Determinants of Job Satisfaction and Its Implications for the Lecturers Performance

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Abstract

The purpose of this research is to examine the positive effects of leadership style, work environment, and organizational climate on lecturer performance through Pamulang University's job satisfaction. Researchers used the quantitative research method in this study. The data was collected by using questionnaires distributed through surveys. Proportional random sampling was used, earning 135 samples, and partial least squares (PLS) were used for statistical analysis. The results show that leadership style, work environment, and organizational climate have an impact on job satisfaction. Job satisfaction affects the performance of lecturers. Leadership style, work environment, and organizational climate will also affect the performance of lecturers. Job satisfaction can mediate the influence of leadership style, work environment, and organizational climate on lecturer performance. This research is expected to be a recommendation for Pamulang University on how to improve lecturer performance which can be tried by improving leadership style, work environment, organizational climate, and job satisfaction.

Abstrak

Tujuan penelitian ini adalah untuk menguji pengaruh positif gaya kepemimpinan, lingkungan kerja dan iklim organisasi terhadap kinerja dosen melalui kepuasan kerja di Universitas Pamulang. Pendekatan riset kuantitatif digunakan peneliti. Pengumpulan data dengan menggunakan kuesioner yang disebarkan melalui survei. Dengan menggunakan proporsional random sampling diperoleh 135 sampel, analisis statistik dilakukan dengan menggunakan partial least squares (PLS). Hasil penelitian menunjukkan bahwa gaya kepemimpinan, lingkungan kerja dan iklim organisasi berpengaruh terhadap kepuasan kerja. Kepuasan kerja berpengaruh terhadap kinerja dosen. Gaya kepemimpinan, lingkungan kerja dan iklim organisasi berpengaruh terhadap kinerja dosen. Kepuasan kerja dapat memediasi pengaruh gaya kepemimpinan, lingkungan kerja dan iklim organisasi terhadap kinerja dosen. Penelitian ini diharapkan menjadi rekomendasi bagi Universitas Pamulang tentang bagaimana meningkatkan kinerja dosen yang dapat dicoba dengan meningkatkan gaya kepemimpinan, lingkungan kerja, iklim organisasi dan kepuasan kerja.

How to Cite: Subarto, S., Solihin, D., & Qurbani, D. (2021). Determinants of Job Satisfaction and Its Implications for the Lecturers Performance. Jurnal Pendidikan Ekonomi & Bisnis, 9(2), 163-178. https://doi.org/10.21009/JPEB.009.2.7

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ISSN 2302-2663 (online)
DOI: doi.org/10.21009/JPEB.009.2.7
INTRODUCTION

Human resources are one of the important factors for an organization. Therefore, human resources need good management and development to be able to compete and help their organizations, especially in this era of increasingly fierce competition (Sunarsih and Helmiatin, 2017). The teaching and learning process are two aspects that depend heavily on the abilities and professionalism of lecturers. This shows that lecturers are an influential instrument in the success of transferring knowledge in universities (Anwar, et al., 2015). Lecturer performance is something that is done by lecturers to achieve responsible and high-quality performance (Suryaman and Hamdan, 2016). The vision of becoming a professional lecturer is to create a learning process with professional principles so that equal rights among citizens in obtaining quality education can be achieved (Mukhtar et al., 2019).

This research was conducted at Pamulang University. According to data from LPPM UNPAM, it can be seen that the performance of lecturers at Pamulang University in the Tri Dharma activities which, reflected in the following table, was still unsatisfactory.

Table 1. Community Service Report Data

| No | Study program                | Number of Lecturers | Number of Reports 2019/2020 | % 2019/2020 | Number of Reports 2018/2019 | % 2018/2019 |
|----|------------------------------|---------------------|----------------------------|-------------|-----------------------------|-------------|
| 1  | Master of Law Sciences       | 15                  | 2                          | 13.3        | 0                           | 0.0         |
| 2  | Masters Management           | 33                  | 3                          | 9.1         | 0                           | 0.0         |
| 3  | Accountancy                  | 324                 | 58                         | 17.9        | 21                          | 6.5         |
| 4  | Legal studies                | 137                 | 22                         | 16.1        | 10                          | 7.3         |
| 5  | Management                   | 609                 | 89                         | 14.6        | 113                         | 18.6        |
| 6  | Mathematics                  | 28                  | 3                          | 10.7        | 1                           | 3.6         |
| 7  | Economic Education           | 60                  | 12                         | 20.0        | 4                           | 6.7         |
| 8  | Pancasila and civic education| 38                  | 9                          | 23.7        | 7                           | 18.4        |
| 9  | Indonesian literature        | 36                  | 10                         | 27.8        | 3                           | 8.3         |
| 10 | English literature           | 88                  | 17                         | 19.3        | 10                          | 11.4        |
| 11 | Electrical Engineering       | 79                  | 13                         | 16.5        | 6                           | 7.6         |
| 12 | Industrial Engineering       | 98                  | 17                         | 17.3        | 4                           | 4.1         |
| 13 | Technical Information        | 294                 | 33                         | 11.2        | 7                           | 2.4         |
| 14 | Mechanical Engineering       | 92                  | 12                         | 13           | 11                          | 12.0        |
| 15 | Accounting D3                | 42                  | 9                          | 21.4        | 11                          | 26.2        |
| 16 | Secretary                    | 30                  | 6                          | 20           | 8                           | 26.7        |
| 17 | Chemical Engineering         | 21                  | 10                         | 476          | 4                           | 19.0        |
|    | Total                         | 2,024               | 325                        | 16.1        | 220                         | 10.9        |
|    | Average                      |                     |                            |             | 19.12                       | 18.8        |

Source: LPPM UNPAM

Based on the data above, it can be concluded that the performance of lecturers in Community Service is still far from satisfactory. It can be seen that, on average, only 18.8% or 19.12 lecturers carried out community service activities for the 2019/2020 period. As a result, evaluation and review of teaching staff/lecturers must be done on a regular and synergistic basis for them to improve their performance as academicians who carry out the Tri Dharma in university to materialize knowledge from theory to practice and make a clear contribution with in the framework of advancing the life of the nation (Wahyudi, 2017). Meanwhile, in research publications indexed by Scopus, the number is always increasing every year, but it is still less than optimal as the number of lecturers carrying it out is still very little.
The symptom or phenomenon of low lecturer performance has been widely reported through print media in the “Surat Pembaca” rubric, through television and radio in interactive forums with students and their guardians, and through seminars during the question and answer session (Bandhaso and Paranoan, 2019). The performance of lecturers in private universities also shows unsatisfactory signs. For example (1) several lecturers enter and leave the class, not on time, (2) some lecturers submit or publish the results of student learning evaluations not on time, (3) students have difficulty meeting lecturers for guidance, (4) several lecturers have side jobs, so they are only in the office during teaching hours, (5) the lessons taught do not match the syllabus; (6) The media and methods used in the teaching and learning process are not varied; (7) lecturers tend to teach the same subject matter in the following academic year; (8) the results of correction and revision are not socialized; and (9) some lecturers start their lectures not on time (Bandhaso and Paranoan, 2019; Zain et al., 2017).

Academic institutions need lecturers with quality performance to improve academic quality. To improve lecturer performance, lecturers must be satisfied with their work, if lecturers are satisfied with their work, then lecturers will work with all their professional knowledge and complete their work as well as possible (Zain et al., 2017). This is in line with Robbins (2016)’s statement where organizations with employees who are more satisfied with their work are usually more efficient than organizations with employees who are less satisfied with their work. In the research of Chandra and Priyono (2016) and Setyorini et al. (2018) where the results of their research indicate that job satisfaction has a significant effect on improving performance. However, the results of this study are just the opposite and are not in line with the research of Pawirosumarto et al. (2016) and Narasuci and Noermijati (2018) which give the result that job satisfaction has no significant effect on lecturer performance.

Leaders in the academy are obliged to be able to pay attention to the needs and feelings of people who work in this case are lecturers, so that lecturers’ performance will always be maintained (Heriana & Wahyudi, 2016). Good leadership will be able to create good work results for the organization and create a sense of security and comfort for employees during work, a good leadership style is a leader who can provide influence, information, decision making, and motivation that aims to improve an organization or employee (Siagian, 2014). Leadership style in the academy is very influential on improving lecturer performance regarding this in line with research conducted by Chandra and Priyono (2016) and Setyorini et al (2018), leadership style has a significant effect on improving lecturer performance because there is leadership planning, informing, making, and evaluate various decisions that must be made in the academy. However, the results of this study are different from those of Anwar et al. (2015), and Heriana and Wahyudi (2016) which state that leadership style has no significant effect on lecturer performance.

Many aspects affect the performance of lecturers in carrying out tri dharma activities such as the work environment. To do the work of lecturers efficiently and effectively, a work environment is needed that can support the implementation of the work of lecturers properly (Chandra & Pryono, 2016). The work environment is very influential on an employee because everything, both directly
and indirectly, both related to work and emotional, greatly affects a person’s psychological state (Maddinsyah & Wahyudi, 2017). A friendly work environment for employees is expected to lead to job satisfaction and have an impact on employee performance (Apriana et al., 2019). Several previous studies have proven that the work environment has a positive and significant effect on employee performance (Jayaweera, 2015; Nguyen et al., 2015), but the results of these studies are different from several other studies which show that the work environment has a negative and insignificant effect on employee performance (Rahmayanti & Afandi, 2014).

Organizational climate as something that can be measured in the work environment directly or indirectly affects employees and the work where they work (Darodjat, 2015). Lecturers who are in a good organizational climate will be able to generate a strong desire to carry out an activity that is their obligation (Heriana & Wahyudi, 2016). This shows that employee satisfaction or dissatisfaction can be created if a company can create a good organizational climate because job satisfaction is the answer to the work environment. A good organizational climate can create a comfortable working atmosphere that affects job satisfaction so that it has an impact on increasing employee performance (Mukhtar et al., 2019). Candrayanto (2016) and Jarwanto (2013) research has proven that organizational climate has a positive and significant effect on employee performance, but it is different from the research of Pasaribu & Indrawati (2016) and Kustrianingsih et al. (2016) where the results show that organizational climate does not significantly affect on employee performance.

The importance of lecturer performance is to be investigated because lecturers are one of the essential components in the higher education system in Indonesia. The roles, duties, and responsibilities of lecturers are very important in realizing the goals of national education, namely the intellectual life of the nation, and improving the quality of human resources in Indonesia. However, existing studies in Indonesia mainly focus on the performance of elementary school teachers (Aguswara & Rachmadullah, 2017; Arifin, 2018), junior high school teachers (Santiari et al., 2020; Ratmini et al., 2019), and school teachers upper-middle-class (Nurlaili, 2019; Yanuarti & Suparman, 2014), while research on lecturer performance is still very minimal to be studied by scholars. In addition, several studies that have been conducted previously are still inconclusive because the results are inconsistent in determining the position of each variable. For this reason, it is necessary to have a better understanding of whether leadership style, work environment, organizational climate, and job satisfaction can affect the performance of Pamulang university lecturers, as well as understanding the mediating role of job satisfaction.

METHOD

This research uses a causal study design. The population in this study were all permanent lecturers from Pamulang University. All 203 of them had obtained a lecturer certificate. This research uses a proportional random sampling technique to get samples. Data is collected by using a questionnaire. There are a total of 135 respondents. Questionnaires were distributed to lecturers via smartphones. Indicators are measured using a 5-tag scale, in which 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree, 5 = strongly agree. The instruments in this study were obtained based on the theoretical framework and relevant previous books and journals. To find out respondents’ responses to the leadership style variable, this study adapted six instruments developed by Hasibuan (2016). To find out respondents’ responses to work environment variables, this study adapted six instruments developed by Siagian (2014). Furthermore, to find out respondents’ responses to organizational climate variables, this study adapted five instruments developed by Darodjat (2015). Then to find out respondents’ responses to the job satisfaction variable, this study adopted four instruments developed by Wibowo (2017). And to find out respondents' responses to the lecturer’s performance variable, this study adapted six instruments developed by Maddinsyah and Wahyudi (2017).

The data collected were analyzed using the structural equation modeling partial least square (SEM-PLS) to estimate the constellation of various variables. We follow the SEM-PLS data analysis procedure by Ghozali and Latan (2016), as follows: (1) Outer model estimation consisting of:
Convergent Validity, Cross Loadings, Average Variant Extracted, Fornell Lacker Criterium, Composite Reliability and Cronbach’s Alpha (2) Inner model, (3) Goodness of Fit test, and (4) Estimation of hypothesis. In more detail, the research framework is illustrated in Figure 2.

![Figure 2. The theoretical framework.](source)

**Hypothesis:**

- **H₁**: Leadership style affects the increase in job satisfaction
- **H₂**: The work environment affects the increase in job satisfaction
- **H₃**: Organizational climate affects the increase in job satisfaction
- **H₄**: Job satisfaction affects the improvement of lecturer performance
- **H₅**: Leadership style affects the improvement of lecturer performance
- **H₆**: The work environment affects the improvement of lecturer performance
- **H₇**: Organizational climate affects the improvement of lecturer performance
- **H₈**: Job satisfaction can mediate the influence of leadership style on lecturer performance
- **H₉**: Job satisfaction can mediate the influence of the work environment on lecturer performance
- **H₁₀**: Job satisfaction can mediate the influence of organizational climate on lecturer performance

**RESULTS AND DISCUSSION**

**Respondent Characteristics**

| Respondent Characteristics | Total (person) | Percentage (%) |
|----------------------------|----------------|----------------|
| **Gender**                 |                |                |
| a. Female                  | 60             | 44%            |
| b. Male                    | 75             | 56%            |
|                            | 135            | 100%           |
| **Age**                    |                |                |
| a. 20-30 years old         | 13             | 10%            |
| b. 31-40 years old         | 66             | 49%            |
| c. 41-50 years old         | 34             | 25%            |
| d. > 51 years old          | 22             | 16%            |
| Respondent Characteristics | Total (person) | Percentage (%) |
|---------------------------|----------------|----------------|
| **Years of service**      |                |                |
| a. 1-3 years              | 7              | 5%             |
| b. 4-6 years              | 87             | 64%            |
| c. 7-9 years              | 18             | 13%            |
| d. > 10 years             | 23             | 17%            |
|                           | 135            | 100%           |
| **Last education**        |                |                |
| a. S2                     | 117            | 87%            |
| b. S3                     | 18             | 13%            |
|                           | 135            | 100%           |

*Source: Processed data*

The data above shows that the number of male lecturers, 75 people, is the most dominant compared to 60 female lecturers. Based on their ages, the most dominant group of lecturers are those aged 31-40 years old, which has 66 people, while the least number of lecturers, aged 20-30 years, was 13 people. The most dominant group of lecturers’ working periods is 4-6 years, as many as 87 people, while the least one, 1-3 years, is 7 people. Meanwhile, from the level of education, the most dominant group of lecturers are those who have master's education, 117 people, and the least are 18 people who have doctoral education.

**Measurement Outer Model**

An indicator is said to be valid if it has a loading factor value greater than 0.70, while a loading factor of 0.50 to 0.60 can be considered sufficient (Ghozali dan Latan, 2016). Based on this criterion, if there is a loading factor below 0.50, it will be dropped from the model.

![Figure 3. Outer Model](source: Processed data)
Table 3. Test Results Convergent Validity

| Variable                      | Indicator | Outer Loading | Decision |
|-------------------------------|-----------|---------------|----------|
| Leadership Style              | GK1       | 0.895         | Valid    |
|                               | GK2       | 0.895         | Valid    |
|                               | GK3       | 0.925         | Valid    |
|                               | GK4       | 0.870         | Valid    |
|                               | GK5       | 0.807         | Valid    |
|                               | GK6       | 0.749         | Valid    |
| Work Environment              | LK1       | 0.910         | Valid    |
|                               | LK2       | 0.940         | Valid    |
|                               | LK3       | 0.955         | Valid    |
|                               | LK4       | 0.886         | Valid    |
|                               | LK5       | 0.933         | Valid    |
|                               | LK6       | 0.903         | Valid    |
| Organizational Climate        | IK1       | 0.887         | Valid    |
|                               | IK2       | 0.804         | Valid    |
|                               | IK3       | 0.818         | Valid    |
|                               | IK4       | 0.831         | Valid    |
|                               | IK5       | 0.799         | Valid    |
| Job Satisfaction              | KP1       | 0.779         | Valid    |
|                               | KP2       | 0.773         | Valid    |
|                               | KP3       | 0.885         | Valid    |
|                               | KP4       | 0.800         | Valid    |
| Lecturer Performance          | KD1       | 0.821         | Valid    |
|                               | KD2       | 0.794         | Valid    |
|                               | KD3       | 0.775         | Valid    |
|                               | KD4       | 0.667         | Valid    |
|                               | KD5       | 0.720         | Valid    |
|                               | KD6       | 0.731         | Valid    |

*Source: Processed data*

The results of the convergence validity test in Fig. 2 and Table 2 show that the load factor value is greater than 0.50, which means that all indicators meet the convergence validity.

**Discriminant Validity**

Table 4. Discriminant Validity Test Results (Cross Loadings)

| Indicator | Leadership Style | Work Environment | Organizational Climate | Job Satisfaction | Lecturer Performance |
|-----------|------------------|------------------|------------------------|------------------|----------------------|
| GK1       | 0.895            | 0.316            | 0.450                  | 0.431            | 0.521                |
| GK2       | 0.895            | 0.312            | 0.445                  | 0.404            | 0.492                |
| GK3       | 0.925            | 0.365            | 0.409                  | 0.486            | 0.510                |
| GK4       | 0.870            | 0.294            | 0.413                  | 0.481            | 0.454                |
| GK5       | 0.807            | 0.293            | 0.498                  | 0.535            | 0.530                |
| GK6       | 0.749            | 0.219            | 0.407                  | 0.411            | 0.359                |
| LK1       | 0.368            | 0.910            | 0.174                  | 0.365            | 0.394                |
| LK2       | 0.382            | 0.940            | 0.233                  | 0.369            | 0.418                |
| LK3       | 0.318            | 0.955            | 0.211                  | 0.344            | 0.417                |
| LK4       | 0.309            | 0.886            | 0.248                  | 0.386            | 0.383                |
| LK5       | 0.308            | 0.933            | 0.315                  | 0.384            | 0.444                |
Table 5. Average Variant Extracted (AVE)

| No | Variable                  | AVE  |
|----|---------------------------|------|
| 1  | Leadership Style          | 0.738|
| 2  | Work Environment          | 0.849|
| 3  | Organizational Climate    | 0.686|
| 4  | Job Satisfaction          | 0.657|
| 5  | Lecturer Performance      | 0.567|

Source: Processed data

According to the data in the table, it can be seen that the AVE value of leadership style, working environment, organizational climate, job satisfaction, and lecturer performance variables are > 0.5. Therefore, it can be said that each variable has good discriminant validity.

Table 6. Discriminant Validity Test Result (Fornell Lacker Criterium)

| Variable                  | Leadership Style | Work Environment | Organizational Climate | Job Satisfaction | Lecturer Performance |
|---------------------------|------------------|------------------|------------------------|------------------|----------------------|
| Leadership Style          | 0.859            |                  |                        |                  |                      |
| Work Environment          | 0.511            | 0.829            |                        |                  |                      |
| Organizational Climate    | 0.537            | 0.559            | 0.811                  |                  |                      |
| Job Satisfaction          | 0.562            | 0.581            | 0.644                  | 0.753            |                      |
| Lecturer Performance      | 0.352            | 0.255            | 0.398                  | 0.436            | 0.921                |

Source: Processed data

Based on Table 6, the comparison of AVE values shows that each of these values is greater than the correlation between other variables, so it can be concluded that all latent variables in the research have good construct validity and discriminant validity.
Composite Reliability and Cronbach's Alpha

Table 7. Composite Reliability and Cronbach's Alpha

| No | Variable                | Composite Reliability | Cronbach's Alpha | Information |
|----|-------------------------|-----------------------|------------------|-------------|
| 1  | Leadership Style        | 0.944                 | 0.928            | Reliable    |
| 2  | Work Environment        | 0.971                 | 0.964            | Reliable    |
| 3  | Organizational Climate  | 0.916                 | 0.886            | Reliable    |
| 4  | Job Satisfaction        | 0.884                 | 0.826            | Reliable    |
| 5  | Lecturer Performance    | 0.887                 | 0.846            | Reliable    |

Source: Processed data

The results of the composite reliability test and Cronbach's alpha show a satisfactory value because all latent variables have a composite reliability value and a Cronbach's alpha of 0.70. This means that all latent variables are reliable.

Testing Structural Model

Test Results R-squared value

Table 8. Evaluation of R-square (R²)

| Variable           | R Square |
|--------------------|----------|
| Job Satisfaction   | 0.435    |
| Lecturer Performance| 0.544   |

Source: Processed data

The R-Square (R²) value for the job satisfaction variable of 0.435 (R² = 43.5%) is in the medium category. This value shows that the percentage of job satisfaction is affected by leadership style, work environment, and organizational climate (43.5%), while the remaining 56.5% can be explained by variables other than the ones researched. Finally, the R-Square from lecturer performance is 0.544 (R² = 54.4%), which belongs to the medium category. This value shows that 54.4% of the performance of the lecturer can be explained by the leadership style, work environment, organizational climate, and job satisfaction, while the remaining 45.6% can be explained by variables other than the research object.

Test Result of Goodness of Fit Model

\[
\text{Q-Square} = 1 - (1 - \text{R}^2_1) \times (1 - \text{R}^2_2) \\
\text{Q-Square} = 1 - (1 - 0.435) \times (1 - 0.544) \\
\text{Q-Square} = 1 - (0.565 \times 0.456) \\
\text{Q-Square} = 1 - 0.257611 \\
\text{Q-Square} = 0.742
\]

The Q-Square value of 0.742 shows that the research model has a predictive correlation or can share relevant predictions. Therefore, based on these results, it can be said that the research model has a good degree of goodness of fit.

Hypothesis Testing

In addition, we examine the hypothesis testing based on research data processing by utilizing SEM-PLS analysis using the bootstrap resampling method. In this stage, we used the statistical analysis (t-test) (>1.96) and the probability (p-value) that should be smaller than 0.05 (Ghozali and Latan, 2016).
Table 9. Hypothesis Testing Results

| Hypothesis                          | Relationship                                      | Beta  | T-Value | P-Values | Decision |
|-------------------------------------|---------------------------------------------------|-------|---------|----------|----------|
| H₁                                  | Leadership Style -> Job Satisfaction              | 0.278 | 3.133   | 0.002    | Confirmed|
| H₂                                  | Work Environment -> Job Satisfaction              | 0.207 | 3.168   | 0.002    | Confirmed|
| H₃                                  | Organizational Climate -> Job Satisfaction        | 0.364 | 3.841   | 0.000    | Confirmed|
| H₄                                  | Job Satisfaction -> Lecturer Performance          | 0.330 | 2.554   | 0.011    | Confirmed|
| H₅                                  | Leadership Style -> Lecturer Performance           | 0.195 | 2.059   | 0.040    | Confirmed|
| H₆                                  | Work Environment -> Lecturer Performance           | 0.171 | 2.335   | 0.020    | Confirmed|
| H₇                                  | Organizational Climate -> Lecturer Performance     | 0.253 | 2.670   | 0.008    | Confirmed|
| H₈                                  | Leadership Style -> Job Satisfaction -> Lecturer Performance | 2.230 | 0.026 | Confirmed|
| H₉                                  | Work Environment -> Job Satisfaction -> Lecturer Performance | 2.162 | 0.031 | Confirmed|
| H₁₀                                 | Organizational Climate -> Job Satisfaction -> Lecturer Performance | 2.164 | 0.031 | Confirmed|

Source: Processed data

Table 9 informs that all hypotheses in this study are accepted, both direct and mediating effects, it can be seen from the t value > 1.96 and p-value < 0.050.

Figure 4. Inner Model

Source: Processed data

The results of this study confirm that leadership style can affect job satisfaction. Leader behavior is one of the important factors that can affect job satisfaction (Setyorini et al., 2018). Pawirosumarto et al. (2016) suggest that a well-structured leader who can provide tasks according to procedures will allow employees to feel satisfied with their work and feel better in terms of getting supervision. The leadership indicator of delegating more authority to subordinates gives the highest value of 0.925, followed by absolute authority focused on the leader and the indicator that there is no opportunity for subordinates to advise 0.895. Lecturers feel satisfied at work if the leader gives full trust in the work they are doing. This study supports previous research conducted by Chandra and Priyono (2016) which suggests that leadership style can affect job satisfaction. It also
strengthens previous findings by Setyorini et al. (2018), and Anwar et al. (2015) that leadership style plays a significant role in employee job satisfaction.

Apart from the leadership style, this study notes that the work environment can encourage a lecturer to be satisfied. The indicator for proper educational infrastructure gave the highest score of 0.955, followed by the indicator for the availability of teaching support facilities at 0.940. These results indicate that lecturers will feel satisfied in carrying out their work if supported by proper facilities and infrastructure in their teaching activities. Other supporting facilities, such as in-focus provided by the campus also greatly affect lecturer satisfaction at work. These findings confirm previous research by Pawirosumarto et al. (2016) which explains that job satisfaction will be positive if the lecturer's work environment is in good condition. Likewise, this study supports the studies conducted by Chandra and Priyono (2016), Anwar et al. (2015), Jayaweera (2015), and Nguyen et al. (2015) which show that the work environment affects job satisfaction.

In the variable of organizational climate, this study notes that a good organizational climate can encourage a lecturer to be satisfied. The division of labor indicator gives the highest score of 0.887, followed by the support indicator giving ideas of 0.831. The division of tasks according to the role of the lecturer will provide satisfaction for the lecturer in carrying out their duties according to the work they are doing. In addition, lecturers will work optimally if they get support from either their superiors or fellow lecturers. Research by Maddinsyah & Wahyudi (2017) proves that a good organizational atmosphere can create satisfaction or dissatisfaction for the employees because job satisfaction is important in the working environment. A good organizational atmosphere can create a safe work atmosphere that affects job satisfaction. These findings also support prior studies by Anwar et al. (2015), Mukhtar et al. (2019), and Shalihin et al. (2018), which prove that the level of organizational climate affects job satisfaction.

The fifth hypothesis shows that job satisfaction has a role in improving lecturer performance. In detail, the monitoring system is another indicator that gives the highest score for the job satisfaction variable of 0.885, followed by harmony between colleagues at 0.800. The results of this study state that good supervision plays an important role in improving the performance of lecturers in carrying out their duties according to the tri dharma. Additionally, the performance of lecturers will increase if there is harmony between colleagues. Universities must always pay attention to lecturers' job satisfaction because if the lecturer is satisfied with their performance, the university's goals can be achieved. Besides that, lecturers who are satisfied with their work will always be positive and creative (Wahyudi, 2017). This study adds to previous research by Chandra & Priyono (2016), Setyorini et al. (2018), Anwar et al. (2015), and Shalihin et al. (2018), all of which show that job satisfaction has a significant impact on employee performance.

In addition, leadership style plays an important role in improving lecturer performance. Good leadership will be able to produce good work results for the organization and produce a sense of comfort and safety for lecturers as long as they work. Siagian (2014) suggests that good leadership is a leader who can share influence, decision-making, and motivation that aims to correct an organization or an employee. These findings confirm several major studies by Pawirosumarto et al. (2016) which state that leadership style has a significant effect on lecturer performance. Chandra and Priyono (2016) emphasize that a strong leadership style that can encourage subordinates to bring out their best will shape the mindset, attitudes, and behavior of employees to improve their performance.

In the sixth hypothesis, this study notes that the work environment can encourage a lecturer to improve their performance. A comfortable work environment is needed for a lecturer to carry out the lecture activities in the class. Lecturer performance will be of high quality if supported by a good work environment. A favorable work environment has a big impact on lecturers, both directly and indirectly affecting everything about work or, in another word, emotions will greatly affect a person's psychological state (Maddinsyah & Wahyudi, 2017). This study strengthens previous research by Pawirosumarto et al. (2016), Chandra and Priyono (2016), and Anwar et al. (2015), as well as Narasuci and Noermijati (2018) which show that the work environment greatly affects employees’ performance at work.

Furthermore, in the seventh hypothesis, this study notes that organizational climate can
encourage a lecturer to improve their performance. Some lecturers want a healthy organizational climate that allows each lecturer to work better so that the smoothness of their assignments can be achieved with maximum results. Shalihin et al (2018) state that the achievement of a university’s goals is strongly influenced by the organizational climate. The employee’s performance will also increase if the climate gives comfort and harmony. This study strengthens previous research (Anwar et al., 2015; Yani et al., 2017; Li & Mahadevan, 2017) where research results show that organizational climate has a positive and significant impact on performance.

The eighth hypothesis shows that job satisfaction can mediate the influence of leadership style on improving lecturer performance. This indicates the emergence of a sense of satisfaction felt by lecturers due to a leadership style that is considered good in their eyes can affect the increase in lecturer performance. According to Sewang (2020), many lecturers are underdeveloped in carrying out their duties because of their lack of initiative and creative leadership style in taking steps to organize coaching for lecturers. The style of coaching so far has only been carried out as a formality. Lecturers feel dissatisfied with the lack of attention, which can result in low work performance. This study strengthens previous research by Taruno et al (2012), the findings suggest that the better and more effective a leader's leadership style is, the better and more positive the impact will be. Job satisfaction will be felt by lecturers, which, indirectly, will result in higher lecturer performance.

The ninth hypothesis shows that job satisfaction can mediate the effect of the work environment on improving lecturer performance. This indicates the emergence of a sense of satisfaction felt by lecturers due to a work environment that is considered good in their eyes can affect the increase in lecturer performance. Awaludin (2018) explained that the aspects that make people experience satisfaction in their work area are not the opposite of the aspects that make them dissatisfied. Dissatisfaction in the work area is caused by the inadequacy of the area or work context. Meanwhile, job satisfaction is obtained from the job content, the opportunity it provides to achieve achievement (performance), find recognition, increase professionalism, and improve character. This study strengthens previous research by Yunanda (2012), and Sugiyarti (2012), the findings suggest that a good work environment will provide personal comfort so that satisfaction will be created, and it can lift employee morale so that they can do their duties properly.

The tenth hypothesis shows that job satisfaction can mediate the influence of organizational climate on improving lecturer performance. This indicates the emergence of a sense of satisfaction felt by lecturers due to an organizational climate that is considered good in their eyes can affect the increase in lecturer performance. A lecturer who works optimally can be created if the organizational climate is safe and supportive, because a lecturer who is satisfied with his work climate will be a lecturer who is satisfied, has a strong commitment, and does not want to leave work, and also strives to maintain it. On the other hand, if the lecturers’ needs are not met, it will cause disappointment, disinterest in work and work performance will decrease (Robbins, 2016). This research strengthens previous research (Mayasari & Suharyono, 2018; Pratama & Pasaribu, 2020) which show that organizational climate has a positive and significant effect on employee performance through job satisfaction.

CONCLUSIONS AND SUGGESTION

This study concludes that lecturer job satisfaction can be explained through leadership style, work environment, and organizational climate. Additionally, lecturer performance can also be explained through job satisfaction, leadership style, work environment, and organizational climate. Furthermore, job satisfaction can mediate the influence of leadership style, work environment, and organizational climate on improving lecturer performance. This study also found an important role for Pamulang University in providing job satisfaction and improving lecturer performance. These findings imply that lecturers will feel satisfied at work if the leadership style is good, the work environment is per the lecturers’ expectations and the organizational climate is conducive so that it will have an impact on the overall performance of the lecturers. On the other hand, if the variables mentioned earlier are not improved, it will decrease both in terms of satisfaction and in the performance of the lecturers themselves.
The suggestions for Pamulang University are as follows: first, to increase the job satisfaction of lecturers, lecturers should be able to adjust the courses under their scientific fields so that lecturers can have the expertise to manage the learning process in the classroom to fulfill the educational attainments of graduates as stated in the Competency Standards for Graduates. Second, to improve lecturers’ performance in terms of accredited journal publications with Sinta and Scopus, universities should provide awards in the form of rewards, either financially or non-financially, to lecturers so that they become enthusiastic and motivated to conduct research.

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