

Dominants' Factors Analyzis on Lecturers' Performance of State Polytechnic of Jakarta

By Narulita Syarweny

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Abstract— This research is aimed at finding out and discovering dominants' factors analyzis of lecturers' performance. This research analyzed how emotional intelligence, organization climate and job satisfaction affect lecturers performances of State Polytechnic of Jakarta. This quantitative research was conducted using the Analysis Pathmethod. Path Analysis was used for the purpose of data analysis. The population of lecturers of the State Polytechnic of Jakarta is 325 people with a sampling of 77 respondents. The res² of the research revealed that emotional intelligence has a significant effect on the lecturers' performance. Furthermore, job satisfaction also affected the lecturers' performances in the same way. This paper is a part of the dissertation.

Keywords: emotional intelligence, job satisfaction, organization climate, lecturers' performance

INTRODUCTION

There are so many measurements used to know the success of education management in the universities; first, international acknowledgement regarding the best service that is available to provide customers satisfactions proven through achieving ISO certificate, second, international acknowledgement concerning the ranking of World Class University (WCU). There are so many standards that can be used among which are Time Higher Education Supplement (THES), Shanghai Jiaotong or Webometrics. If we are going to use Webometrics standard (Webometrics Ranking of Universities), University of Gadjah Mada will be at the rank of 518 and the Art Institute of Indonesia will be ranked 6443. Third, the acknowledgement for Universities Accreditation Standard by the National

Accreditation Board for Higher Education (BAN-PT). The Government of the Republic of Indonesia had stipulated that all study program in the universities are obliged to be accredited, (with an exception for newly established study program) with an accreditation standard of A, B or C, according to the standard issued by BAN-PT. A university that obtains a lot of A means the qualification of the university is better. The main problem in PNJ is that the accreditation of its study program is merely B and C, which describes the performance is not optimized properly as stipulated by BAN-PT as KPI (Key Performance Indicator) which uses five indicators punctuality on time and qualified services, high quality and trained employees, qualified lecturers, efficient and effective teaching system as well as the completeness of its facilities and infrastructure.

The image of why the performance at PNJ was not optimum was the result of preliminary research that the

researcher did in which there were about 41.23% lecturers who did not have lecturer certification. It is one of the professionalism terms for a lecturer that provide descriptions of his competence and educational background suited to the subject that he teaches. Many researchers concluded that factors affecting lecturers' performance were age, education, motivation, satisfaction, perception of rewards and perception of supervision. Motivation and leadership had a significant effect on employee's performance.

Another factor affecting the performance of lecturers is job satisfaction. Based on preliminary study, lecturers at the State Polytechnic of Jakarta (PNJ) are less satisfied due to lack of open management, limited information, and firm leadership in enforcing regulations as well. The dissatisfaction of this lecturer influences his/her performance such as the high rate of lecturer's absence, the lecturer's ignorance for his/her promotion.

This research is aimed at finding out and discovering determinants of lecturers' performance. This research analyzed how emotional intelligence, organization climate and job satisfaction affect lecturers' performances in the State Polytechnic of Jakarta.

LITERATURE REVIEW

Lecturer Performance

Through the Government Regulation Number 37 of 2009 concerning lecturers, the government has acknowledged the importance of lecturers professions i² which in the article 1 item 1, it is stated that a lecturer is a professional educator and scientist with the main job of transforming, developing and propogating science, technology, and arts through education, research, and services to the community. A reward is then given to a lecturer when the lecturer's performance is observed.

The performances are generally categorized into two; 1) individual performance, as the result. Amir stated that an i¹⁴ ployee's job performance was judged from his/her quality and quantity achieved by the employee in doing his job based on the responsibilities given to him; 2) individual performance as behaviour was basically what is done and not done by an employee [1,2,3,4,5]. The employees' performance affects the number of contributions given to the organization. The indicator for individual performance is 1) Quality, a work quality is measured from the employee's perception toward the produced work quality as well as the job perfection toward the skills as well as competence of the employee, 2) Quantity is a number being produced, claimed

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in a term of total unit, total finished activity cycle, 3) punctuality, 4) affectivity and 5) independence.

Bernadin and Russell [6] stated that the indicator of employees' performances comprise of 1) quantity of work, the number of finished work in a certain period of time; 2) quality of work, the quality of work achieved based on the terms of suitability and readiness; 3) job knowledge, the vast knowledge related to work and skills; 4) creativeness, the originality in the emerged ideas as well as actions taken to solve the problems that rise; 5) cooperation, the willingness to cooperate with others or fellow members of the organization; 6) dependability, the awareness to be trustworthy in terms of attendance and job completion; 7) initiative, the spirit to execute new assignments and in expanding the responsibilities; and 8) personal qualities, related to personality, leadership, hospitality and personal integrity.

It can be synthesized that individual performance is an activity that is performed by someone in relation to the work task in the company. The indicators of individual performance comprise of perceptions, teaching and learning process in clear job descriptions, effective communication pattern, dynamic working climate, career opportunities and sufficient working facilities.

Emotional Intelligence

Daniel Goleman [7] stated that elaborated that emotional intelligence consists of two types of frameworks namely personal proficiency and social proficiency. Each proficiency has certain characteristics that are combined into five characters namely self-awareness, self-management, motivation, empathy and social skills. Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior, which can be interpreted as an ability to monitor one's own emotion and others, to differentiate between different emotions and label them appropriately as well as using emotional information to guide thinking and behaviours.

Cooper and Sawaf [8] stated that Emotional intelligence is the ability to sense, understand, and effectively apply the power and manage of emotions as a source of human energy, information, connection and influence human or it can be interpreted as to feel, understand and effectively apply emotional strength and human influence Daniel Goleman [7] stated that emotional intelligence is divided into five main territories, namely the ability to identify self-emotion, self-emotion management, self-motivation, identifying others emotion, and the ability to develop relationship with others.

Salovey [9] stated that there are five indicators of emotional intelligence, namely: 1) Identifying one's emotion, namely self-awareness or ability to identify feelings when they occur, 2) Emotion management, namely the ability to handle so that feelings can be exposed appropriately or in harmony so that an individual can achieve balance, 3) Self-motivation, namely the ability to manage emotion as a tool to achieve goals, 4) Identifying other emotions. The ability to identify others is also called empathy. An individual that has the ability of empathy is

more capable in understanding hidden social signs that hint things needed by others aside from their troubles, 5) Having a relationship, means the ability to identify each individual emotion and control them.

15 It can be synthesized that Emotional Intelligence is the ability to comprehend one's feelings and others, the ability to motivate oneself, and the ability to manage emotion both on himself and in his relationship to others with the following indicators of self-awareness, self-management, selfmotivation, empathy /social awareness and relationship management.

Organization Climate

Robert N Lussier [10] stated that the organization climate is the perception of an employee concerning the quality of the organization internal environment that is relatively felt by the members of the organization which then affect their following behaviors. The human environment in which an organization's employees do their work, the organization climate sensed by an individual positively (fun) will provide good and effective job performance that will affect the success of the organization. Organization climate occurs in each organization and will affect the behavior of the organization and measured through the perception of each member of the organization [11].

There are several similarities and differences on the definition of organization climate that was stated by Robert N Lussier [10] who put the employees' perception first in an organization so that a behavior or work ethic is formed. Davis [11] claimed that a good climate affects the behavior of the employees.

Based on the understanding and indicators that discuss about the organization climate, it can be synthesized that an organization climate is a condition and work environment that are considered affecting someone's behavior. The indicators of the organization climate are the situation of work and task, steps and actions of the leaders in relation to management, hierarchy and bureaucracy, work situation and good relationship as well as conflict.

Job Satisfaction

Job satisfaction is individualistic, each person has different satisfaction level based on the system values applied on him. Job satisfaction has a great role because it has a good influence both for the employees and the company. For the employees, job satisfaction will cause good feelings in working, whereas for the company, job satisfaction will be able to increase production as well as repairing employees' performances. Job satisfaction is difficult to be defined because each person's satisfaction is different which depends on the value system applied on him, and the satisfaction is not permanent condition because it can be influenced and altered by the good forces both within and outside the organization environment. The more aspects in the work are suitability with individual's wishes, and the higher the satisfaction level that he feels. 13

Stephen P Robbins [12] defined that job satisfaction is a positive feeling about work as a character evaluation result

of the job itself. Mathis and Jackson [13] defined that job satisfaction is a physical and mental activity done by someone to produce a value for others. Fred Luthans [14] explained that job satisfaction is a result of employees perception of how well their job provides those things that are viewed as important. When an individual works in an organization then the work result that can be completed will affect the organization performances. Therefore it should be encouraged so the related individual feels satisfied and in the end his performances can be improved since basically each individual who works expect to get satisfaction from his work place [15].

Job satisfaction describes how an employee feels and his/her emotional reaction toward his work experiences that is being thought of and felt on his works. Job satisfaction is related to a number of major employee variables, such as turnover, absences, age, occupation and size of the organization in which an employee works [11].

It can be synthesized that job satisfaction is a feeling associated with the job with the indicators used in the study which consists of compensation, the job itself, promotion and supervision.

Based on the limitation of research problem above, the constellation of this research are as follow: $H_1 - T_{10}$ is a significant impact of emotional intelligence on lecturers' performance. $H_2 - T_{10}$ is a significant impact of organization climate on lecturers' performance. H_{10} There is a significant impact of job satisfaction on lecturers' performance.

$H_4 -$ There is a significant impact of lecturers' performance on job satisfaction. $H_5 -$ There is a significant impact of organization climate on job satisfaction.

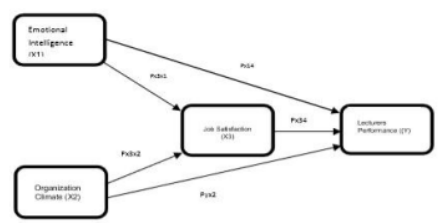


Figure 1. Theoretical Framework

RESEARCH METHOD

This research applied the Path Analysis method. The total number of PNJ's lecturer are 325 people and a research sample of 77 lecturers chosen by a proportional random sampling method. The test requirement analysis applied the normality test using the estimated error with Liliefors formula at a significance level $\alpha = 0.05$. The hypotheses of this research are tested using the Path Analysis. SPSS was used to analyze the five hypotheses.

RESULTS AND DISCUSSION

FINDING

Data gained from 77 respondents indicated all items of questionnaire were valid and reliable with Chronbah's alpha ranging from 0.829 to 0.936 ($\alpha = 0,05$). The collected data also passed normality and significant test as it was required to test the hypotheses.

The following is path coefficient analysis performed with SPSS whilst coefficient for each path in a structural relation data model among variables illustrated on the below tables and figures that have been counted and tested with t-test. Path diagram has

5 path coefficients, namely: $p_{y1}, p_{y2}, p_{y3}, p_{31}, p_{32}$; therefore 2 structural models are derived as follow.

Path Coefficient in the First Structural Model

Structural equation formed in the first structural model consists of 3 path coefficients out of variables i.e. Lecturers' Performance on Emotional Intelligence, Lecturers' Performance on Organization climate, and Lecturers' performance on Lecturers' work satisfaction (Table 1).

Table 1. The First Structural Model

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	14.011	6.450			2.172	.033
	Emotional Intelligence (X1)	.306	.078	.328		3.937	.000
	Organization Climate (X2)	.267	.068	.331		3.969	.000
	Work Satisfaction (X3)	.240	.062	.340		3.887	.000

Dependent Variable: Performance (Y)

Result of the first structural model estimation is shown on Figure 2.

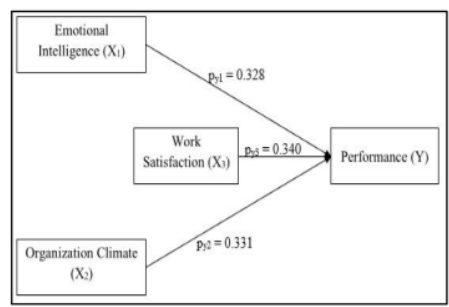


Figure 2. Path Diagram of the First Structural Model

Based on the path diagram above, here are derived five coefficients namely $p_{31}, p_{32}, p_{y1}, p_{y2}$ and p_{y3} and six correlation coefficients namely $r_{12}, r_{13}, r_{23}, r_{y1}, r_{y2}, r_{y3}$ whilst the result of correlation coefficient calculation is derived by using SPSS. Further, the path coefficient value is counted and examined its significance by using statistics t referring to steps in path analysis. If the examined path shows non significant value, the path will be eliminated and recounted regardless of the eliminated value.

Path Coefficient in the Second structural Model

Structural equation formulated in the second structural model consists of one endogenous variable that is Lecturer's Work Satisfaction (X3) and two exogenous variables that are Emotional Intelligence (X1) and Organization Climate (X2).



More description about path coefficient estimation is elaborated on table 2 and visualized on Figure 3 as follow:

Table 2. The Second Structural Model

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
2 (Constant)	9.085	12.022			.756	.452
Emotional Intelligence (X ₁)	.431	.138	.325		3.117	.003
Organization Climate (X ₂)	.364	.119	.318		3.046	.003

a. Dependent Variable: Work Satisfaction (X₃)

Result of the second structural model estimation is shown on Figure 3.

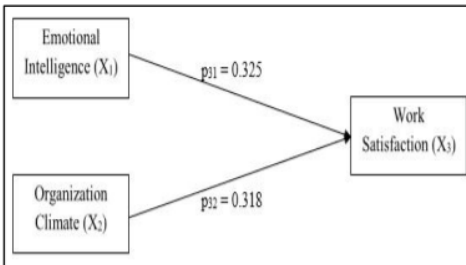


Figure 3. Path Diagram of The Second Structural Model

Hypothesis Test Results

A causal model is conducted having had path coefficient counted to test the proposed hypothesis and to measure direct positive effect among variables and the following to draw conclusion of the hypothesis. Drawing conclusion of the hypothesis is based on the counting result of path coefficient and significance by using t-test for each researched path. It can be summarized below based on the result of analysis and counting process performed.

Table 3. Summary of path coefficient and t-test

No	Direct Effect	Path Coefficient	df	t _{count}	t _{table}	
					α = 0.05	α = 0.01
1.	Emotional Intelligence on Lecturers' Performance	0.328	73	3.94 **	1.99	2.64
2.	Organization Climate on Lecturers' Performance	0.331	73	3.97 **	1.99	2.64
3.	Work Satisfaction on Lecturers' Performance	0.340	73	3.89 **	1.99	2.64
4.	Emotional Intelligence on Work Satisfaction	0.325	74	3.12 **	1.99	2.64
5.	Organization Climate on Work Satisfaction	0.318	74	3.05 **	1.99	2.64

** = very significant (t_{count} > t_{table} at α = 0.01)

DISCUSSION

Findings derived from the model analysis are used to answer hypothesis and draw conclusion of the study. The explanation of the answered hypothesis is elaborated as follows:

There is a direct positive effect of emotional intelligence on PNJ lecturers' performance. The result of the first hypothesis analysis reveals that emotional intelligence has a

direct effect on performance very significantly (p=0.328). It means that the increasing emotional intelligence will result on the increasing PNJ lecturers' performance. Emotional intelligence is a very influencing factor to promote lecturers' performance (p=0.331). Emotional intelligence has an effect on lecturers' performance since emotional intelligence contains ability to observe and control personal and others' feelings in addition to using the feelings to guide thinking and behavior by: getting to know selfemotion, managing emotion, having selfmotivation, getting to know others' emotion, and maintaining relationship with others.

The result of the second hypothesis analysis reveals that organization climate has a direct and significant effect on lecturers' performance (p=0.340). It means that lecturers' performance is highly affected by organization climate. Increasing organization climate will result increasing PNJ lecturers' performance. This finding resembles with Lafolette that describes organization climate as a psychological environment of the organization which has different conditions among one place to another. Climate is a life that mutually interacts so that it elicits happiness and unhappiness toward one's working field. The interaction is meant to be a relationship between superiors and subordinates as well as between subordinates and the others either in a formal or informal way felt by all members of the organization and affects the society of academicians (lecturers in inclusion). Jakarta State Polytechnic will succeed achieving its vision and mission if its organization climate highly respects lecturers' performance.

The result of the third hypothesis analysis reveals that work satisfaction has a direct effect toward lecturers' performance (p=0.340). Based on the finding, it can be stated that increasing work satisfaction will result increasing PNJ lecturers' performance. There is an adequately strong relationship between work satisfaction (X₃) and lecturers' performance (Y). Jakarta State Polytechnic with its satisfying society of academicians (lecturers in inclusion) tends to demonstrate more effectiveness than other polytechnic organizations who has less satisfying society of academicians (lecturers in inclusion).

The result of the fourth hypothesis analysis reveals that emotional intelligence has a direct effect toward work satisfaction (p=0.325). Increasing emotional intelligence will result increasing PNJ lecturers' work satisfaction. Emotional intelligence will influence lecturers' work satisfaction. Lecturers with high emotional intelligence have a positive feeling toward their work that makes high work satisfaction outcome to be realized in a person. On the other hand, lecturers with low emotional intelligence tend to feel unsatisfied because they cannot have self-control and consider their work as a load.

The result of the fifth hypothesis analysis reveals that organization climate has a direct effect toward lecturers' work satisfaction (p=0.328). It means that increasing organization climate in PNJ will result increasing its lecturers' works satisfaction.



CONCLUSION

Based on the result of statistical calculation obtained, the results of the analysis are as follows:

First, emotional intelligence has a direct positive effect on Performance. It means that the increasing Emotional Intelligence will result on the increasing PNJ Lecturers' Performance.

Second, organization climate has a direct positive effect on Performance. It means that the increasing organization climate will result on the increasing PNJ lecturers' Performance.

Third, work satisfaction has a direct positive effect on Performance. It means that the increasing work satisfaction will result on the increasing PNJ Lecturers' Performance.

Fourth, emotional intelligence has a direct positive effect on work satisfaction. It means that the increasing sensitivity and personal emotional selfmanagement/ emotional intelligence will result on the increasing PNJ Lecturers' Performance.

Fifth, organization climate has a direct positive effect on work satisfaction. It means that an ideal and conducive organization climate will result on the increasing PNJ Lecturers' Work Satisfaction.

RECOMMENDATION

Based on the empirical result, in order to promote organization climate in PNJ, it is recommended that programs to increase lecturers' knowledge be frequently maintained like organizing trainings, providing sufficient facilities for instance replacing out-of use learning equipment i.e. in focus, air conditioner, study chairs; upgrading internet connection; renovating lecturers' room to serve better privacy, lightning, cleanliness, etc. Lecturers are supposed to be given opportunities to be a presenter in either a national or international seminar through sufficient financing. In addition, better appreciation in terms of financial support should be considered for lecturers who undertake benchmarking programs accompanying their students, or go on an office trip. The financial support should be in line with their rank level and position. Eventually, a better effort to further have organized level lecturers should be taken into account. Finally, the authors recommends for further study to investigate other variables influencing lecturer's performance, such as academic culture, academic leadership, and university environment in different setting and a bigger sample.

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