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The Effect of Organizational Learning and Job Satisfaction on Organizational Commitment: Its Implication toward Lecturers Performance

(Case Study at Economics Faculty of Private University in Bandung City)

Ratna Komala Putri^{a*}, Yayan Firmansyah^b, Dwinto Martri Aji Buana^c

^a PhD Student, Padjadjaran University, Dipatiukur street no 35, Bandung 40132, Indonesia

^b Indonesian Computer University, Dipatiukur street no 112-114, Bandung 40132, Indonesia

^c MSc Student, Padjadjaran University, Dipatiukur street no 35, Bandung 40132, Indonesia

Abstract

The aim of this research was to explore the effect of organizational learning and job satisfaction on organizational commitment and its implication toward lecturers performance. The sample of this verificative research are lecturers from economics faculty at private university in Bandung city and 83 respondent participate in this study. In this research we use cluster random sampling technique and use path analysis to analyzing The result of this research indicate that there is a positive effect of organizational learning and job satisfaction through organizational commitment to lecturers performance.

Keywords: Organizational Learning, Job Satisfaction, Organizational Commitment, Lecturer Performance.

1. Introduction

Organizational learning has become one of the most important need for organization at this time. Any organization can not ignore the learning process to be able to survive (Montes, Moreno dan Morales, 2005; Probst dan Buchel, 1997). Maintain long-term viability of the organization, the face of increasingly stringent and achieve optimal performance depends on the capacity of the organization to adapt to the constantly changing environment (Patnaik & Berinha., 2008; Montes et al., 2005).

Several previous studies revealed that organizational learning in practice has led to the growth of the interaction between learning organizational culture and organizational performance (Egan, Yang, dan Bartlett, 2004). Given the importance of organizational learning for the organization, but still relatively little or almost no studies have attempted to investigate the influence of organizational learning on job satisfaction, organizational commitment and performance, especially in the Private University. For the research on organizational learning lecturer at the University needs to be done.

Organizational learning refers to the organizational and managerial characteristics that facilitate organizational learning process (Goh dan Richards, 1997). Universities should strive to produce, and transferring knowledge as constructive applications in the relevant field. Organizational learning is considered as a place where members continue to develop their capacity to create the results you want, develop and maintain a new mindset and aspirations freed to create optimal performance (Pedler et al., 1991; Senge, 1990).

*Ratna Komala Putri Tel.: +64.-817-206-057
E-mail address: ratna.putri17@gmail.com



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Assessment of faculty performance by implementing three dharma can be measured through the work of education and teaching, research and community service as well as supporting elements lecturer profession as contained in PERMENPAN (ministerial regulations of empowerment and the state apparatus) and Reform No. 17 in 2013. The success of faculty in teaching and learning is determined by the performance of lecturers as educators, if the lecturer has a good performance, the results of the learning will go well. Phenomena that occur in the field of education and teaching: teaching faculty are not in accordance with a predetermined syllabus, teaching methods still unidirectional, lecturer difficult to find when students will perform guidance.

Efforts are made of Higher Education and Kopertis region IV, to encourage the faculty to conduct research and community service one of them with research grants and grant programs community service. Based on the summary of data obtained from research faculty Kopertis Region IV West Java and Banten, tenured faculty economics faculty of private universities in Bandung during the years 2010 to 2013 is only about 3 % of lecturer at the Faculty of Economics who submit research grant. Likewise in the field of community service is only about 1% during the years 2010 to 2013 that apply for grants community service.

Good performance is influenced by job satisfaction and organizational commitment (Jonathan and Andrew, 2010). The problem faced by many universities, especially private universities are still a lot of professors who conduct activities outside the campus several lecturers choose to have a schedule of teaching at several universities . Lecturer at university are required to have optimum performance. However, based on information obtained from several professors at private universities, the salary received by the lecturer is still not enough to meet the needs . Azman Ismail and Ahmad Zaidi (2011) revealed that the amount of salary received by the employee can be influential on the level of performance.

Luthans (2011) revealed that the level of performance of the employee is influenced by the control of the leadership , and good cooperation with colleagues. Phenomena that occur in private universities , as dictated by the personnel department. Leaders feel free to give a warning if there are lecturers higher education levels of leadership. Thus, the lecturer left when doing indiscipline among others absent from present obligations and duties.

Organizational learning positive and significant effect on the performance (Kunartinah, 2010). The phenomenon that occurs in some private universities some professors do not know the vision of the faculty or program of study, courses and university leaders rarely involve faculty in meeting activities, there is still a gap of communication between leaders and lecturers, and among the lecturers. In fact, the success of college performance is the achievement of the vision and mission of the university through the implementation of the tri dharma of college.

This study aims to analyze and generate the study of: 1). Organizational learning, job satisfaction, organizational commitment, and performance Lecturer at the Faculty of Economics of Private University in Bandung. 2). The influence of organizational learning and job satisfaction on organizational commitment Lecturer at the Faculty of Economics of Private University in Bandung partially and simultaneously. 3). The influence of organizational learning and job satisfaction on the performance of the Faculty of Economics Lecturer at Private University in Bandung, either directly or indirectly through organizational commitment.

2. Literature Review

Organizational learning is the process of developing new knowledge that change the behavior of the organization to improve the performance of current and future. The most popular definition of organizational learning can be categorized into the following three perspectives: First , adaptive learning perspective, which focuses on the individual as an agent of learning (Heneman et al ,1989; Argris and Schon, 1978) . Second, the development of knowledge-based perspective (Duncan and Weiss, 1979) and experience the effects of perspective, which focuses on the organization wants to change through better knowledge and understanding





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(Stata, 1989). Third, the assumption of shared perspective, which focuses on shared mental model changes associated with operational policies, norms and performance criteria (Shrivastava, 1983; Dixon, 2000).

Learning is regarded as a potential organizational behavior change as a result of obtaining new shared mental models, change norms, rules, processes, structure, or coordinative behavior. Learning organization is an organization that continues to expand its capacity to create the future. For such organizations, it is not enough just to survive (Senge, 1990). Peter Senge (2004) states that the characteristics of a learning organization is the five disciplines that make up a successful organizational structure, consisting of: personal mastery, complex mental models, system thinking, team learning and building a shared vision.

The effectiveness of an organization depends on the capacity of organizations to acquire, share, use, and store valuable knowledge (Mc. Shane and Von Glinow, 2010: 11). Learning organizations can also be realized from members of the organization who want to learn. Organizational learning is also a process of development of new knowledge that change the behavior of the organization to improve the performance of current and future (B. Hiriyapa, 2009:27). Learning organizations encourage learning among employees, to promote the exchange of information between employees and produce employees who have more expertise in formulating concepts based on what is learned by the employees, so that they can immediately solve the problems according to their expertise (Gareth Jones, 2010:363).

Job satisfaction is basically something individual . Each individual has a different level of satisfaction varies according to the value system that applies to him . The higher the perceived assessment of the activity in accordance with the desires of the individual , the higher the satisfaction of the activity (Veithzal Rivai, 2009: 856) . Employees who are satisfied with the attitude shown to work harder and provide better service , (Yoon and Suh, 2003; Yeh,2013). Some early research proves that job satisfaction has a positive influence on organizational commitment. (Silvestro & Cross, 2000; Lu et al , 2012; Yeh, 2013) .

Experts agree that job satisfaction is an attitude and a general feeling of a worker on the job. From some sense it means that the level of job satisfaction is the result of an individual 's perception of his work and the various special attitude held by an employee to work, adjustment, and the extent to which there is conformity between them as individuals and organizations (Robbins, 2009: 65; Luthans, 2011: 142; Noe,2010:477; Ivancevich, 2011:77). Job satisfaction is the result of the interpretation and the emotional state of an employee to work if positive and expectations are met then one employee was satisfied, but when expectations are not met then it will appear feelings (Jerald, 2011:220; Mc . Shane, 2010:108). Factors that lead to job satisfaction by Luthans (2011: 142-143) are: Work it self, Pay, Promotions, Supervision, coworkers.

Organizational commitment has an important role for the growth of an organization. commitment is a function of personal characteristics and situational functions related to working conditions. Meyer and Allen (1991) provide empirical evidence that organizational commitment is a multidimensional concept that provides a comprehensive insight into the relationship between the employee and job-related behaviors. Employees who have a commitment to the organization believes and accepts the organization's goals and values, are willing to remain with the organization and are willing to strive and work for the betterment of the organization (Mowaday, Porter & Steers, 1979; Cater and Zabka, 2009).

Organizational commitment is a strong belief in and acceptance of the goals set organization, willingness in the form of beliefs become part of the organization , and the desire to be part of an organization (Noe, Hollenbeck, Gerhart and Wright, 2010: 475; Ivancevich, 2011:198 It can be concluded that the importance of organizations to create employee loyalty to the organization. Where such loyalty is an attitude that can grow and disappear from the behavior or individuals. If the employee gives loyalty to the organization, the employee will be more willing to give his best (Luthans, 2011:147) .





Organizational commitment can make an individual loyalty and reduce the desire to get out of the organization, besides that individuals tend to show high involvement manifested in the form of attitudes and behavior in carrying out its functions in the organization. Organizational commitment by Meyer and Allen's (2001) divided into three components: affective commitment, continuance commitment, Normative Commitment. A similar opinion was delivered by Robbins and Judge (2009 :113)

The success of an organization is influenced by the performance (job performance) employees. Performance is defined as the effectiveness of the activities carried out by employees of the organization (Motowidlo, 1994; Tahir, 2012). Performance is basically what was done or not done by the employees (Mathis and Jackson, 2010:378). Individual performance shows how much the ability individuals to contribute to the achievement of organizational objectives (John Bernardin, 2010 : 222). The contributions made, shown on the ability of individuals to exercise their functions both in quantity and quality achieved in units of a certain period in carrying out their duties in accordance with the responsibilities assigned to him (Raymond J. Stone, 2008: 36; Ivancevich, 2011:182). Assessment of faculty performance in high perguruan based Tri Dharma College, which implement education and teaching, conduct research and perform community service.

- (H1). Organizational learning, job satisfaction, organizational commitment, and performance Lecturer at the Faculty of Economics of Private University in Bandung is still low.
- (H2). There is a positive effect of organizational learning and job satisfaction on organizational commitment Lecturer at the Faculty of Economics of Private University in Bandung partially and simultaneously.
- (H3). There is a positive effect of organizational learning and job satisfaction on the performance Lecturer at the Faculty of Economics of Private University in Bandung, either directly or indirectly through organizational commitment.

3. Research Method

The method used to analyze the data in this research is Path Analysis. Path analysis was conducted to analyze the causal relationship with the purpose of separating the effects of direct and indirect effect causes a variable to variable result. Path analysis chosen for this research is to measure the magnitude of the effect of exogenous variables on the endogenous variables, both influence directly and indirectly influence through relationships with other exogenous variables. Primary data were collected through a questionnaire survey distributed to tenured faculty. Organizational learning measured using 12 items developed by Peter Senge (2004), job satisfaction was measured using 12 items developed by Luthans (2011), organizational commitment was measured using 12 items from Robbins and Judge (2009) and faculty performance is measured by using 12 items developed by Bernardin (2011). The respondents are comprised of tenured faculty were asked to respond on a scale ranging from strongly agree (5) to strongly disagree (1). From this analysis, it was identified level of reliability between 0.825 to 0.874, exceeding the recommended 0.7 (Suharsimi Arikunto, 2010). Thus, the instrument used in this study showed a good level of reliability. In the questionnaire contained demographic information such respondent, gender, duration of work, and the number of teaching hours. Population as much as 454 full-time lecturers and taken a sample of 83 people by using the Slovin's formula. Research data processing by using SPSS software version 19.

4. Discussion And Analysis

The results of the analysis of the respondent profile data obtained by the author is male respondents 44 people (53%), 38 women (47%), work period between 6-10 years (44%), long taught in one week 12-15 Hours (42.2%). Descriptive analysis of each variable revealed that: Organizational Learning tenured faculty measured by Senge (2004) are in either category lowest item is completion of the tasks of the leadership and vision of the institution became a lecturer working guidelines. Job satisfaction in the category of lecturers are sufficient, the lowest item is satisfaction with salary and supervision of leadership. The results are consistent with that proposed by Luthans (2011:142). Lecturer Organizational commitment was measured by Robbins & Judge (2009) located at both the lowest category is an ongoing commitment. Performance is measured through a



Lecturer at tri dharma college, the performance of education and teaching are in the good category, the lower is the performance of research and community service.

Table 1. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.703	5.179		4.963	.000
	Organizational Learning (OL)	.478	.100	.470	4.787	.000
	Job Satisfaction (JS)	.209	.085	.241	2.455	.016

a. Dependent Variable: Organizational Commitment (OC)

According to table 1 above, organizational learning has positive influence on Organizational Commitment of 0.470 with t-count equal to 4.787 and 0.000 significance value smaller than the significance level was set at 0.05. The results are consistent with research Talat and Isfak (2013). Job satisfaction has positive influence on Organizational Commitment with the value of 0.241 lines, with t-count equal to 2.455 and 0.000 significance value smaller than the significance level was set at 0.05. The results are consistent with what is proposed by Suday Popoola (2009).

Table 2
The Effect of Organizational Learning and Job Satisfaction
simultaneously affect the Organizational Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.615 ^a	.379	.363	2.19543	.379	24.376	2	80	.000

a. Predictors: (Constant), Organizational Learning (OL), Job Satisfaction (JS), b. Dependent Variable: Organization Commitment (OC)

According to table 2 above, organizational Learning and Job Satisfaction simultaneous effect on Organizational Commitment of 0.379 (37.9 %). Based on the research results of Organizational Learning and Job Satisfaction simultaneously affect the Organizational Commitment Lecturer Faculty of Economics of Private University in Bandung .Organizational Learning Lecturer positive effect on the performance of 0.198 with a t-test of 2,050 and 0,044 significance value smaller than the significance level was set at 0.05. The results are consistent with the results of research Wageeh and Belal (2012).

Table 3
Organizational Learning, Job Satisfaction and Organizational Commitment
simultaneously affect the lecturers performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.070	4.642		1.739	.086
	Organizational Learning (OL)	.182	.089	.198	2.050	.044
	Job Satisfaction (JS)	.215	.069	.274	3.102	.003
	Organizational Commitment (OC)	.381	.088	.422	4.350	.000

Table 3
Organizational Learning, Job Satisfaction and Organizational Commitment
simultaneously affect the lecturers performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.070	4.642		1.739	.086
	Organizational Learning (OL)	.182	.089	.198	2.050	.044
	Job Satisfaction (JS)	.215	.069	.274	3.102	.003
	Organizational Commitment (OC)	.381	.088	.422	4.350	.000

a. Dependent Variable: Lecture Performance (LP)

According to table 3 above, job satisfaction has positive influence on performance Lecturer at 0.274, t-test with a significance value 4.350 and 0.000, which is smaller than the significance level was set at 0.05. The results are consistent with the results of research conducted Muhammad Tahir (2012). Organizational Commitment Lecturer positive effect on performance, amounting to 0.422, t-test with a significance value 3.102 and 0.003 which is smaller than the significance level was set at 0.05 . The results are consistent with the research Nele and Hans (2009), and studies of Abu Bakar (2013). Organizational learning and job satisfaction has positive influence on the performance of lecturers through organizational commitment to the total effect of 53.9 %, a significance value of 0.000 which is smaller than the significance level was set at 0.05.

5. Conclusions And Suggestions

Organizational learning, job satisfaction, organizational commitment and performance of professors at private universities in Bandung showed good results, although there are some shortcomings, especially in lecturers job satisfaction in terms of payroll, because lecturers assess and feel that salary is perceived not in accordance with the needs of everyday life. Similarly, in terms of supervision by the leadership is still not optimal. With the low income received during this and the lack of supervision of leadership led to the performance of lecturers to be low, especially in the performance of duties and responsibilities in the field of research and community service. Organizational learning and job satisfaction effect on organizational commitment lecturer in Private University in Bandung. Organizational learning and job satisfaction have a significant effect on the performance of lecturers through organizational commitment lecturer in Private University in Bandung. Influence is greatest job satisfaction to be able to increase organizational commitment lecturers so as to improve the performance of lecturers .

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