

The Impact of Organizational Climate on Lecturer Performance: The Role Mediation of Individual Commitment

Sri Isfantin Puji Lestari

Postgraduate Program, University of Merdeka Malang, Indonesia & High School of Economy Science Surakarta
Mulya Wijaya, Indonesia

Widji Astuti

Postgraduate Program, University of Merdeka Malang, Indonesia

Sunardi

Postgraduate Program, University of Merdeka Malang, indonesia

Abstract

This study aimed to analyze the influence of organizational climate, individual characteristic, and lecturer competence for performance through individual commitment. Lecturer as part of the organization has a very important role as a lecturer becomes the prime mover in all the processes and results of an organization. Lecturer commitment becomes important for an organization to create an organization's survival. Respondents in this study were 200 lecturer Kopertis VI in Surakarta, Central Java. The sampling technique is done by using purposive sampling, and data analysis using Structural Equation Model (SEM) with software assistance AMOS 20. The results showed that organizational climate can increase while the individual characteristic of individual commitment and competence lecturer was not to increase individual commitment. The results of this study interesting where the organizational climate, individual characteristic, and lecturer competence can improve performance, but individual commitment can not improve performance. Individual influences organizational commitment is able to mediate the climate, individual characteristic, and competence because the total effect is greater than the direct effect.

Keywords: Individual Characteristic, Lecturer Competence, Organizational Climate, Lecturer Performance

1. Introduction

The most important resource in the organization is the human resource, the people who give you energy, talent, creativity, and their efforts to the organization aim to be an organization can exist in the environment. Human resources at the company are Lecturer. Every organization needs qualified human resources to support the achievement of these goals. The success or failure of an organization is also highly dependent on human resources existing or Lecturer. Every human being has a different characteristic individually between each other. Lecturer organizational commitment will be higher when based on the identification, engagement, and loyalty. One of the factors that affect the organizational climate that organizational commitment. Lecturer performance as individuals is very important that must be supported by the organization, as proposed by Gibson, et al. (2006) and Winardi (2004) that the factors affecting the performance of three variables, namely: 1) variable individuals consisting of skills and abilities, family background, level / social status and experience as well as demographic factors such as age, origin and gender 2) comprising psychological variables and: perceptions, attitudes, learning and motivation, emotion and so on 3) variable organization composed of: resources, leadership, rewards, structure and job design, organizational climate.

College is one of the subsystems of national education, which have thus become the main pillar in the delivery of quality human resources capable of affecting changes in a society that is realized in the form of development and the movement of learning communities to encourage the creation of social transformation and preservation of cultural values of the nation. Lecturer plays a very strategic in the university environment, where its presence does not only determine the quality of graduates and the learning process, but also the quality of Higher Education itself. Thus, if the Lecturer has a high performance and quality, then the quality of the college will also be good, and vice versa. As good as any educational program that proclaimed, if not supported by the Lecturer with the high performance and quality, then it will end in unsatisfactory results. By having Lecturer professional and high quality, universities can formulate programs and modern curriculum. Thus, it can guarantee the birth of outstanding graduates and qualified privilege.

The lecturer should have a high commitment to the implementation of the tri dharma college and other job responsibilities as a lecturer. Porter et al. (1984) assert that commitment as behavioral components is 1) Willingness to show businesses that appear on the willingness to work beyond what is expected so that the organization can develop. Lecturer with a high commitment to the fate of the organization involved. 2) The desire to remain in the organization. Lecturer with high commitment would not be out of the organization and willing to join the organization.

Lecturer role is basically very complex not only includes tri dharma college. Tampubolon (2001) states that the role of Lecturer multidimensional and graded according to the level of education. Lecturer plays multidimensional is as 1) parents as role models, 2) educators and teachers, 3) the leader/manager, 4) Manufacturer/waitress, 5) mentors/facilitators, 6) motivator and stimulator, and 7) researcher/informant. Said to be graded because of the role can be decreased, up or fixed in accordance with the level of demand. So it can be said that when the Lecturer has a high performance, the quality of higher education will also be high, and vice versa. As good as any educational program that proclaimed, if not supported by the Lecturer of high quality, it will end up with unsatisfactory results.

Based on the background described above, it encourages the author to do the in-depth study of the lecturer performance. Tujuan this study was to build models and test the effect of organizational climate, individual characteristic, and lecturer competence for performance through individual commitment on a Lecturer Kopertis VI Region Surakarta, Central Java.

2. Literature Review

2.1. Organizational Climate

Organizational climate is one factor that affects lecturer performance. The organizational climate that will produce a high-performance lecturer. Davis and Newstorm (1999) argue that organizational climate is the personality of an organization that sets it apart from other organizations that lead to the perception of each member in view of the organization. Based on these opinions can be concluded that organizational climate is a concept that describes the internal atmosphere of an organizational environment perceived by the members during the move in order to achieve organizational goals. According to Davis and Newstorm (1999) also suggests the notion of organizational climate as everything related to all the existing environment or faced by humans in an organization, a place where people carry out the work. Characteristics or dimensions of organizational climate affect the motivation of members of the organization to behave in certain ways. Therefore Stringer (2007) argues that the organizational climate can be described and measured by the six dimensions are required, as follows: 1) the structure, 2) standards, 3) responsibility, 4) awards, 5) support, 6) commitment.

If the organizational climate that is created is conducive, then the members of the organization will have a high commitment to the organization. The level of motivation and commitment at a Lecturer of the organization will look at the level of their satisfaction with the work and responsibilities. Acceptable satisfaction level was then about to give birth Lecturer commitment to the organization so that they will seek to use all the best ability to be directly involved in advancing the organization, and ultimately the organization's goals will be realized. Kelner (1998) mentions the six dimensions of organizational climate that can support the individual commitment Lecturer, namely: a) Flexibility of conformity, a state organization that provides flexibility to act for Lecturer and make adjustments to the tasks given, b) Responsibility, associated with feelings Lecturer on the implementation of organizational tasks are carried with a sense of responsibility for the results achieved, as it has been involved in the processes that are running, c) Standards, feeling Lecturer on the organization where the management pays attention to the implementation of a job well done, a goal that has been determined, and tolerance for mistakes or things that are less appropriate or less good, d) Reward, associated with feelings Lecturer of awards and recognition for good work, e) Clarity, associated with feelings of employees that where employees know what is expected of desire related to jobs, roles, and goals of the organization, f) commitment Scene, Lecturer associated with feelings about feeling proud to have an organization and a willingness to do more when needed.

H1: The better the organizational climate, the higher the individual commitment Lecturer

2.2. Individual Characteristic

Individual characteristic is the interests, attitudes, and needs that brought someone in work situations. As a common resource for all organizations, Lecturer that will determine the success of an organization. In carrying out all activities, an organization can not be separated from the role of Lecturer as managers. Therefore, the need for the leadership of the organization to know at once understands in depth the characteristics of each individual Lecturernya lecturer in the organization to improve performance. Each Lecturer in an organization certainly has different characteristics. Individual characteristic is the condition or characteristics of individuals are brought into an organization. Gibson, et al. (2006) defined as the characteristic individual characteristics of individuals or individual characteristic that distinguishes one individual with another inherent in a Lecturer and will affect the work of individuals and organizations.

Gibson, et al. (2006) and Winardi (2004) states that the variable individual characteristic that influences the behavior and the work or performance include: a) the ability and skill, b) the family background, c) the level of social, and d) experience and demographic factors that include: a) age, b) the origin and c) gender. The opinion was supported by Robbins (2006) who found the individual variables include: a) age, b) sex and c) marital status, d) work period and e) physical ability and mental abilities. Individual characteristic by

Thunder (2014), that the age, gender, marital status, years of service, a number of dependents, and education level had an influence on the company's commitment. Individual characteristic this is typical of individuals who demonstrate the difference a person's motivation, initiative and ability in dealing with tasks, in solving problems and in adapting to the work environment and performance. This is affecting the character Lecturer Lecturer commitment in an organization.

H2: The better introduction Lecturer individual characteristics, the higher the individual commitment Lecturer

2.3. Lecturer Competence

Lecturer competence is the ability possessed by Lecturer formed by knowledge, ability, skill or personality of the individual that affect performance. Competence concept was first proposed by a professor at Harvard University, McClelland (1973) in which the article had caused waves to learn competence in both academic and industrial fields. Some studies indicate that the test of academic potential who at that time used to predict the performance did not correlate significantly with the performance of a person (McClelland, 1973). Such tests are often biased towards the cultural aspects, gender, and socio-economic strata.

Competence of employees in certain occupations based on the characteristics of the employee (such as motive, nature/character, skills and aspects relating to social roles, or science) which resulted in the performance of effective or superior in work (Boyatzis, 1982). Lecturer competence to determine the capabilities within each lecturer for the organization. Lecturer competence should be enough to get attention as required by the responsibilities of the job, and is expected to increase competence will drive performance. By increasing competence in working Lecturer, Lecturer, in this case, means the college trying to Lecturer and employees have the knowledge, skills, and attitudes in working to achieve superior performance and competitive in achieving organizational goals. Further McClelland (1973) defines competence as a fundamental characteristic of a person who directly influences or can predict a very good performance. Past studies by Rusminingsih (2014) regarding the competence of individuals indicate that organizational commitment has an impact on commitment and performance. There is a significant influence on organizational commitment competence educator, educator's organizational commitment to performance and organizational commitment educator to educator performance. As it is said that the lecturer competence is measured perceptual can be done through the "competence of pedagogic (in the field of learning/academic), competence, professional competence, social, and competence of personality", which is obtained through professional education (Law of the Republic of Indonesia Number 14 the year 2005). The fourth competence can be described as follows:

1. Competence pedagogic is Lecturer in managing learning ability.
2. Competence personality at least includes noble character, wise and prudent, steady, dignified, stable, mature, honest, capable of being role models for students and the community, to objectively evaluate its own performance, develop themselves independently and sustainably.
3. Social Competence is the ability Lecturer as part of the community.
4. Professional Competence is the ability to master knowledge Lecturer in the field of science, technology, and/or art

H3: The better the individual competence Lecturer, the higher the individual commitment Lecturer

2.4. Individual Commitment

Lecturer commitments are known as attitudes towards the organization. The lecturer who has a high commitment, in general, will receive all the duties and responsibilities given job well, loyalty and foster a sense of belonging to the organization. A lecturer has been formed to have a high commitment to be involved and caring attention to the development of their organizations. In Lecturer who is committed, there were few reasons to get out of the organization and willing to join with other organizations, while Lecturer with low commitment will underemployed, even going to leave or resign from the company. Porter, et al. (1984) argue that a commitment is the power of self-identification of individuals in the involvement of all parts of the organization. Furthermore Porter, et al. mark with their commitments 1). Acceptance of the values and goals of the organization, 2). Willingness to strive earnestly to achieve organizational goals, 3). The desire to maintain membership in the organization.

Lecturer commitment becomes important for an organization to create its survival. Commitment is generally defined as the attachment Lecturer Lecturer at the organization where they work. Company (college) always want the achievement of the goals without much experience many obstacles, but there are still major obstacles that can arise primarily from Lecturer, Lecturer as the low commitment to working within the time period specified by the company. Luthans (2006) states that the normative commitment is a moral obligation to remain in the organization that is loyalty. Based on the statement can be translated that commitment as a gesture reflecting Lecturer loyalty to the organization and sustainability process in which members of the organization expressed concern to the organization and success and sustainable progress. Mowday, et al support the organization's commitment delivered by Porter, et al. (1984), which emphasizes the acceptance of the

organization's goals are evident in the attitude of Lecturer approves organizational policies. This acceptance is the basis of organizational commitment, in common personal values and the values of the organization as well as a sense of pride to be part of the organization. Involvement appropriate roles and responsibilities of each job Lecturer in the organization. Warmth, affection, and loyalty towards the organization as well as their emotional attachment and involvement with members of the organization. Based on some research results Rashid, et al. (2003) concluded that the commitment has an impact on performance and turnover Lecturer, pro-social behavior, and turnover intentional or likelihood of turnover and absenteeism.

H4: The higher the Lecturer commitment individual, the higher the lecturer performance

2.5. Lecturer Performance

Lecturer performance is the result of the quality and quantity is achieved by an employee in performing their duties in accordance with the responsibilities given to him. Performance is an action that shows that he is part of the group members. Performance designates or refers to the actions and behavior of a group or organization. Gibson (2000) states that the performance of the organization depends on individual performance. Organizations are made up of a group of individuals who have different characteristics among members of the organization. As stated by Robbins (1996), that the organization is a social unit consisting of two or more and carried out continuously in order to achieve a common goal.

Lecturer duties and responsibilities mandated by the Tri Dharma College under Government Regulation No. 60 of 1999 on Higher Education include education and teaching, research and community service activities which include: 1). Education and teaching include: implementing the work program according to plan, prepare materials for lectures, members of the lectures, response, assignments, exams, evaluation, assessment, become mentors, sponsors in the preparation of thesis and dissertations, becoming a tester in the session, guiding and helping practical implementation, making the activity report, conveyed a scientific oration, 2). Research and writing scientific papers which include: conducting scientific research, produce research and scientific work, writing textbooks, guiding research preparation for thesis and dissertation, led / participated actively in seminars, scientific meetings, guiding research to lead to specialization and guide manufacture of scientific reports, research assistant in the preparation of the thesis, 3). Community service activities are: development of institutional and cadres of scientific, designing policies and overall master plan for academic, designing wisdom in the overall master plan (academic and physical), an authority in the field of specialization respectively, plan and implement programs formation/training of cadres, help the community by providing counseling and implementation of research results.

Performance is the result of work that can be achieved by a person or group of people within an organization in accordance with the authority and responsibilities of each, within the framework of efforts to achieve the goals of the organization in question legally, do not break the law and in accordance with moral and ethical (Prawirosentono, 1999). Lecturer better performance leads to job performance levels lecturer. Lecturer performance reflects how Lecturer meet the needs of the job well (Rue and Byars, 1995). Mathis and Jackson (2002), states that the performance is essentially what is done and not done Lecturer. Lecturer performance is affecting how much to contribute to organizations that included: 1) the quantity of output, 2) Quality output 3) Timed output 4) Presence at work, 5) cooperative attitude. Bernardin and Rusel (2002) provides a definition of performance that is a record of the results obtained from specific job functions or activities for a certain period.

H5: The better the introduction of organizational climate, the higher the lecturer performance

H6: The better the recognition individual characteristic Lecturer, the higher the lecturer performance

H7: The higher the level of individual competence Lecturer, the higher the lecturer performance

Based on the literature review conducted, we propose a model study demonstrating the influence of organizational climate, individual characteristic, and the individual competence lecturer on Lecturer performance mediated by commitment Lecturer. Figure 1 is a proposed model of the building variables that affect the lecturer performance.

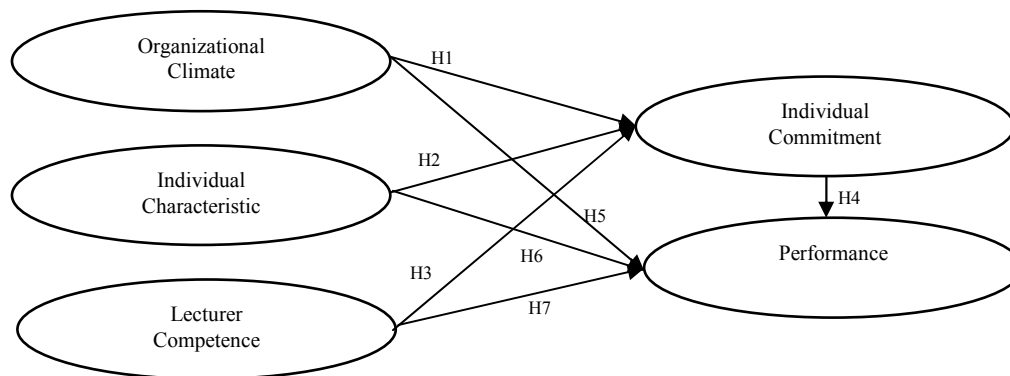


Figure 1. Model Variables affecting the performance Lecturer

3. Research Methods

3.1. Population and Sampling

This study seeks to explain the individual aspects of the commitment, individual characteristic, competence, and organizational aspects, namely the organizational climate in relation to the behavior of individuals is manifested in the form of performance. The focus of the research is an attempt to identify determinants of performance and the relationship between these factors in determining the performance of the individual in order to run and develop the profession as a Lecturer.

The target population of this study is all permanent Lecturer in Management Prodi Kopertis VI accredited in Surakarta, Central Java, which includes Surakarta, Klaten, Boyolali, Karanganyar, Sragen, Wonogiri, which amounts to 626 Lecturer. According to Ferdinand as referred Sanusi (2011) size of the sample for SEM analysis method is 100-200, the sample set of 200 respondents. The sampling technique used in this study using purposive sampling.

3.2. Data Analysis Technique

To answer this writing the analysis technique used in this research is descriptive analysis using data tabulation, which then do the frequency distribution of the variables the study of questionnaires filled out by respondents, resulting in outputs for decision-making and Analysis Structural Equation Modeling (SEM).

4. Result

Test assumptions SEM (Structural Equation Modeling) were conducted:

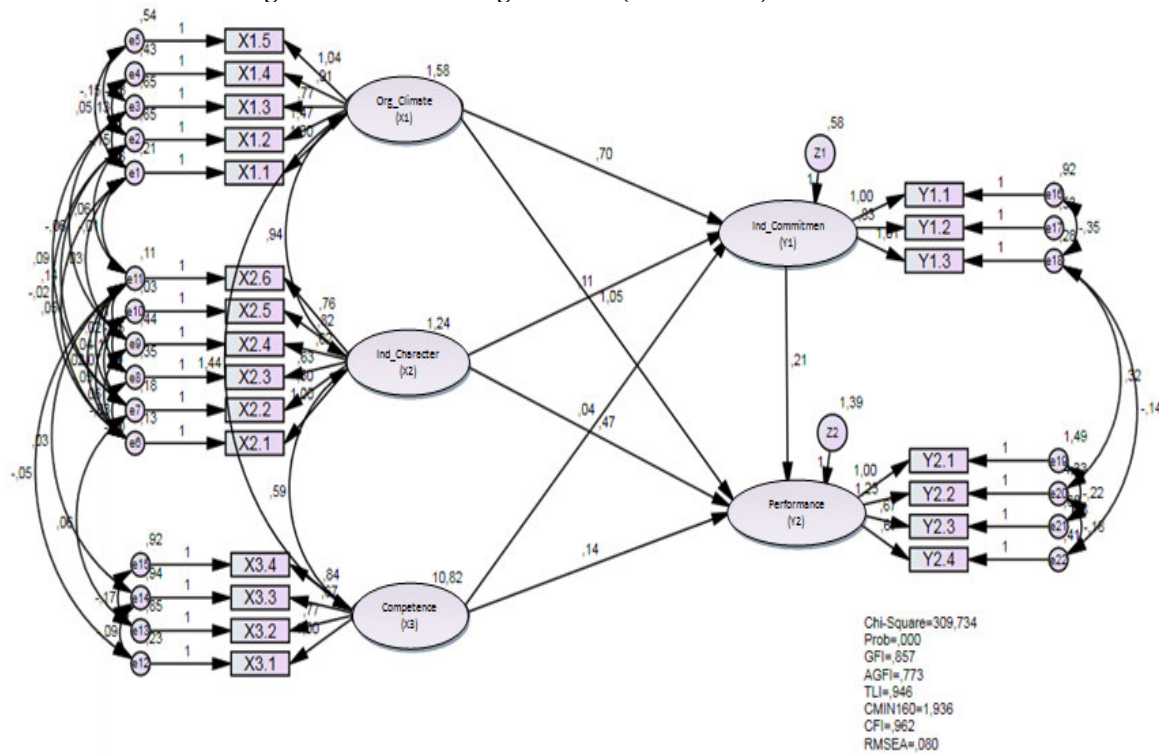
a. Normality test

Testing normality of the data by observing the value of CR in multivariate analysis. If the value is multivariate critical ratio is within an interval -2.58 to 2.58, it can be categorized data distribution is normal.

b. Outlier Test

Examination outlier method Mahalanobis distance (Mahalanobis distance squared) greater than the value of chi-square $df =$ the number of indicators and a significance level of 0.001, then the data is an outlier.

Figure 2. Results of testing structural (standardized) after modification



The evaluation of the suitability of a good on the structural equation model after the modification in accordance with the modification of the indices presented in the following table:

Table 1. Goodness of Fit Testing Structural Model

Fit Index	Result	The recommended value	Evaluation Models
Chi-Square	309.734	The smaller the better	
Probability	0.000	> 0.05	Not good
Chi-Square/DF	1.936	< 3	Good
GFI	0.857	> 0.90	Marginal
RMSEA	0.080	< 0.08	Good
AGFI	0.773	> 0.90	Not good
TLI	0.946	> 0.90	Good
CFI	0.962	> 0.90	Good

Based on Table 1 can be seen largely as a model fit test results overall are in a good category. It can be concluded that the data is fit and are in accordance with empirical data. So it can be continued at a later stage.

Table 2. Results Hypothesis Test

Exogenous	Variable		Coefficients			P value	Hypotesis Test
	Mediation	Endogenous	Direct	Indirect	Total		
Organizational climate	-	Individual commitment	0.696	-	0.696	0.000*	Supported
Individual Character	-	Individual commitment	0.115	-	0.115	0.163	Not supported
Competence	-	Individual commitment	0.045	-	0.045	0.050	Not supported
Individual Character	-	Lecturer Performance	0.470	-	0.470	0.000*	Supported
Competence	-	Lecturer Performance	0.142	-	0.142	0.000*	Supported
Organizational climate	-	Lecturer Performance	1.053	-	1.053	0.000*	Supported
Individual commitment	-	Lecturer Performance	0.211	-	0.211	0,218	Not supported
Organizational climate	Individual commitment	Lecturer Performance	1.053	0.147	1.200	-	Supported
Individual Character	Individual commitment	Lecturer Performance	0.470	0.024	0.494	-	Supported
Competence	Individual commitment	Lecturer Performance	0.142	0.009	0.151	-	Supported

* Significant at $\alpha = 5\%$

5. Discussion

5.1. The Influence of Organizational Climate, Individual Characteristics, Competence, to Individual Commitment

Based on the results of the first hypothesis testing using Structural Equation Model (SEM) analysis showed that organizational climate has a significant effect on individual commitment, with path coefficient has a positive sign which can be interpreted that the increasing of organization climate degree, hence the higher level of individual commitment.

The organizational climate in this study refers to Scherman (2005: 105), describes the level of quality and interaction between lecturers, students, institutional leaders, employees, parents and the wider community proved able to contribute significantly in increasing lecturer commitment in identifying values, Engagement, and loyalty to the profession it carries. The results of this test are consistent with Susanty (2012), Danish et al., (2015), and Noordin (2010) studies that empirically confirm the significant and positive direct impact of organizational climate and individual commitment to the organization.

Furthermore, the results of the study also show that the organizational climate is reflected well by individual autonomy, support, awareness orientation, harmony, and trust, with individual autonomy being the main consideration of private college lecturers in Kopertis VI Central Java Surakarta Region in shaping the organizational climate. In this case, the organizational climate characterized by the ownership of freedom in conducting scientific activities, full authority in carrying out duties and giving opportunities to initiate, descriptive statistical results indicate that freedom to conduct scientific activities as the most considered aspect. So it can be said that the existence of individual autonomy, especially freedom in doing scientific activities is a consideration of most lecturers in terms of improving feelings of attachment to the profession as a lecturer.

The result of Structural Equation Model (SEM) analysis shows that individual characteristics have an insignificant effect on individual commitment. This shows that the effect of individual characteristics on individual commitment is meaningless. In this case, the increase of individual characteristic of private college lecturer in Kopertis VI environment of Central Java Surakarta region is not enough to increase lecturer's commitment as well, increasing lecturer's commitment is not enough to improve the lecturer's individual characteristics as indicated by the low coefficient value of the lane. In descriptive statistical results also shows that the average value of individual characteristic variables is lower than the average value of individual commitment variables, which indicates that the value of individual character variables is not sufficient to increase the value of individual commitment.

Individual characteristics of the lecturer consisting of attitude, personality, motives, interests, past experiences and expectations apparently still not able to increase commitment to his profession as a lecturer,

given the feeling of individual attachment arises more due to aspects behavior of individuals and organizations where individuals are sheltered (American Dictionary, 1998; Robbins, 2006). Empirically, the results of this study are in line with Demirer et.al., (2009: 69), which in his study tested the two most commonly known factors in influencing individual commitment to the organization, ie individual and organizational factors. The results of his study indicate that individual factors that refer to individual characteristics have no significant effect on organizational commitment. In descriptive statistical results also shows that the average value of individual characteristic variables is lower than the average value of individual commitment variables, which indicates that the individual characteristic variable values are not sufficient to increase the value of individual commitment. The results of this study are not in line with the research of Guruh (2014) that individual characteristics have a significant influence on firm commitment and Lau (2012) that the character of a person has a relationship with the commitment to achieve goals.

The results of testing using Structural Equation Model (SEM) analysis showed that competence had no significant effect on individual commitment. This shows that the influence of competence on individual commitment is meaningless. In this case, the increase of competence of private college lecturer in Kopertis VI environment of Central Java Surakarta region is not enough to increase the lecturer's commitment as well, the increase of lecturer's commitment is not enough to improve the lecturer's competence shown by the low coefficient value of the path.

Competence in this study refers to the competence of lecturers characterized by pedagogic competence, social competence, social competence and professional competence of lecturers apparently still not able to increase the commitment of individual lecturers, given the competence is a fundamental characteristic of someone whose influence is more lead to the emergence of performance Superior (Mc Clelland, 1973, Boyatzis, 1982, Boulter et al., 1996). So it can be said that someone who is competent does not necessarily lead to the existence of individual attachment to the profession, but rather more on the work of someone.

Empirically, the results of this study are in line with the study conducted by Srikaningsih and Setyadi (2015) which indicate the insignificant influence of competence on organizational commitment, but not in line with research Rusminingsih (2014) that there is a significant influence of competence of educators against an Organizational commitment of educators.

5.2. The Influence of Organizational Climate, Individual Characteristics, Competence, to Performance

The result of the second hypothesis test shows that organizational climate has a significant effect on performance, with path coefficient has a positive sign which can be interpreted that the increasing degree of organizational climate, hence the higher level of performance of private college lecturer in Kopertis VI Central Java Area Surakarta. The organizational climate in this study refers to Scherman (2005: 101), describes the level of quality and interaction between lecturers, students, institutional leaders, employees, parents and the wider community proved able to contribute significantly to improving the performance of lecturers who in this study were characterized According to Government Regulation No. 60 of 1999 on Universities consisting of education and teaching performance; research; Devotion and support of Tri Dharma.

The results of this study are in accordance with Suarningsih et.al., (2013) and Lubis and Hafasnuddin (2015) studies which empirically confirm the significant direct and positive influence on organizational climate and employee performance. In addition, the research results are also in line with research conducted by Anwar et.al., (2015) which shows a significant effect of organizational climate on the performance of lecturers Kopertis Region 3.

Furthermore, the organizational climate characterized by the ownership of freedom in the conduct of scientific activities, full authority in carrying out duties and the provision of opportunities to initiate, descriptively statistically shows that freedom to undertake scientific activities as the most considered aspect. So it can be said that the existence of individual autonomy, especially freedom in doing scientific activities is a consideration of most lecturers in terms of improving the work that can be achieved by a lecturer in accordance with the authority and responsibility.

The result of the test by using Structural Equation Model (SEM) analysis shows that individual characteristics have an effect on performance, with path coefficient has a positive sign which can be interpreted that the stronger individual traits, the higher the performance level of private college lecturer in Kopertis VI Jawa Central Surakarta Region. Individual characteristics as referred to Gibson, et al. (2006: 38) is an individual or individual characteristic that distinguishes individuals from each other inherent in employees and will affect the work of individuals and organizations. This is in line with statement Robbins (2006: 47-54) that individual variables covering biographical characteristics such as age, sex and marital status, a length of service and physical and mental abilities affect individual employee behavior.

The results of this study also confirm the results of previous studies conducted by Sapar et al. (2011: 300) on factors affecting the performance of extension workers that indicate that the individual characteristics of extension workers characterized by age, training and work experience are among the factors Significantly affect

extension performance. Likewise, with Widagdo (2006) who obtained the result that individual characteristics significantly influence the performance of lecturers at Muhammadiyah Universities of East Java.

Furthermore, it can be explained that the individual characteristics of the lecturer consist of attitudes, personality, motives, interests, past experiences and expectations, descriptive statistics show that the personality as the most considered aspect. So it can be said that the strong personality of lecturers, especially in terms of computer skills is a consideration of most lecturers in terms of improving the work that can be achieved by a lecturer in accordance with the authority and responsibility.

The result of testing by using Structural Equation Model (SEM) analysis shows that competence has an effect on performance, with path coefficient has a positive sign which can be interpreted that the stronger competence level of private college lecturer in Kopertis VI of Central Java Surakarta Region. Competence, as defined by Spencer and Spencer (1993: 9), is an underlying characteristic of a person relating to the effectiveness of individual performance in his work or the basic characteristics of an individual having causality or causal relationships with criteria for reference, effective or superior performance in place Work or in certain situations. The lecturer's competence is the ability possessed by the lecturer that includes communication skills, leadership skills, ability to mingle or foster relationships, a whole or honest personality, and rich in ideas and creative.

The results of this study also confirm the results of previous studies conducted by Rusminingsih (2014: 84) which shows that empirically there is a significant influence of educators' competence on the performance of early childhood educators (Early Childhood Education). Similarly, Sriekaningsih and Setyadi (2015:212) who empirically showed a significant influence of lecturer competence on lecturer's performance at Mulawarman University of East Kalimantan.

Furthermore, it can be explained that the competence of lecturers who are competed with pedagogic competence, social competence, social competence and professional competence, descriptive statistics show that personality competence as the most considered aspect. So it can be said that the competence of lecturers personality especially in the aspect of authority as a lecturer is a consideration of the most lecturers in terms of improving the work and can be achieved by a lecturer in accordance with the authority and responsibility.

5.3. Individual Commitment to Performance

The result of the third hypothesis testing by using Structural Equation Model (SEM) analysis shows that individual commitment has no effect on performance. That is, the increased commitment of private college lecturers in the environment of Kopertis VI Central Java Surakarta Region is not enough to improve performance. The term commitment comes from a foreign language commitment which means feeling emotionally and intellectually attached to a series of actions (American Dictionary: 1998). The individual commitment in this study refers to the opinion of Meyer and Allen (1990: 25) is the extent to which individuals have identification on values, involvement, and loyalty to the profession it embraces. So it can be said that the higher commitment of lecturer will improve lecturer's performance in education and teaching; research; Devotion and support of tri dharma.

The results of this study are not in line with research conducted by Nur'aeni (2011) which state that there is a significant influence of lecturer commitment on lecturer performance. Similarly, it is not in line with the findings of Rusminingsih (2014) that empirically prove the influence of organizational commitment on the performance of PAUD educators.

Furthermore, it can be explained that the individual commitment in this study refers to the lecturers' commitment characterized by identification, involvement, and loyalty, descriptively statistically indicating that that identification, as the most considered aspect. So it can be said that the strong commitment of individual lecturers, especially in the aspect of pride as a lecturer is the consideration of most lecturers in terms of improving the work that can be achieved by a lecturer in accordance with the authority and responsibility.

5.4. The Influence of Organizational Climate, Individual Characteristics, Competence to Performance through Individual Commitment

The test results using Structural Equation Model (SEM) analysis showed that there was a significant and positive direct effect of organizational climate on performance. Similarly, there is a significant and positive indirect influence between the organizational climate on performance through individual commitment. Furthermore, taking into account the greater total effect of direct influence, this indicates that the existence of individual commitment is able to strengthen (mediate) the influence of organizational climate on the performance of private college lecturers in the environment of Kopertis VI Central Java Area Surakarta.

The result of the test by using Structural Equation Model (SEM) analysis shows that there is a significant and positive direct effect of individual characteristics on performance. Similarly, there is a significant and positive indirect influence between individual characteristics on performance through individual commitment. Furthermore, taking into account the greater total effect of direct influence, this indicates that the existence of

individual commitment is able to strengthen (mediation) the influence of individual characteristics on the performance of private college lecturers in the environment of Kopertis VI Central Java Area Surakarta.

The result of the test by using Structural Equation Model (SEM) analysis shows that there is a significant direct and positive influence of competence on performance. Similarly, there is a significant and positive indirect influence between competence on performance through individual commitment. Furthermore, taking into account the greater total effect of direct influence, this indicates that the existence of individual commitment is able to strengthen (mediation) the influence of competence on the performance of private college lecturers in the environment of Kopertis VI Central Java Area Surakarta.

6. Conclusion

Based on the responses of respondents can be found that the organization climate formed by individual autonomy, support, orientation on appreciation, harmony, and trust. As the concept of Forehand (1964), the greatest support in the formation of an organizational climate is individual autonomy. Individual characteristics are shaped by attitudes, personalities, motivations, interests, past experiences, and expectations. As the concept of Mayer (1998), the greatest support in the formation of individual characteristics is personality. Competence, formed by pedagogic competence, personality competence, social competence, and professional competence of lecturers. As the concept of the Teachers and Lecturers Act no. 14 In 2005, the greatest support in the establishment of lecturers competence is personality competence. Individual commitment is shaped by identification, engagement, and loyalty. As the concept of Mowday, et al (1982), the greatest support in the formation of individual commitment is identification. Performance is shaped by education and teaching, research, community service, and tri Dharma support. As the concept of Article 1 Paragraph (1) of Government Regulation No.37 of 2009, the greatest support in the formation of performance is education and teaching.

The findings of the study indicate that the organizational climate has a significant effect on individual commitment in line with Susanty (2012), Danish et al. (2015) and Noordin (2010), while individual characteristics and lecturer competence have no significant effect on individual commitment in line with Demirer Et.al., (2009), Mc Clelland, 1973, Boyatzis, 1982, Boulter *et al.*, 1996. The findings of this study indicate that organizational climate, individual characteristics, and lecturer competencies have a significant effect on performance in accordance with Suarningsih et.al., (2013), Gibson, et al. (2006), Spencer and Spencer (1993). The findings of the study indicate that individual commitment has no significant effect on performance in line with Meyer and Allen (1990).

The findings of the study indicate that organizational climate, individual characteristics, and competence have a significant effect on performance, while individual commitment has no significant effect on performance. However, individual commitment is able to strengthen (mediation) organizational climate influences, individual characteristics, and competence on performance because the total value of influence is greater than direct influence.

7. References

- Anwar, et al., (2015). The Effects of Leadership Style, Organizational Climate, Environmental Aspects and Organizational Commitment and Job Satisfaction on the Lectures Performance of Kopertis III in Jakarta. *Scientific Research Journal*. Vol. 3. No. 9, hal. 37-42
- Benardin, H. John and Joyce E. A. Russell. (2002). *Human Resources Management: An Experiential Approach. Series in Management*. New York: Mc Graw-Hill.
- Boulter N., Dalziel M, and Hill J. (1996). *People and Competencies*, Bidlles, Ltd. London.
- Boyatzis, Re., (1982). *The Competent Manager: A Model For Effective Performance*. John Wiley & Sonc Inc.
- Danish, R.Q, Draz Umar, and Ali, H.Y. (2015). Impact of Organizational Climate on Job Satisfaction and Organizational Commitment in Education Sector of Pakistan. *Journal of Mobile Systems, Application and Services*, Vol. 1, No. 2: 102-109.
- Davis, K. and Newstrom, J.W., (1999). *Perilaku dalam Organisasi* Terjemahan. Jakarta: Erlangga.
- Demirer, Hall. (2010). Organizational commitment and Job Satisfaction: The Influence of Individual and Organizational Factors on Sales Person Work Attitudes in Travel Agencies. *Journal of Social Sciences Institute*. Vol. 7, No. 14: 41-62.
- Forehand, Gary A dan B. Von Haller Gilmer. (1964). *Environmental Variation in studies of Organizational Behavior*. Psychological Bulletin.
- Gibson, J.L et al., (2006). *Organizations Behavior, Structure, Processes*. Twelfth Edition, McGraw Hill.
- Gibson, J.L., J.M. Ivancevich, and J.H. Donnelly, (2000). *Organizations: Behavior, Structure and Processes*, McGraw Hill Companies Inc, Boston.
- Guruh, T. (2014). Pengaruh Lingkungan Kerja, Individual characteristic, dan Motivasi Terhadap Kepuasan kerja Lecturer pada PT. Nyonya Meneer di Semarang. *Tesis*. Fakultas Ekonomi dan Bisnis. Universitas Dian Nuswantoro.

- Kelner, Steve. (1998). Managing the Climate of a TQM Organization. *Centre for Quality of Management Journal*. Vol. 7, page 31-37.
- Lau, Wai Kwan. (2012). The Impacts of Personality Traits and Goal Commitment on Employees' Job Satisfaction. *Business and Economics Journal*. Vol. 59: 1-11.
- Lubis, Rahman and Hafasnuddin. (2015). Pengaruh Kepuasan Kerja Karyawan Dan Komitmen Organisasi Terhadap Organizational Citizenhsip Behavior (OCB) Serta Dampaknya Pada Kinerja Organisasi Pada PT. Lafarge Cement Indonesia (LCI) Aceh Besar, *Jurnal Manajemen*, Vol. 4, No. 1. pp. 201-210.
- Luthans, F. (2006). *Organizational Behavior.Eight Edition*. McGraw Hill International Edition. Singapore.
- Malthis, R.L, dan Jackson, J.H. (2002). *Human Resources Management*. Edisi ke 10, SalembaEmpat, Jakarta.
- Mayer, J. D. (1998). *A systems framework for the field of personality psychology*. *Psychological Inquiry*. Vol. 9: 118 - 144.
- Mowday, R. T., Porter, L. W., & Stearas, R. (1982). *Organizational linkages : the psychology of commitment, absenteeism, and turnover*. San Diego, California : Academic Press.
- McClelland, D. (1973). Testing for competence rather than for intelligence, *American Psychologist*. *Management Journal*. Vol.28, No1, pp.1-14
- Noordin, F., Omar, S., Sehan, S., & Idrus, S. (2010). 'Organizational Climate And Its Influence On Organizational Commitment', *International Business & Economics Research*. Vol. 9.
- Nur'aeni. (2011). Pengaruh Motivasi, Kompetensi dan Komitmen Terhadap Kinerja Dosen Perguruan Tinggi Swasta di Kopertis Wilayah II Palembang. *Jurnal Manajemen dan Bisnis*, Vol. 1 No. 2, pp. 101-129
- Porter, et al. (1984). Organizational Commitment Job Satisfaction and Turn Over Among Psychiatric Technicians. *Journal of Applied Psychology*. 59, 603.
- Prawirosentono, S., (1999). *Kebijakan Kinerja Karyawan*. Edisi Pertama Yogyakarta: BPFE UGM.
- Rashid, et al. (2003). The influence of Corporate Culture and Organizational Commitment on Performance. *Journal Of Management Development*. 22 (8): 708 - 727.
- Robbins, Stephen P. (1996). *Perilaku Organisasi (Konsep Kontroversi Aplikasi)*. Jilid 1 & 2. Jakarta: PT. Prenhalindo.
- Robbins, Stephen P. (2006). *Organizational Behavior*. 10 Three Edition, USA: Pearson International Edition, Prentice-Hall.
- Rue, L.L. and L.L. Byard. (1995). *Management, Skill and Application*. McGraw-Hill Co. New York.
- Rusminingsih, Soliha. (2014). Pengaruh Competence Guru dan Karekateristik Pekerjaan Terhadap Performance dengan Mediasi Komitmen Organisasional. *Jurnal Bisnis dan Manajemen*. Vol. 2, No. 1: 73-88.
- Sanusi, Anwar. (2011). *Metodologi Penelitian*. Surya Pena Gemilang. Malang.
- Sapar, et al., (2011). Faktor-Faktor yang Berpengaruh Pada Kinerja Penyuluh Pertanian dan Dampaknya Pada Kompetensi Petani Kakao di Empat Wilayah Sulawesi Selatan. *Jurnal Forum Pascasarjana*. Vol. 34, No. 4: 297-304.
- Scherman, Vanessa, (2005), "School Climate Instrument : A Pilot Study in Pretoria and Environs", Departement Psychology, Faculty of Humanities, University of Pretoria.
- Spencer, M.Lyle and Spencer, M.Signé, (1993). *Competence at Work: Models for Superior Performance*. John Wily & Son, Inc. New York. USA.
- Sriekaningsih, A. and Setyadi, D. (2015). The Effect of Competence and Motivation and Cultural Organization Towards Organizational Commitment and Performance on State University Lecturers in East Kalimantan Indonesia. *European Journal of Business and Management*, Vol. 7. No. 17: 208-220.
- Stringer, R. (2007). *Leadership and Organizational Climate*. Prentice Hall. New Jersey.
- Suarningsih, P. dan Alamsyah, A. (2013). Pengaruh Iklim Organisasi terhadap Komitmen Organisasional dan Kinerja Karyawan di Rumah Sakit. *Jurnal Aplikasi Manajemen*, Vol. 2, No. 2: 233-240.
- Susanty. E., (2012). Pengaruh Iklim Organisasi Terhadap Kepuasan Kerja, *Jurnal Organisasi dan Manajemen*. Vol. 8, No. 2.
- Tampubolon. (2001). *Perguruan Tinggi Bermutu*. Gramedia Pustaka Utama. Jakarta.
- Winardi. (2004). *Perilaku Organisasi*. Trasito. Bandung.