

LECTURER JOB SATISFACTION AFFECTED BY DISCIPLINE AND MOTIVATION MEDIATED BY ORGANIZATIONAL COMMITMENT

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Abstract: The research aims to examine and analyze the influence of discipline, motivation, and organizational commitment towards job satisfaction of lecturers in STKIP South Nias. Data was collected by distributing questionnaires to 64 lecturers of STKIP South Nias. A sampling technique used was probability sampling with simple random sampling method; data test technique was used in this research including validity, reliability test with. Whereas Path Analysis was used to verify and to prove the research hypothesis. Analysis result demonstrated that discipline had a positive influence towards organizational commitment, motivation had a positive influence towards organizational commitment, the organizational commitment had a positive influence towards job satisfaction, as well as discipline and motivation, had a positive influence towards job satisfaction through organizational commitment.

Keyword: Discipline, Motivation, Organizational Commitment, Job Satisfaction,



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One of the main focuses of government's concerns, both central government and regional government, is the field of education. The field of education plays an important role in the progress of the nation through formal educational institutions (from elementary schools to universities) and non-formal educational institutions (courses, training, etc.). All of them aim to educate and train human resources (HR) in order to have the knowledge and skills that can be used by HR to work and create something. With the increase of the number of human resources who are educated and have a

higher level of education, it is expected that the human resources in Indonesia more capable of both theory and practice in accordance with their respective fields of science.

The need for teachers is very difficult to realize in South Nias because the people believe that sons of the soil or locals are obligated to study outside their homeland; it will be an additional burden for parents and family. Answering this challenge, College of Teacher Training and Education (STKIP) South Nias was finally found in 2008. This institution has assisted Nias' youths to continue their education to universities with reachable distance and affordable cost for them.

A lecturer who has job satisfaction means that he loves his job; it makes him stay at work and not get bored easily. This is based on the quote that "Simply put, it can be said that a satisfied employee tends to like his work rather than dislike it" (Arifin, 2012). Job satisfaction is individual and partial, so the size or level of satisfaction of each person can

vary depending on what one's listened to, experienced, felt, done, achieved, and accepted.

Self awareness will direct every lecturer to work regularly, neatly, and in accordance with applicable rules. By having an awareness and sense of responsibility, lecturers will be deemed able to apply discipline in their work activities. Lecturer as intellectual does not need to be forced and demanded to become disciplined immediately. The implementation of discipline more actively is predicted to be related to the decline in behavior problems (Tichovolsky, Arnold, and Baker, 2013). Discipline should be applied as active as possible, not as quickly as possible. Good discipline does not come instantly, but through a step-by-step process (appealing to lecturer as often as possible in the early stage, warning, and finally giving pressure and punishment). Coercion will disturb lecturer psychologically.

Motivation is one of the most important things in education. (Mizuno, Tanaka, Ishii, and Tanabe, 2008). STKIP South Nias might have motivated its lecturers, but the limited understanding made what the institution has given not considered as part of the motivation. "A person with low motivation tends to show the feelings of discomfort and unhappy with his work" (Murti and Srimulyani, 2013). This situation is certainly highly avoided by an institution because it will disrupt the stability of the institution as an organization.

As the feedback of the motivation, lecturers can be encouraged to work harder as much as possible. "Organizational commitment is related to high employee desire to share and sacrifice for the company" (Sutanto and Gunawan, 2013). Therefore, lecturer needs to have organizational commitment. A high commitment keeps the lecturer present in their duties, feel comfortable, and decide to stay where they are working (Majorsy, 2007). Starting from the description of the background above, the researcher is interested to conduct a research on Lecturer Job Satisfaction Affected by Discipline and Motivation Mediated by Organizational Commitment.

The concept of discipline described in this study, i.e. discipline and self-esteem, is a common part of a personality attribute, which is owned by every-

one (Gollwitzer and Oettingen, 2008). Discipline is not something frightening specter weneed to avoid as much as possible. Many assumptions from various parties say that discipline seems negative; it is only a tool to find faults made by employees at work. On the contrary, discipline is training employees to be able to perform well and correctly according to the rules which have been set. Conversely, discipline is a hard physical and mental training, as a practice of passion which can paradoxically direct employees to obey the rules voluntarily. (Which, 2009).

A discipline is a form of training that seeks to improve and shape the knowledge, attitudes, and behavior of employees so that the employees voluntarily try to work cooperatively with other employees "(Sajangbati, 2013). Meanwhile, Siagian states that "work- discipline is a management action to encourage members of the organization to meet the demands of the various provisions that must be adhered to and the standards that must be met" (Ananta and Adnyani, 2016).

Based on some definitions of discipline above, it can be concluded that the type of discipline can be separated into four main parts: Time Discipline, namely discipline based on employee attitude in optimizing the use of time; Procedure Discipline, namely discipline that refers to compliance with the rules and provisions set by organization; Discipline Attribute, namely discipline based the consistent use of uniform attributes and work tools used daily; Correction Discipline, namely discipline that leads to awareness of compliance with various rules and correction of procedural errors.

The higher and the greater the hopes and desires to get/achieve something, the greater the motivation to move an individual to be willing to do and not do something. It is in line with what Simon has said in his research, "proposing motivation as a means to complement the explanation of human behavior" (Sánchez and Sahuquillo, 2012). The goal is that the attitudes and decisions are taken (doing or not doing something) can lead a person to make it easier to achieve his goals and expectations.

Motivation is a goal aspired based on the behavior of individuals (Rimkeeratikul, 2012). Further-

more, "Motivation can be interpreted as something given by a person or demands that someone should be excited to do something or do not do something that can be useful for the benefit and goodness of the person" (Duha, 2016).

The concept of organizational commitment is described in this study, "Employees with high organizational commitment will work harder and produce better performance" (Majorsy, 2007). This statement indicates that employer (institution) highly expects workers to have organizational commitment. Therefore, the workers will work hard and get a high achievement, so that the goals of the organization will be achieved more easily.

There are some definitions of organizational commitment, among others, While Newstrom states "Organizational commitment can also be said to be employee loyalty, which is the degree to which an employee identifies himself or herself and wants to organize and continues participating actively in the organization" (Han, Nugroho, Kartika, and Kaihatu, 2012). Organizational commitment is generally defined as attitudes towards, or loyalty to an organization (Le, Schmidt, Harter, and Lauver, 2010).

Employers hope that every individual within their organization has an organizational commitment. Organizational commitment means that individual is not merely joining the organization but also willing to sacrifice (time/energy/material), contributing suggestions/corrections, and even making corrections of errors that occur. It becomes the power of forming a strong feeling and character for an individual as a figure who has a sense of belonging in his heart, mind, and deed.

Meanwhile, the concept of job satisfaction is described that job satisfaction does not just appear instantly, but through the process of observation and understanding of what employee is listened to, experienced, felt, done, achieved, and what is received; thus it directs one's feelings and thoughts to convey a positive statement that he is happy to have his work routine. It is quite different from human resources with low satisfaction, fairness, and organizational commitment, who tend to leave the organization. Not only that, "human resources are not seeking to get a good achievement and achieve organizational goals" (Lotfi and Pour, 2013).

If the individual is happy, it means that he has job satisfaction! This is in line with Locke's statement that job satisfaction is a positive statement about employee's thought regarding his assessment of work and work experience (Saari and Judge, 2004). Meanwhile, Testa states that in general, job satisfaction is a level to meet social expectations, physiological expectations, self-realization, satisfaction, and dissatisfaction related to his work (Tepret and Tuna, 2015).

In this study, the influence of latent variables (both exogenous/causal variables and endogenous variables) is recursive (direct, not reciprocal). Several hypotheses in this study include: allegedly, there is an effect of discipline and motivation on organizational commitment; allegedly, there is an effect of organizational commitment on job satisfaction; and allegedly, there is an influence of discipline and motivation on job satisfaction.

METHOD

This study was designed to provide answers to the existing hypotheses. The population in this research was all lecturers of STKIP South Nias; the sample in this study was taken using probability sampling technique and simple random sampling method (Sugiyono, 2016). The number of the sample used in this study was 64 people.

The type of data used in this research was primary data, namely data which had not been processed at all (raw data) as it was collected in research location. The data was sourced from respondents' questionnaire amounted to 64 people. Data analysis was done through path analysis by using Partial Least Square (PLS). Variable organizational commitment acts as the mediating variable of the endogenous variable to the exogenous variable. The data was processed using software Warp PLS 4.0. The use of PLS to process the data have met the requirement. "The sample size is 10 times the size of the most formative indicator used to measure 1 latent variable" (Sarwono and Narmawati, 2015). Meanwhile, the variable that had the most indicators was job satisfaction with 5 indicators. So, $5 \times 10 = 50$.

RESULTS

Table 1 Respondent Information

No	Information	Answer Options			Unfilled	Total
1	Age (years old)	22-27= 4	28-34= 21	>35= 26	13	64
2	Level of Education	S1= 0	S2= 49	S3= 2	13	64
3	Work period (Years)	<1= 2	1-5= 25	>5= 24	13	64
4	Length of waiting time (months)	<6= 41	6-12= 5	>12= 5	13	64
5	Sex	Male= 40	Female= 12	XXXXXX	12	64
6	Living place	Parents=12	Family= 36	Relatives= 5	12	64
7	Marriage status	Single= 6	Engaged= 3	Married= 42	13	64

Source: Results of research data processing

From the table above, we can see lecturer demography data that most of the lecturers at STKIP South Nias already aged 35 years and over. 21 lecturers are lecturers who have only graduated from S2 for several years and most of the lecturers of

STKIP South Nias have master’s degree. Most of the lecturers at STKIP South Nias did not have to wait for long to get a job. Most of the lecturers are male. Most lecturers live in their own homes, and most of the lecturers have married.

Table2 Output Latent Variable Coefficients

No	Outer model (measurement model)	List of Research Variables			
		Discipline	Motivation	Commitment	Job Satisfaction
1	R-Squared Coefficients (Requirement, >0.45 and <0.70=Strong)	-	-	0.532	0.411
2	Composite Reliability Coefficients (Requirement > 0.80)	0.806	0.805	0.894	0.852
3	Cronbach’s Alpha Coefficients (Requirement, > 0.60)	0.678	0.636	0.823	0.780
4	Average Variances Extracted (Requirement, > 0.50)	0.513	0.579	0.739	0.544
5	Full Collinearity VIFs (Requirement, > 3.3)	1.812	2.349	2.095	1.614
6	Q-Squared Coefficients (Requirement, > 0.0)	-	-	0.547	0.417

Source: Results of research data processing

Based on Table 2, it can be seen that the six items of convergence validity have met the requirements so that the latent variables of this study are considered valid. Similarly, AVE values of all four variables were above 0.50. This means that latent variables are able to explain more than half the variants of the indicators in it in average (Sarwono and Narmawati, 2015).

The square root value of AVE displayed diagonally explains that all AVE root values are greater than the AVE value (see table 2 of number 4). Correlation between latent constructs or correlation values among constructs within the model/fourth variables. Bold numbers are larger than the other parallel numbers. For example, 0.716 is greater than 0.617, 0.563, and 0.523. Therefore, it can be con-

Table3 Correlations among Latent Variables with Square Roots of AVEs

	Discipline	Motivation	Commitment	Job Satisfaction
Discipline	0.716	0.617	0.563	0.523
Motivation	0.617	0.761	0.691	0.554
Commitment	0.563	0.691	0.859	0.522
Job Satisfaction	0.523	0.554	0.522	0.738

Source: Results of research data processing

cluded that the data is valid. As for discriminant validity, the data presented are AVE values greater than R² values (0.739>0.532 and 0.544> 0.411) (Check Table 2). This means that the latent variables are valid.

Table4 Combined Loading and Cross Loading(source: Warp PLS 4.0 output)

Indicator ↓	Discipline	Motivation	Commitment	Job Satisfaction	Type(a	SE	P value
Dis 1	0.829	-0.038	0.120	-0.164	Formative	0.089	<0.001
Dis 2	0.679	0.030	-0.098	-0.112	Formative	0.089	<0.001
Dis 3	0.626	-0.052	0.176	-0.022	Formative	0.089	<0.001
Dis 4	0.713	0.061	-0.201	0.317	Formative	0.089	<0.001
Mot 1	0.026	0.740	0.113	-0.042	Formative	0.089	<0.001
Mot 2	0.282	0.811	0.178	-0.263	Formative	0.089	<0.001
Mot 3	-0.340	0.730	-0.312	0.335	Formative	0.089	<0.001
Kom 1	0.211	0.320	0.848	-0.179	Formative	0.089	<0.001
Kom 2	-0.048	0.023	0.870	0.105	Formative	0.089	<0.001
Kom 3	-0.159	-0.338	0.860	0.070	Formative	0.089	<0.001
Kep 1	0.142	0.320	0.407	0.490	Formative	0.089	<0.001
Kep 2	-0.385	0.218	-0.224	0.740	Formative	0.089	<0.001
Kep 3	0.128	-0.077	-0.174	0.863	Formative	0.089	<0.001
Kep 4	-0.084	0.122	-0.366	0.842	Formative	0.089	<0.001
Kep 5	0.254	-0.513	0.616	0.691	Formative	0.089	<0.001

Source: Results of research data processing

Each correlation of one indicator with latent variable was greater than the correlation of the indicator with other latent variables. Then all indicators of this research are declared valid. For example, a correlation value of indicator discipline 1 with discipline variable amounted to 0.829> (-0.038) or correlation value of indicator discipline 1 with another latent variable in another block (motivation), and so on. Thus, the view/cross loading above has

met the requirements of discriminant validity for the indicator target for all indicators are significant <0.05.

The data above shows that all indicators of all variables are declared reliable for all of the P values are below 0.05, all VIF values are below 2.5, all loading indicators (WLS) are above 0.70, and all Effect Size (ES) values are above 0.00.

Table 5 Indicator Weight(source: Warp PLS 4.0 output)

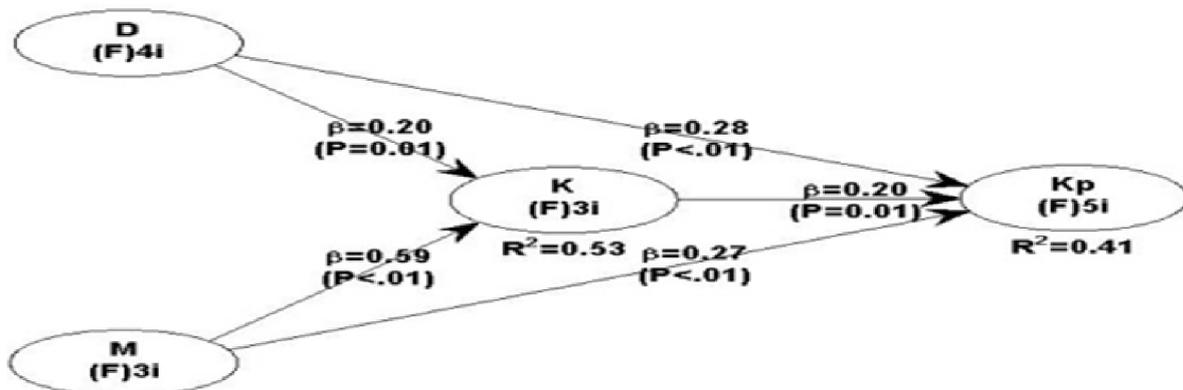
Indicator ↓	Discipline	Motivation	Commitment	Job Satisfaction	Type(a)	SE	Pvalue	VIF	WLS	ES
Dis 1	0.405	0.000	0.000	0.000	Formative	0.089	<0.001	1.718	1	0.336
Dis 2	0.331	0.000	0.000	0.000	Formative	0.089	<0.001	1.493	1	0.225
Dis 3	0.306	0.000	0.000	0.000	Formative	0.089	<0.001	1.306	1	0.191
Dis 4	0.348	0.000	0.000	0.000	Formative	0.089	<0.001	1.315	1	0.248
Mot 1	0.000	0.426	0.000	0.000	Formative	0.089	<0.001	1.233	1	0.315
Mot 2	0.000	0.466	0.000	0.000	Formative	0.089	<0.001	1.346	1	0.378
Mot 3	0.000	0.420	0.000	0.000	Formative	0.089	<0.001	1.218	1	0.307
Kom 1	0.000	0.000	0.383	0.000	Formative	0.089	<0.001	1.774	1	0.325
Kom 2	0.000	0.000	0.393	0.000	Formative	0.089	<0.001	1.939	1	0.342
Kom 3	0.000	0.000	0.388	0.000	Formative	0.089	<0.001	1.863	1	0.334
Kep 1	0.000	0.000	0.000	0.180	Formative	0.089	0.023	1.343	1	0.088
Kep 2	0.000	0.000	0.000	0.272	Formative	0.089	0.002	1.863	1	0.201
Kep 3	0.000	0.000	0.000	0.317	Formative	0.089	<0.001	2.577	1	0.274
Kep 4	0.000	0.000	0.000	0.310	Formative	0.089	<0.001	2.188	1	0.261
Kep 5	0.000	0.000	0.000	0.254	Formative	0.089	0.003	1.758	1	0.176

Source: Results of research data processing

Table 6 Numbers of Path Part.1

No	Step of Hypothesis	Direct Effect				Indirect Effect			
		PC	PValue	SE	F ²	PC	PValue	SE	F ²
1	X1 to X3	0.198	0.015	0.089	0.113	-	-	-	-
2	X2 to X3	0.587	<0.001	0.089	0.419	-	-	-	-
3	X3 to Y	0.198	0.015	0.089	0.109	-	-	-	-
4	X1 to Y	0.276	0.001	0.089	0.152	0.039	0.267	0.063	0.022
5	X2 to Y	0.267	0.002	0.089	0.150	0.116	0.034	0.063	0.065

Source: Results of research data processing



Source: Results of research data processing

Figure 1 Path Analysis Model Testing Output

Based on the data of Standard Error, those four variables are very well used as predictors of path analysis. The Effect Size or F Square values are successively categorized as weak (0.113), strong (0.419), weak (0.109), medium (0.152), moderate/medium (0.150). Meanwhile, for indirect effect, the value of Path Coefficient (PC) of discipline with job satisfaction is 0.039 (0.198×0.198), and PC value of motivation to job satisfaction is 0.116 (0.587×0.198). P Value for X1 to Y of 0.267 indicates that indirect effect is not significant because of that value > 0.05 . Meanwhile, the indirect effect for X2 to Y is significant. The amount of effect for the total effect for X1 to Y is 0.315 ($0.276 + 0.039$), and X2 to Y is 0.383 ($0.267 + 0.116$).

DISCUSSIONS

Discipline behavior will direct employees to act regularly, neatly, and try to do something with the prevailing rules and intend to help the organization achieve its goals. By doing so, then the disciplined employee will have an impact on him, to have organizational commitment. The consistency of employees in applying discipline will enlarge the organizational commitment. In line with the statement above, the results of this study indicate that discipline directly affected the organizational commitment of 0.198. Although the value is not so great, discipline has led lecturers to love the university. The more often the discipline is done, the higher the organizational commitment of the lecturers. This is in line with the statement of research that has been done by Prihantoro that “discipline has a

Motivation involves giving energy and the direction of behavior (Chen, Chen, and Zhu, 2012). It is expected that the motivation obtained will encourage the lecturers to have organizational commitment. According to Rhoades, Eisenberg, and Armeli, “The growth of organizational commitment in employees is influenced by the social support they receive while working in the company”. The success of the company is closely related to employee motivation” (Suseno and Sugiyanto, 2010). In line with the statement above, the results of this study indicate that motivation has a direct influence on organizational

commitment of 0.587. This considerable result shows that lecturers need more attention to be more empowered and cared for.

Knight and Kennedy reveal that “Organizational Commitment is important to the company because high employee commitment can reduce absence and employee turnover, and can create job satisfaction” (Nofriansyah, 2016). The results of this study indicate that organizational commitment had a direct influence on job satisfaction of 0.198. In terms of comfort and the reason to obtain the benefits of work, clearly, employees who have job satisfaction will have an organizational commitment. However, if an employee is oriented to devotion and even sacrifice (energy, time, thoughts, feelings, and material) because of his love for the organization, then the employee has an organizational commitment first and will direct it to achieve job satisfaction.

Individuals who have high work discipline are expected to be able to complete the task given quickly and appropriately, which result in job satisfaction” (Mardiono and Supriyatn, 2014). The results of a research which was conducted by Rofi showed that the discipline at work needs to be improved so that the expectations of employees can be achieved and they get job satisfaction (Suwondo and Sutanto, 2015). The results of this study indicate that the discipline had a direct effect on job satisfaction of 0.276. Meanwhile, the amount of indirect influence can be known from the PC value of discipline with job satisfaction of 0.039 (0.198×0.198). Thus, discipline affected job satisfaction.

Individuals with goals such as intrinsic adaptation are motivated to pursue their goals, resulting in increasing their satisfaction (Xanthopoulou, Bakker, Demerouti, and Schaufeli, 2009). The results of this study indicate that motivation had a direct influence on job satisfaction of 0.267. Meanwhile, the amount of indirect influence can be known from the PC value of motivation to job satisfaction of 0.116 (0.587×0.198). It can be concluded that individuals with motivational power will encourage them to work well and generate job satisfaction.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Of the three indicators of fit model testing and AVIF block average, the results obtained: Average path coefficient (APC) = 0.305, $P < 0.001$, Average R-squared (ARS) = 0.471, $P < 0.001$, Average adjusted R-squared (AARS) = 0.449, $P < 0.001$, Average block VIF (AVIF) = 1.863, acceptable because the value is less than 5. Therefore, the fit model testing indicators have been met, or have met the model fit requirements.

Directly, variable discipline, motivation, and commitment respectively have a positive and significant impact on job satisfaction. However, among the influence of those three, the influence of motivation on commitment is the largest, with a total effect of 0.587. This means that the lecturers at STKIP South Nias will have organizational commitment if they are motivated to work. The amount of direct discipline and motivation to job satisfaction are 0.276 and 0.267 respectively. This value can be corrected if discipline and motivation are mediated by organizational commitment. This is proven by the total amount of the influence of discipline on job satisfaction of 0.315, and the total amount of the effect of motivation on job satisfaction of 0.383.

Suggestions

Discipline has been applied well at STKIP South Nias, which is proven from the total effect of discipline on job satisfaction of 31.5%. The total effect value of variable discipline could be greater if it is projected with other variables. Therefore, it is suggested to do further research about discipline because variable motivation is able to contribute greatly to produce job satisfaction of the lecturers; it is suggested that motivation will be given to lecturers through various ways such as giving praise, attention, etc. Organizational commitment needs to be continuously owned by each lecturer; it is expected to generate lecturer job satisfaction.

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