandung, and (3) How the influence of the performance of lecturers on the effectiveness of the Organization at a private University in Bandung and (4) How the influence of lecturers competence, organizational commitment, lecturers work motivation and Cultural Organization to the Organization's effectiveness through the performance of lecturers on a private University in Bandung. The research method used in this study is descriptive and Verificative. Population of this research are 3163 lecturers respectively Studies Program of Private Universities in Bandung, which has a Main Number National Lecturer (NIDN), while total study sample of 97 lecturers. Sampling using random cluster sampling technique. Verificative analysis in this study using path analysis techniques. Based on the research results obtained related conclusions and formulation research purposes regarding the first (1), the level of competence (b) the level of organizational commitment (c) the level of working motivation (d) the level of organizational culture (e) the level of performance level and (f) the level of effectiveness of the Organization, in an environment of private University of

Bandung in the medium category. The second conclusion (2) there is a positive influence on the competence of the lecturers, organizational commitment, work motivation and cultural organizations either partially or simultaneous to the performance of lecturers. The conclusion to three (3) there is a positive influence on the effectiveness of the performance of lecturers on the Organization. (4) there is a positive influence of competence, organizational commitment, motivation, and organizational culture of the Organization's effectiveness through the performance of lecturers.

INTRODUCTION

The phenomenon of low organizational effectiveness of tertiary institutions in Indonesia is a central issue that is of concern to all circles. The low effectiveness of tertiary institutions is reflected in the lack of recognition by the international community for the quality of education provided. In the Southeast Asia region, the quality of tertiary institutions in Singapore, Malaysia, and Thailand is considered by the international survey bodies (THES, and 4ICU) to be of better quality compared to universities from Indonesia.

The assessment of the quality of tertiary institutions from this international institution is based on four factors, namely the quality of research, the absorption of graduates into the world of work, international achievements, and the quality of teaching. Based on these four factors, Indonesian universities have a much lower ranking in both the Asian region and the world. The survey results are proven by data released by BPS in 2018, which shows that the unemployment rate for college graduates has continued to increase in the last seven years. This condition, preceded the finding of an indication of the problem of the low effectiveness of higher education organizations in Indonesia.

Furthermore, observing the development of higher education institutions in Indonesia which are divided into twelve regions, showing that LLDIKTI Region IV, which houses the West Java and Banten regions, has the largest number of universities compared to other Kopertis for private universities. Apart from having the largest number of private universities, LLDIKTI Region IV has the largest increase in the number of study programs compared to other LLDIKTIs. However, the existence of this increase is not followed by the ability to achieve organizational effectiveness. This indication can be seen from the number of study programs in LLDIKTI Region IV that are considered unable to meet the enforcement of the National Standard set by the government.

Another evidence of the low organizational effectiveness of private universities in LLDIKTI Region IV is the closure of 29 study programs from 9 private universities in West Java. Of the 29 closed study programs, private universities in Bandung have the largest percentage with 55% compared to other cities in LLDIKTI Region IV. Another fact based on LLDIKTI Region IV shows, of the five forms of PTS, the percentage of study programs that have not been able to fulfill their expired operational permits shows that the

University has the largest percentage value with 69%. Identification of these problems that motivate the author to focus research, on the effectiveness of organizations in private universities in the city of Bandung.

Based on the theoretical conception, it is known that organizational effectiveness is influenced by individual effectiveness. Where individual effectiveness is individual performance which is shown by the ability to carry out its functions within the organization. Related to private universities as research objects, lecturer performance factors are the dominant factors that influence the creation of organizational effectiveness of private universities.

Furthermore, the theoretical conception also shows several factors that are known to be dominant factors, which affect the performance of lecturers and the effectiveness of private universities. These factors are lecturer competence, organizational commitment, lecturer work motivation, and organizational culture in the private university environment. Lecturer competition and commitment show the attributes inherent in each lecturer, these attributes show how much contribution he can make to the University. Meanwhile, motivation shows the level of willingness of the lecturers to contribute. And the last one is the organizational culture that shows the extent to which the University is able to facilitate lecturers to contribute to the University.

These descriptions are the author's identification of phenomena regarding the low effectiveness of private universities, which lead to the selection of a private university in Bandung as the main focus of research. The results of the identification of the background of the research are the background for the author to conduct this research.

Formulation of the problem

Starting from the research background as described above, several research problems can be formulated as follows:

- (1) How is the competence of lecturers, organizational commitment, work motivation of lecturers, organizational culture, lecturer performance and organizational effectiveness at private universities in Bandung.
- (2) How is the influence of lecturer competence, organizational commitment, lecturer work motivation, and organizational culture on lecturer performance at private universities in Bandung city partially and simultaneously.
- (3) How the influence of lecturer performance on organizational effectiveness at private universities in Bandung.
- (4) How is the effect of lecturer competence, organizational commitment, lecturer work motivation, and organizational culture on organizational

effectiveness through the performance of lecturers at private universities in Bandung city partially and simultaneously.

STUDY AND FRAMEWORK

The conceptions regarding the variables studied were lecturer competence, organizational commitment, lecturer work motivation, organizational culture, lecturer performance, and organizational effectiveness based on the theoretical exposure of each of these variables. Based on Law No. 14 of 2005, the definition of lecturer competence is "a set of knowledge, skills and behavior that must be possessed, lived, mastered and realized by lecturers in carrying out their professional duties. "The conception of the definition of organizational commitment according to Mathis and Jackson (2006) is" the degree to which employees believe and accept organizational goals, and desire to stay with the organization. Motivation according to Luthans (2006) defines "a process that begins with physiological or psychological differentiation that drives behavior or encouragement that is shown for goals or incentives". According to Vijay Sathé's research results in Kreitner and Kinicki (2003) states organizational culture as; "Common understanding of important things that are manifested in words spoken together, work done together, and shared feelings".

The explanation of the experts regarding the performance is inseparable from the individual's ability to contribute optimally by carrying out the assigned tasks. According to Robert L. Mathis and John H. Jackson, translated by Diana Angelica (2006), "Performance is the implementation of the functions required of an individual or an act, an achievement, a general exhibition of skills. Performance is a condition that must be known and confirmed to certain parties to determine the level of achievement of an agency's results related to the vision carried by an organization or company and to know the positive and negative impacts of an operational policy".

Based on Gibson et al. (2009) suggests three approaches to organizational effectiveness, namely the objective approach, the systems theory approach, and the multiple constitution approach:

1. Approach Goals; According to this approach, the existence of an organization is intended to achieve a certain goal. The objective approach emphasizes the central role of goal achievement as a criterion for assessing effectiveness and has a strong influence on the development of management theory and practice and organizational behavior, but it is difficult to understand how to do it.
2. Systems Theory Approach; Systems theory emphasizes defending the basic elements of the input-process-expenditure and adapting to the broader environment that supports the organization. This theory describes the organization's relationship to a larger system, of which the organization is a part. The concept of organization as a system related to a larger system introduces the importance of feedback which is shown as information

reflecting the result of an action or series of actions by a person, group or organization. Systems theory also emphasizes the importance of information feedback. Systems theory can be summed up: (1) effectiveness criteria should reflect an input-process-output cycle, not a simple output, and (2) effectiveness criteria should reflect the relationship between organizations and the larger environment in which the organization exists. So: (1) Organizational effectiveness is a concept with a broad scope including a number of component concepts, (3) The managerial task is to maintain optimal balance between components and parts.

3. Multiple Constituency Approach: This approach is a perspective that emphasizes the importance of the relative relationship between group and individual interests in the relative relationship between group and individual interests in an organization. With this approach allows the importance of the relative relationship between group and individual interests in an organization. With this approach it is possible to combine the objectives and systems approach in order to obtain a more appropriate approach to organizational effectiveness.

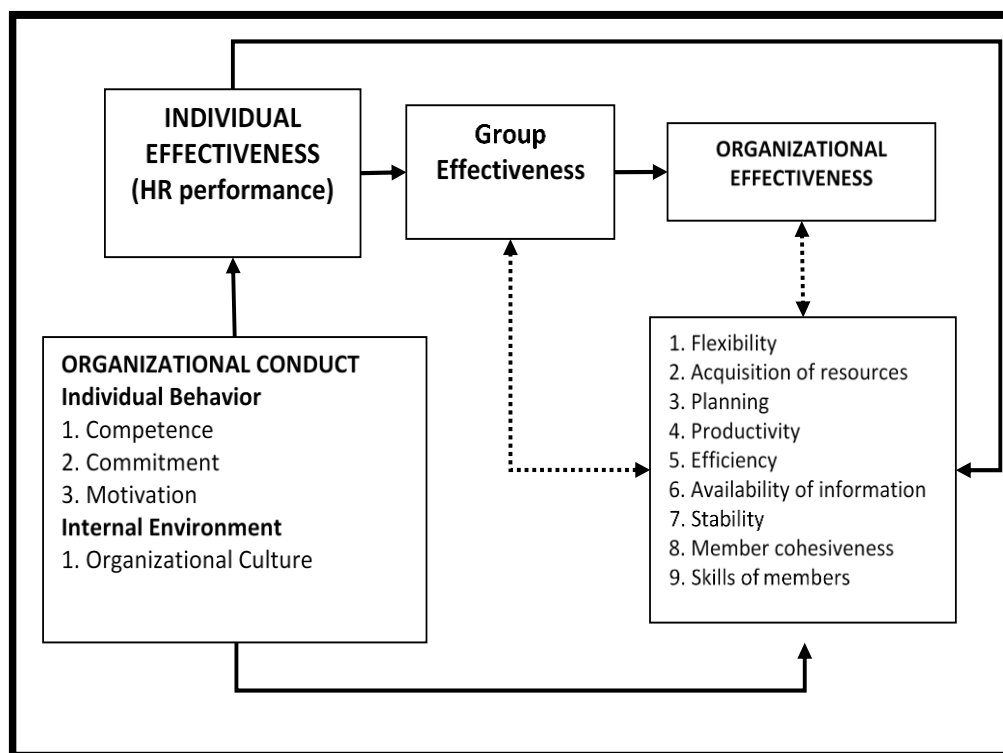


Figure 1. Conceptual framework (Gibson et al. (2002) as modified by the author)

In the subtitles of this framework, the authors reveal the causal relationship of the variables studied based on the concept of human resource management theory and organizational behavior. This concept is believed to be one of the right factors to describe the phenomenon of organizational effectiveness. One

such expert is Gibson et al. (2009) providing an explanation; "The effectiveness of each organization is greatly influenced by individual behavior, which means that individual performance is the basis of organizational performance. Organizational effectiveness cannot be separated from human resource management. Basically, organizational effectiveness is convincingly influenced by individual performance. Because to achieve the expected organizational effectiveness, qualified individuals are needed to make it happen. Without the support of qualified individuals, it is impossible for the short and long term goals set by the organization to be achieved.

Individual effectiveness is shown by the extent to which individual performance in carrying out their functions in the organization. The performance of human resources shows effectiveness in individual perspective. The achievement of individual effectiveness will encourage the achievement of organizational effectiveness, furthermore, the influence of individual effectiveness in the form of individual performance on the achievement of organizational effectiveness. Gibson et al. (2009) is as "The most basic level of organizational effectiveness is individual effectiveness, which emphasizes to the performance of the duties of certain employees or members of the organization".

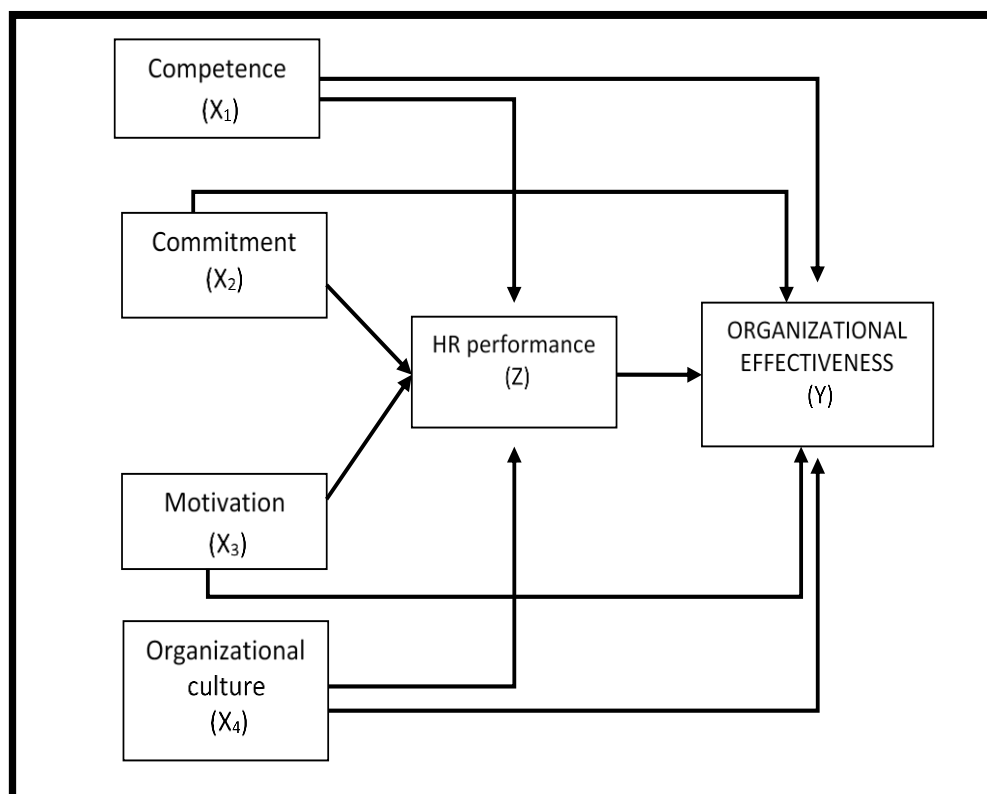


Figure 2 Thinking Framework Influence of Competence, Commitment, Motivation and Organizational Culture on Human Resource Performance as well Effectiveness of Private University Organizations.

RESEARCH METHOD

The research method used in this research is broadly divided into 2 types of methods, namely descriptive analysis and verification analysis. It is known that the population of 3163 permanent lecturers of study programs of each private university in Bandung, which has a National Lecturer Identification Number (NIDN). The number of research samples is 97 permanent lecturers. Sampling using cluster random sampling technique. In this study, there are 2 dependent variables, one of which is the intervening variable. These variables are lecturer performance as an intervening variable (Z), and organizational effectiveness (Y). This condition makes the author to have the path analyze technique, which was developed by Karl G. Joreskog and Dag Sorbom from the Statistics department of Uppsala University, Sweden. In line with what Kusnedi (2006) said. Multivariate data analysis is a parametric statistical method used to analyze the dependency and interdependence models of three or more variables.

Variable	Concept Variable	Indicator	Scale	No. Item
Lecturer Competence	A competency is an Underlying characteristic means the competency is fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situation and job task. Causally related means that a competency cause or predict behavior and performance. Criterion-referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard (Spencer & Spencer, 1993)	• Achieve ment and Action	Ordinal	1
		• Helping and Human Service	Ordinal	2
		• The Impact and Influence	Ordinal	3
		• Manageri al	Ordinal	4
		• Cognitive	Ordinal	5
		• Personal Effectiveness	Ordinal	6
Commitment Lecturer	As an attitude, organizational commitment is most often defined as (1) a	• Strong desire to remain the organization concerned	Ordinal	7

	strong desire to remain a member of particular organization, (2) a willingness to exert high level of effort on behalf of the organization, and (3) a definite belief in, and acceptance of, the value and goals of the organization.	<ul style="list-style-type: none"> • Willingness to do our best for the benefit of the organization 	Ordinal	8
		<ul style="list-style-type: none"> • Strong belief in and acceptance of the values and goals of the organization 	Ordinal	9
Motivation Lecturer	That predisposition (itself the subject of much controversy) within the individual which arouses sustain and direct his behavior. Motivation involve such factor as biological and emotional needs that can only be inferred from observation behavior American Encyclopedia in Hasibuan (2007)	<ul style="list-style-type: none"> • Needs 	Ordinal	10
		<ul style="list-style-type: none"> • Desire 	Ordinal	11
		<ul style="list-style-type: none"> • Achieve ment 	Ordinal	12
		<ul style="list-style-type: none"> • Compens ation 	Ordinal	13
		<ul style="list-style-type: none"> • The work it self 	Ordinal	14
Organization al culture	"The complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as member of society" (Allan C. Ornstein & Daniel U. Levine, 1993)	<ul style="list-style-type: none"> • Team orientation 	Ordinal	15
		<ul style="list-style-type: none"> • Innovatio n and risk taking 	Ordinal	16
		<ul style="list-style-type: none"> • Aggressi veness 	Ordinal	17
		<ul style="list-style-type: none"> • Attention 	Ordinal	18
		<ul style="list-style-type: none"> • Result orientation and stability 	Ordinal	19
HR performance	"Performance is the implementation of the functions required of an individual or an act, an achievement, a general exhibition of	<ul style="list-style-type: none"> • Intellectu al abilities 	Ordinal	20
		<ul style="list-style-type: none"> • Assertive ness 	Ordinal	21
		<ul style="list-style-type: none"> • Enthusias m 	Ordinal	22
		<ul style="list-style-type: none"> • Result 	Ordinal	23

	skills. Performance is a condition that must be known and confirmed to certain parties to determine the level of achievement of an agency's results related to the vision carried by an organization or company and to know the positive and negative impacts of an operational policy " Robert L. Mathis and John H. Jackson touched by Diana Angelica (2006)	oriented		
		• Maturity	Ordinal	24
		• Assertive	Ordinal	25
		• Interpers	Ordinal	26
		onal skills		
		• Openness	Ordinal	27
		• Curiosity	Ordinal	28
• Proactive	Ordinal	29		
• Capacity	Ordinal	30		
Organizational Effectiveness	"Effectiveness is the context of organizational behavior, which is the relationship between production, quality, efficiency, flexibility, satisfaction, the nature of excellence and development." (Gibson 2002)	building		
		• Flexibility	Ordinal	32
		• Acquisition of resources	Ordinal	33
		• Planning	Ordinal	34
		• Productivity and efficiency	Ordinal	35
		• Availability of information	Ordinal	36
		• Stability	Ordinal	37
• A cohesive member	Ordinal	38		
	Ordinal	39		

RESEARCH RESULTS

The research results of this paper consisted of two testing groups, namely descriptive and verification. Descriptive testing was carried out to determine the description of the implementation of the variables under study using the mean value (calculated average) by taking into account the estimated average score interval at the 95% confidence level and standard deviation. The influence of lecturer competence, organizational commitment, and lecturer work motivation and organizational culture on lecturer performance at private universities in Bandung city partially and simultaneously". The model is a recursive causal model which can be formulated into the following structural equations:

$$\begin{aligned} \text{Model Y} &= \rho_{11}X_1 + \rho_{12}X_2 + \rho_{13}X_3 + \rho_{14}X_4 + e1 \\ \text{Model Y} &= 0,106X_1 + 0,313X_2 + 0,099X_3 + 0,193X_4 + 0,712e1 \end{aligned}$$

Based on these structural equations, several findings, lecturer competence, organizational commitment, lecturer work motivation, and organizational culture have a positive influence on the performance of lecturers at private universities in Bandung. Furthermore, hypothesis testing is carried out to determine the significant level of influence between the variables studied, both simultaneously and partially. The summary of the estimation results is shown in Table 1.

Table 1 The Effect of Lecturer Competence, Organizational Commitment, Lecturer Work Motivation, Organizational Culture, on Lecturer Performance at a private university in the city of Bandung

Path under test				ρ	t_{count}	ρr_{Xn}	R^2	F_{count}
1.	X_1	→	Y	0,205	3,348	0,106	0,712	61,187
2.	X_2	→	Y	0,416	5,288	0,313		
3.	X_3	→	Y	0,161	2,275	0,099		
4.	X_4	→	Y	0,261	3,040	0,193		

The provisions of the significant level of hypothesis testing using an error rate of 0.05 (5%), and a confidence level of 0.95 (95%) with t table 1.983 ($\alpha = 5\%$). While the significant criterion Fcount with an error rate below 0.05 (0.1%), and a confidence level of 0.95 (95%) shows Ftable 2.459 ($\alpha = 5\%$, $n = 104$, and $k = 4$). The test results show that simultaneously (overall) lecturer competence, organizational commitment, lecturer work motivation, organizational culture, have an influence on lecturer performance as indicated by the value of Fcount 61.187 ($> F_{table} 2.459$). The magnitude of the influence of lecturer competence, organizational commitment, work motivation of lecturers, organizational culture, on the performance of lecturers at private universities in Bandung was 71.2%. The magnitude of the influence of each variable is shown in Fig. 1.

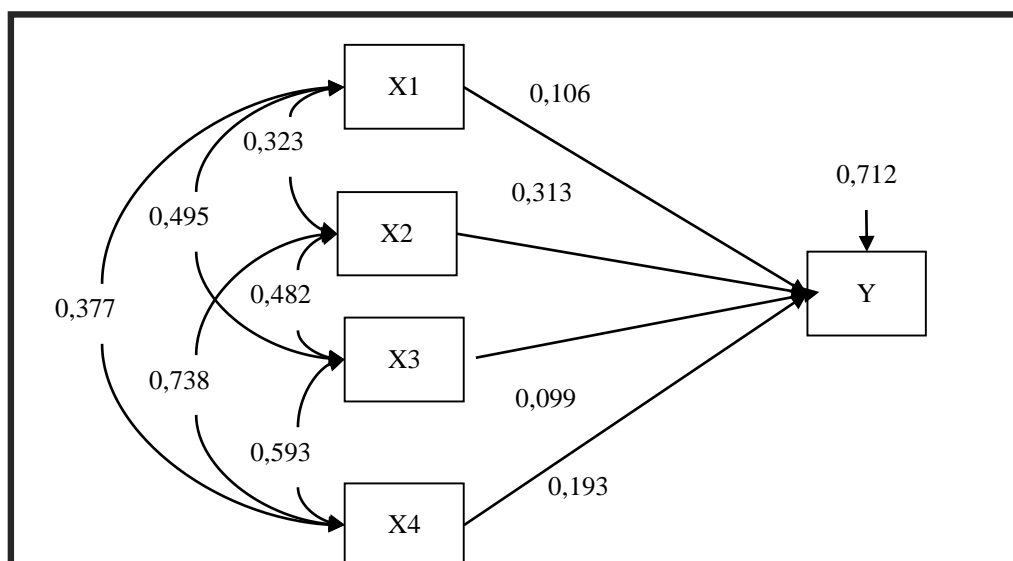


Figure 3 The Effect of Lecturer Competence, Organizational Commitment, Lecturer Work Motivation, Organizational Culture, on Organizational Effectiveness through Lecturer Performance at a private university in the city of Bandung

Based on hypothesis testing, it is known that all variables have a significant effect on lecturer performance. Meanwhile, it is known that organizational commitment has the greatest influence on lecturer performance in private universities in the city of Bandung. Furthermore, successively followed by variables of strength and weakness of organizational culture, level of lecturer competence and level of lecturer motivation. Next is the Z model or organizational effectiveness model, the model is a recursive causal model which can be formulated into the following structural equations:

$$\text{Model Z} = \rho_{25} Y + e_2$$

$$\text{Model Z} = 0,818 + 0,669 e_2$$

Discussion of the results of the analysis of the effect of lecturer performance on organizational effectiveness begins with discussing the value of the standardized path coefficient as shown in Figure 4.

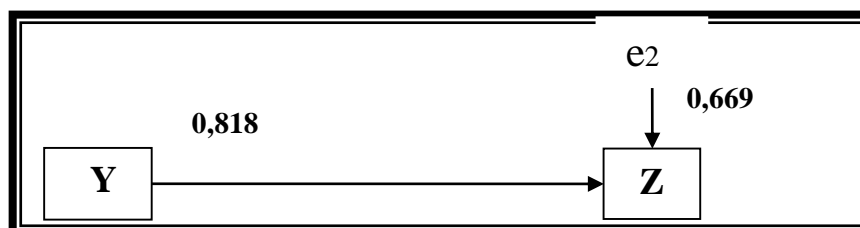


Figure 4 the Effect of Lecturer Performance on Organizational Effectiveness

The path coefficient value $Y \rightarrow Z$ is 0.818, so an increase in lecturer performance by one unit will increase organizational effectiveness by 0.818. The result of testing the effect of lecturer performance on organizational effectiveness has a tcount of 14.427 ($> t$ table 1.983). The test results indicate, if the research hypothesis is accepted (significant and positive). The perceived level of lecturer performance has a significant and positive effect on the level of organizational effectiveness in the private university in Bandung. Based on the research model, a recapitulation of the estimation results of data processing is obtained in Table 2.

Table 2 Recapitulation of Influencing Factors Organizational Effectiveness

Variabel	Terhadap Variabel Y			Terhadap Variabel Z		
	Langsung	Tidak Langsung	Total	Langsung	Tidak Langsung	Total
X1	10,6%	0,0%	10,6%	0,0%	6,7%	6,7%
X2	31,3%	0,0%	31,3%	0,0%	19,7%	19,7%
X3	9,9%	0,0%	9,9%	0,0%	6,3%	6,3%
X4	19,3%	0,0%	19,3%	0,0%	12,2%	12,2%
Y	0,0%	0,0%	0,0%	22,1%	0,0%	22,1%
Total	71,2%	0,0%	71,2%	22,1%	44,8%	66,9%

Based on the results of data processing estimates, it is known that the actual effect of lecturer performance (Y) on organizational effectiveness (Z) is only 22.1% of the 66.9% overall multidimensional influence on organizational effectiveness. The remaining 44.8% is the contribution of high and low competence of lecturers, organizational commitment, work motivation of lecturers, and the strength and weakness of organizational culture, which are inherent in lecturer performance. As a form of inherent contribution to organizational effectiveness, because it is preceded by an increase in lecturer competence, organizational commitment, lecturer work motivation, and a strong organizational culture, which is inherent in lecturer performance. Because basically increasing the competence of lecturers, organizational commitment, work motivation of lecturers, and a strong organizational culture leads to an increase in organizational effectiveness in private universities.

CONCLUSION

The author's conclusions are based on the findings of the research and discussion which are the responses to the formulation and research objectives, as follows:

- 1) Conclusions regarding the formulation and objectives of the first research regarding how lecturer competence, organizational commitment, lecturer work motivation, organizational culture, lecturer performance and organizational effectiveness at a private university in Bandung are as follows:

a. The competency level of lecturers in private universities is in the medium categorization level. Of the four indicators, only pedagogical competence is in the high category, while the three indicators, namely personal, professional, and social competences are in the medium category. The results of the analysis indicate that professional competence has a smaller average value compared to other indicators, especially the desire to do research or make scientific works.

b. The overall level of organizational commitment in the private university environment which is the object of research is in the medium category. Meanwhile, based on the indicator, the level of willingness to do the best possible, for the sake of private universities indicates that it is in a high categorization. However, the other two indicators are in the moderate category, especially for the measure regarding the acceptance of changes in values within the University environment.

c. The level of work motivation of lecturers in the private university environment which is the object of research as a whole is in the medium category. From the three indicators, it is known that the urge to affiliate is higher than the motivation to achieve success and the drive to gain authority. The indicator for gaining authority by looking for opportunities to realize the plans that have been programmed, although still in the moderate category, has a lower average than other measures.

d. The level of organizational culture is convincingly in the medium categorization. The lowest assessment is on the ability of the University to face competition because it is not supported by technology, good lecture procedures and the quality of educational services that is determined so that it is not able to work properly.

e. Based on the distribution of the categorization of lecturer performance levels in the medium category. Of the three indicators, education and teaching indicators as well as indicators of community service activities are in the medium category. Meanwhile, the indicators for research and writing scientific papers are in the low category, especially on the ability to produce scientific papers.

f. Based on the distribution of the level of organizational effectiveness in the private university environment in Bandung City, it is in the medium category. Of the five indicators it is known, the indicators of graduate quality, quality of lecturers, internal processes in serving students and innovation of the Study Program, are in the medium category. Meanwhile, the level of quality of research carried out by lecturers, especially for lecturers' research in obtaining awards, is still in the low category.

2) Conclusions regarding the formulation and objectives of the second study are known, if there is a positive influence between lecturer competence, organizational commitment, lecturer work motivation and the strength and weakness of organizational culture either partially or simultaneously on the

performance of lecturers at private universities in Bandung. Of the four variables, it is known that organizational commitment has a higher contribution than other variables.

3) Conclusions regarding the formulation and objectives of the second study are known, there is a positive influence between lecturer performances on organizational effectiveness at private universities in the city of Bandung.

4) Conclusions regarding the formulation and objectives of the third study are known, there is a positive influence between lecturer competence, organizational commitment, lecturer work motivation and the strength and weakness of organizational culture on organizational effectiveness through lecturer performance at private universities in Bandung. Of the four variables that affect organizational effectiveness through the lecturer's performance, it is known that organizational commitment has a higher contribution than other variables.

REFERENCES

- Agus Dharma. (2003). *Supervision Management*, Raja Grafindo Persada Publisher. Jakarta.
- Bennet Silalahi. (2004). *Corporate Culture & Performance Appraisal*, Al-Hambr Jakarta.
- Gibson James L., Ivancevich John M., and Donnelly Jr. James H. (2002). *Organization (Behavior, Structure and Process)*. Binarupa Aksara Publisher. Ciputat Tangerang.
- Ivancevich, John M. (2001). *Human Resource Management*, New York McGraw-Hill Irwin.
- Kreitner, Robert and Angelo Kinicki. (2003). *Organization Behavior*, Singapore: McGraw-Hill, Inc.
- Kreitner., Robert. and Kinicki., Angelo. (2008). *Organizational Behavior*. McGraw-Hill, Inc.
- Kreitner, Robert and Angelo Kinicki. (2005). *Organizational Behavior*. Erly Suandy. Jakarta: Salemba Empat.
- Kusnendi. (2008). *Model-Model of Structural Equations*. Bandung: Alfabeta Publisher.
- Luthan, Fred. (1995). *Organization Behavior*. Singapore: McGraw-Hill, Inc. International Edition.
- Luthan, Fred. (2006). *Organizational Behavior*. Yogyakarta, Andi.
- Robbins, Stephen P. (2003). *Organizational Behavior*. New Jersey: Pearson Education International.
- Robbins, Stephen P. (1996). *Organizational Behavior*, Indonesian Edition. Jakarta: PT. Prenhallindo.
- Robbins, S.P. (2006). *Organizational behavior*. PT Gramedia Group Index.
- Ruky, AS. (2006). *Performance Management System*. Bandung: Space.
- Spencer, Lyle M & Spencer Signe M. (1993). *Competence at Work: Models for Superior Performance*. John Wiley & Sons, Inc.
- Surya Dharma. (2002). *Behavioral Management*. Publisher Airlangga Jakarta.

- Steers, Richard. M. (2002). *Translating by Magdalena Jamin, Organizational Effectiveness*, Erlangga, Jakarta.
- Syaiful F. Prihadi (2004), *Identification, Measurement and competency development*. Gramedia Publishers.
- T. Hani Handoko. (2004). *Personnel and Human Resources Management*, BPFE, Yogyakarta.
- Ulrich D. & Lake D. (1991). *Organizational capability: creating competitive advantage*. Academy of Executive Management.
- Watie Rachmawati. (2005). *The Effect of Procurement Strategy Implementation and Human Resources Development on Competence and Commitment and Its Implications for Job Satisfaction*. Post Unpad Bandung.
- Wimpy A. Kuntjahjo. (2003). *The Influence of Motivation, Innovative Behavior, Leadership Style, and Innovative Leadership Behavior on Organizational Effectiveness of Educational Institutions in West Java, Banten and DKI Jakarta Provinces*. Post Unpad Bandung.
- Wood, Jack. Chapman, Judith. Wallace, Joseph. Zeffane, Rachid, M Zeffane. (2004). *Organizational Behavior: A Global Perspective*. John Wiley & Sons Australia, Ltd.
- Vethzal Rivai. (2004). *Human Resource Management for Companies*, PT Raja Grafindo Persada, Jakarta.
- 2010 Educator Certification Guidelines for Lecturers. Directorate General of Higher Education, Ministry of National Education.
- Barbara., B. Brown. (2003). *Employees 'Organizational Commitment and Their Perception of Supervisors' Relations-Oriented and Task-Oriented Leadership Behaviors* Falls Church, Virginia.
- Dorota Skowrońska- Kuśnierkiewicz. (2009). *Competency-based Management in HRM*. Management Faculty, Warsaw University.
- Jugathambal Ramdhani. (2008). *Motivation and Perceived Productivity at a Merged Higher Education Institution*. Business Studies Unit, Durban University of Technology.
- Ahadzie, D. K. (2011). *A model for predicting the performance of project managers in mass house building projects in Ghana*. *Journal of International Real Estate and Construction Studies*, 1(1), 95.
- Ojo, O. (2009). *Impact assessment of corporate culture on employee job performance*. *Business Intelligence Journal*, 2(2), 388-397.
- Pepe, Michael, (2010). *The Impact of Extrinsic Motivational Dissatisfiers on Employee Level of Job Satisfaction and Commitment Resulting in the Intent to Turnover*. Siena College. Dublin, Ireland.
- Roya Anvari, Salmiah Mohamad Amin, Wan Khairuzzaman Wan Ismail and Ungku Norulkamar Ungku Ahmad. (2010). *Strategic training practices, effective organizational commitment, and turnover intention: The mediating role of psychological contract*. *African Journal of Business Management*, 4(15), 3391-3405.
- Srivastava, S. (2000). *Concepts of culture and organisational analysis: A perspective*. *Vision*, 4(1_suppl), 32-42.
- Schultz, D. E. (2010). *Organizational Commitment*. *Academy of Management Journal*, 21, 95-112.

