

The Effect of Lecturers' Job Satisfaction, Commitment, and Competence on Students' Satisfaction.

Dominik Tulasi

STIE Tri Bhakti

tulasidominik@gmail.com

Abstrak

Tujuan penelitian ini adalah untuk menguji pengaruh komitmen, kompetensi dan kepuasan kerja Dosen terhadap kepuasan mahasiswa di Sekolah Bisnis Muhammadiyah Jakarta. Penelitian ini menggunakan metode survei sebagai pendekatan kuantitatif untuk membuktikan teori-teori terkait pada hubungan kausal ini. Hubungan antara variabel independen dengan variabel dependen untuk memenuhi kebutuhan deduktif justifikasi empiris di lapangan. Hasil penelitian menyimpulkan bahwa komitmen, kompetensi dan kepuasan kerja Dosen merupakan faktor penentu kepuasan mahasiswa. Mahasiswa sebagai konsumen utama selama ini memandang proses belajar-mengajar sebagai nilai inti dan substansi mata kuliah. Artinya semua variabel independen berpengaruh terhadap kepuasan mahasiswa. Pada akhirnya, temuan ini akan berdampak pada calon calon mahasiswa.

Kata kunci: Hubungan kausal, kepuasan kerja, kompetensi, komitmen, kepuasan mahasiswa.

Abstract

The purpose of this study was to examine the impact of Lecturer's commitment, competence and job satisfaction on student satisfaction at Muhammadiyah Business School, in Jakarta. This study used survey method as quantitative approach to prove related theories at this causal relationship. The relationship between those independent variables on dependent variable **was** to meet deductive requirement of empirical justification in the field. The research finding **concluded** that Lecturers' commitment, competence and job satisfaction **were** the determinant factors of students' satisfaction. Students as prime customers **had been perceiving** teaching-learning process as the core value and substance of the subjects. It means that all independent variables **had** influenced on the student satisfaction. Ultimately, this finding will impact on the prospect candidate students.

Keywords: Causal relationship, job satisfaction, competence, commitment, student satisfaction.

INTRODUCTION

Teaching-learning process in higher education is part of service in meaning. This study **had** exposed the causal relationship between its variables based on service marketing theories of experts which insert core concepts of this research variables. Student satisfaction as customer satisfaction in this study **was** the key factor in realizing the substance and essence of learning in higher education. Satisfaction **has originated** from the Latin word 'Satis' meaning "enough". Enough to satisfy expectations and needs of customers. This study wants to uncover and explain the characterization of the teaching-learning process in higher educations, especially in the research location of the Muhammadiyah Business school, Jakarta. Theoretically the satisfaction of students as prime customers is the fulfillment of most of the desires, hopes and needs of students in pursuing their ideals.

Supporting factors that **were** used to as independent variables in this study were: Commitment, Competence and job satisfaction as core factors, which led to a service encounter. Instead, student satisfaction is a result of core service encounter that occur in the teaching-learning process. According to observations, researcher found that, the students **were** very enthusiastic in attending the teaching-learning process at campus. All additional demands of students **had been provided** by institution; and all scientific subject matter **had been** excellent proceeded. Therefore, the determination of the commitment, competence and job satisfaction variables in this study **were** appropriate, and met the core service requirements. In the language of service marketing, it is called 'moment of truth', which is the core of service encounter.

The desires and needs of students as market driven factors **were** more demonstrated in the enthusiastic students as driver of customer driven services in the teaching-learning process. Higher education institutions as a whole are demanded to increase their competitive advantage through 'Tridharma'. The realization is performed in (1) the teaching-learning process, (2) research and (3) community service.

Lecturers are service providers who must have commitment, competence and job satisfaction to serve students as prime customers. The word commitment comes from the Latin word "Committere", means "uniting together" to meet consumers satisfaction. Commitment means optimizing all the potentials of oneself, to meet market demands. In this research, the lecturers' commitment is proceeding services the teaching-learning process, to fulfil the hopes and needs of students.

The second concept used in this study **was** the word competence; it comes from the origin Latin infinitive form ‘competere’, means ‘strive together’. Further, interpreted as an optimal effort involving all potentials, to meet the wants and needs of students. It means, the optimal effort of a lecturer is preparing excellent lecture material to meet the expectations and needs of students.

Job satisfaction is the third concept used to strengthen those variables. According to Kreitner and Kinicki (2008) said, job satisfaction is an affective and emotional response to various aspects of one's work. This definition implies that job satisfaction is not a unitary concept. But someone can feel quite satisfied with one aspect of his work and feel less satisfied with one or several other aspects. Job satisfaction is needed by Lecturers as a requirement in a higher education. According to Martoyo (Yudha, 2018), job satisfaction is the emotional feeling of employees that occur, and there is no meeting point between the value of employee work and company or organizational rewards and the level of employee benefits needed by the desired employee.

In this context, the selection of research location becomes an important point, and raises questions and in-depth investigation. Reasons for determining the location of research, adjusted for the topics studied in the research field. The title in this study is: “The influence of Lecturers’ Commitment, Competence and Job satisfaction on students’ satisfaction.”

Problem Formulation

Based on the description of the background and all other factors, the formulation of the problem as following: (1). Is there an influence of commitment on students’ satisfaction? (2). Is there an influence of competence on student’s satisfaction? (3). Is there an influence job satisfaction on students’ satisfaction? (4). Is there influence of lecturers’ commitment, competence and job satisfaction on students’ satisfaction simultaneously?

LITERATURE REVIEW AND RESEARCH HYPOTHESES

Previous study, Commitment, Competence and Job satisfaction

Previous studies entitled, student satisfaction and loyalty in Denmark: Application of EPSI (European Performance Satisfaction Index) methodology. The study conducted by Tina Shahsavari and Frantisek Sudzina at Aalborg University Denmark was found and verified that ‘student satisfaction and loyalty occur because of the University's image, which is felt by students directly and repeatedly. Meanwhile, the values, quality of software and hardware perceived and

experienced by students meet the expectations of students and they feel satisfied during their study period. The hope is that the pleasant experience of the students will be an inspiration for the Institution to improve itself in the future.

The next study entitled, Higher education service quality and student satisfaction, institutional image, and behavioral intention. Studies conducted by Yong Sek Hwang (School of Business, Sejong University) and Yung Kyun Choi, (Dongguk University) in South Korea; found that, student satisfaction is a form of service quality that is mixed in dimensions: tangible, reliabilities, responsiveness, empathy, and assurance. The quality of services and the image of the institution directly influence student satisfaction and behavior. However, the perceived quality of service is less significant, compared to the influence of the Institution's image.

The next reinforcement study is titled: Examining student satisfaction with higher education services, Using a new measurement tool. This study was conducted by Thorsten Gruber (The University of Manchester, UK), and Stefan Fuss (University of Education Ludwigsburg, Germany) and Roediger Voss (HWZ University, Zuerich, Switzerland), and Michaela Gla ser-Zikuda (Institute for Educational Science) , Jena, Germany). The research location is the University of Education Ludwigsburg, Germany. Researchers who use this Likert Scale find that, the quality of services offered by the University / Institution to students is that student satisfaction at their Institutions is based on the environment and a stable and harmonious relationship between students and the environment in which they study. This means, student satisfaction appears in the uniqueness of the services provided to students. In a wider environment relationships and relationships among students contribute to student satisfaction. There is student dissatisfaction related to the campus buildings and also the quality of the lecture theater.

Related to the quality of tertiary institutions that require special attention in improving the quality of learning services, tertiary management requires the development of excellent quality lecturers in their respective fields. The quality of lecturers plays an important and strategic role in higher education. The role of the lecturers is the starting point for the success of human resources which will trigger development in all fields. The direction and focus of the lecturers is not only limited on how to transfer knowledge, but also how to produce quality scientific work, and balance the implementation of the 'Tri darma' of Higher Education.

Higher education activities actually carry out the service function. The delivery of core services and interpersonal performance in tertiary institutions can be seen as the perspective of the

service provider. Conversely, from a customer perspective, according to Johnston (1995), services can be seen as a personal experience and are core transactions, the proportion of which varies between service output and service encounter. Service interactions are called "moments of truth" (Lovelock, Oliver 1997). Both of these terms must be interpreted specifically, because the contribution of each individual's experience is very different and unique. In other words, service providers view services as a process related to service operations. Instead, students as customers, perceive it as an enlightening life experience.

There are two communities at higher education which inter-twin and interact each other. *First*, 'Internal Capability of Institution' that is Lecturers so called 'Intellectual Capital'. Second, external party, they are students who deemed as regular prime customers, (Heskett, 1997). Heskett connected those two communities in a structure which is named "Elements of Service Profit Chain", in which internal capital strive to produce qualified graduate as expected appropriate to societies' need. Third, research independent variables, namely, Lecturers' job satisfaction, competence, and commitment. In contrast, external part which became dependent variable; it was student satisfaction as prime customers. Therefore, internal capability necessary has the space and chance to serve the students conveniently and excellently, and by the way students can achieve optimal satisfaction in absorbing knowledge in the teaching-learning process.

Rucci (1998) saw the 'Service-Profit-Chain' as the business entity in general, namely, increasing profit of its operation, asset management profitability, productivity and the business growth. And referred to Rucci's perspective, Heskett saw the closed relationship between internal capability and its profitability appropriate to the goal of business entity in general, namely, increasing its profitable operational activity, asset management profitability, and the growth of company (Rucci, 1998). And in the context of Rucci's perspective, Heskett saw the closed relationship between internal capability and its profitability. Ultimately, Rogers confirmed that main factor forming internal capability in service is human resources who involve directly collaborate together with the students as customers.

In Rucci's research known that employees with less experience, intuitively have capacity to provide service suit to the customers expectation and it is depending on the employee behavior in the company. That opinion supported Heskett to introduce term 'strong satisfaction mirror effect' in which customer satisfaction can be reached if only the employees provide commitment service, feeling the good treatment of organization on internal service. That statement confirmed by Ritz

Carlson (Kotler, 2004) who stated, select only ‘people who care about people’; means employees who provide commitment service mostly effect their spirit of service, and psychologically motivate the employees to provide excellent service to the customers (students).

Based on those theories which was major developed by most service marketer experts, and referred to the preliminary of this research, and the fenomena of student satisfaction in attending teaching-learning process as part of marketing service, normally is not fulfilled yet. Means, students expectation value as customers are not met optimally by internal service capability at Muhammadiyah Business School (STIE Muhammadiyah) Jakarta.

METHODOLOGY

The purpose of this study is to prove the theory based on those concepts and variables. The effect of independent variables on its dependent variable in the context of this research and the service commitment of human resource in internal capability or institution has been studied and the result of research can inspire higher educations to provide service commitment in teaching-learning process. The purpose of this applied research is the development of applied knowledge in a special context. In terms of this survey method, it is a descriptive study.

The population sum of this research is 600 students of Muhammadiyah Business School, and the sample were 65 students, using simple random sampling method. The questionnaires were distributed to the students, followed by directly interview to the students and the lecturers of the institution. Finally, 60 respondents were used as the basis for the final analysis. Further, the main tool for collecting data was questionnaire for the effective independent variables and its dependent variable. The statistical tool used in this research was multiple linear regression analysis. The equation is, $Y = a + bX_1 + bX_2 + bX_3 + e$. (Sugiono, 2005), (Operated by SPSS).

FINDING

After describing the independent variables and dependent variable, the analysis of the obtained findings **was** done with basic assumptions to verify it statistically. And to assess the effective independent variables on dependent variable, multiple linear regression analysis **was** used. The purpose of the discovery variables in the real world **was** to prove Lecturer’s ‘job satisfaction, competence, and commitment’ and their effect on student satisfaction partially and/or simultaneously. The table below shows the modified model of correlation reciprocal among those

variables. The impact of independent variables on dependent variable, each correlation is significant at the point 0.01 level (2-tailed).

Correlations

			Kepuasan	Kep_Dosen	Kompetensi	Komitmen
Kendall's tau_b	Kepuasan	Correlation Coefficient	1.000	.966**	.077	.138
		Sig. (2-tailed)	.	.000	.431	.157
		N	60	60	60	60
	Kep_Dosen	Correlation Coefficient	.966**	1.000	.079	.129
		Sig. (2-tailed)	.000	.	.417	.182
		N	60	60	60	60
	Kompetensi	Correlation Coefficient	.077	.079	1.000	-.066
		Sig. (2-tailed)	.431	.417	.	.498
		N	60	60	60	60
	Komitmen	Correlation Coefficient	.138	.129	-.066	1.000
		Sig. (2-tailed)	.157	.182	.498	.
		N	60	60	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

The next following table shows that all variables **were** related and contribute to each other. Each of the three independent variables is free to contribute positively to each other and the reciprocal relationship is interconnected at the same point. Different way of reading the meaning of the relationship between the variables shown at the table. Instead, the effect relationship **was** shown by those numbers to the target point dependent variable. The following table shows the modified model for coefficients significance (t-value). This model actually tests all independent variables correlate and effect partially to the dependent variable as shown bellow:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.322	.167		-1.931	.059		
	Kep_Dosen	1.064	.038	.964	28.294	.000	.982	1.018
	Kompetensi	.010	.019	.018	.540	.591	.990	1.010
	Komitmen	.013	.027	.017	.492	.625	.976	1.024

a. Dependent Variable: Kepuasan

The following is the t table which shows that student satisfaction is strongly influenced by the lecturer satisfaction variable, which is 28.294 t count, which is partially affected as shown in the Coefficient table. Meanwhile, the lecturer competence variable has less significant effect on

student satisfaction as indicated by a value of 0.540, where $t_{\text{count}} < t_{\text{table}}$, which is seen in the magnitude of the value (t_{table} 0.679).

DATA ANALYSIS AND RESULTS

The aim of this research was to explore interrelated relationships among independent variables and their effects on the Lecturers' job satisfaction, commitment and competence from a signaling perspective.

THE INFLUENCE OF LECTURER'S JOB SATISFACTION, COMPETENCE, AND COMMITMENT ON STUDENT SATISFACTION.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.639	3	1.880	273.712	.000 ^a
	Residual	.385	56	.007		
	Total	6.024	59			

a. Predictors: (Constant), Komitmen, Kompetensi, Kep_Dosen

b. Dependent Variable: Kepuasan

The first hypothesis shows the result and found that all the independent variables simultaneously have a positive and significant effect on the student satisfaction as dependent variable. The result of the simultaneous effect of the three independent variables **was** the F ANOVA test: 273,712, means the simultaneous effect **was** significant. If seen partially the value of 28,294, it is the effect of the lecturer's satisfaction that seen at the t test and significant. And, the competence variable on the t test **was** at point 0.540, which means that it has average significant effect on student satisfaction. And the lecturers' commitment **was** of 0.492, which means less significant.

Thus, the total direct effect of the three independent variables on student satisfaction **was** at point 273,712. Of the three independent variables, the 'lecturer satisfaction' had the very significant influence on student satisfaction **was** of 0.964 coefficient, which means that the lecturer satisfaction was more dominant. The derivative meaning of the lecturer satisfaction variable **was**

supported by various dimensions and work conditions as well as institutional and campus policies as a whole.

Several factors that need priority attention from management of higher education institution to increase the quality of student satisfaction **were** increasing Lecturer satisfaction as main human resource that have accumulated in the intellectual capital organization. Another factor that contributes **is** increasing the administrative service innovation that is directly felt by active students. Referring to Kotler (2000), the main reference in providing services commitment is implementing the service marketing triangle, they are: Lecturers (employees), students and higher education foundation.

In statistical testing shows that the lecturer satisfaction **had** the most dominant influence compared to the effect of the other two independent variables. This shows that the atmosphere and conditions of management and organizational structure play an important role in improving the conducive teaching-learning process in class room. The teaching-learning process is the other main supporting factor to improve significant impact on students satisfaction as a form of educational service interaction which in particular term is so called “moment of truth”.

In achieving optimal results and to satisfy students as the main stakeholder of higher education, lecturers are the dominant commitment service providers. They deserve rewards and incentives in the form of material or non-material. The balance between the fulfillment of material and conducive working conditions will support lecturers to be more creative and innovative in their fields. In this context, improving the Lecturer’s satisfaction, competence and commitment had been fulfilled.


In terms of working conditions at the ‘STIE Muhammadiyah’ campus which **were** conducive, lecturers as the main service commitment provider for students, need to always act and behave positively together with students to form an "image" in order to generate a positive perception of society as a market perception. Further, the main service interactions of lecturers’ satisfaction, competence and commitment, contained in the teaching-learning process together with their students. The interaction in service marketing term is ‘the core moment of truth’. And, through that process, the lecturers together with other administrative employees including students become a "tool" to promote and ‘market’ the campus as a scientific community. Meanwhile, other things that need to be improved are working conditions, harmonious relations among lecturers,

good relationship with management and the campus organizational structure as a conducive higher education institution.

The aspects of the harmonious relationship mentioned above were confirmed by lecturers in in-depth interviews conducted by researcher during the time span of the study. The speakers argued that to carry out the 'Tridharma' of higher education properly, the healthy aspects of the organization, especially the relationship between lecturers and management leaders, are the main factors that determine whether the learning process is progressing or not in higher education. In relation to the working conditions of the lecturers at 'STIE Muhammadiyah', there **were** still many shortcomings, but as much as possible, the harmony **had been** maintained. These things also depend on the individual person, meaning that each person, including the lecturers is basically unique.

The campus as a service provider 'tool' requires a renewed orientation towards how to recruit competent faculty or lecturers who are highly committed to their duties as teaching and educating service providers. Orientation to the competence and commitment of lecturers is important to embrace the future presence of the campus as a provider of reliable and quality higher education services. This is because competent lecturers will have a vision and mission to project the future of the campus well. To achieve this condition, the fulfillment of the quality of lecturer services commitment is important.

The purpose of fulfilling service commitment through lecturer job satisfaction is to ensure a balance of material and mental health needs. This research statement is reinforced by Zeithaml (1996), "there is concrete evidence that satisfied employees make for satisfied customers and satisfied customers can in turn reinforce employees' sense of satisfaction in their jobs." Zeithaml asserts that in the reality we witness satisfied employee at work, will strive to satisfy his customers; and, in turn, customers who have been satisfied in the service will lead to inner satisfaction of employees as providers of customer service. That statement is a law of the life cycle of educational service that is good for anyone who practices it.

 Through in-depth research in various service sectors, Schneider Benyamin and David in (Zeithaml, 1996) said, "both a climate for service and a climate for employee well-being are highly correlated with overall customer perceptions of service quality." That the service education climate provided by lecturers and the welfare of lecturers are closely related to students perceptions of the education services provided to them, namely, the service climate and welfare

give birth to the comfort of serving in a comfortable teaching and learning process on campus. This means that interaction with students during lectures involves a high level of competence and commitment from a lecturer as a 'service provider' of knowledge. The impact of some of the variables mentioned above leads to the students satisfaction as main customers who feel the positioning of transferring knowledge.

Researcher conclude that all the things contribute to job satisfaction of a lecturer have the most influence on student satisfaction compared to the two other independent variables. The signified meaning is that the interest of higher education management to increase lecturer job satisfaction is one of the priorities present and in the future, especially for tertiary institutions that hold all the study programs needed by the society.

THE INFLUENCE OF LECTURER COMPETENCE ON STUDENT SATISFACTION

In the second hypothesis was found that partially there is a direct effect of lecturer competence on student satisfaction. Lecturer competence shows a more positive tendency at point 0.540 than the commitment variable at point 0.492. It can be seen from the coefficient magnitude of each variable on the t test, and the three independent variables contribute to the students satisfaction consecutively. And, looking at the degree of influence, it shows that the competence of lecturers with the standardized coefficient indicator is only 0.01, which means that the difference is less significant. The meaning is that the contribution of competence and commitment are two education service factors that always go hand in hand to be applied in transferring knowledge and educating students. The Beta coefficient value for competency (0.18) is slightly larger than the commitment value (0.17) of the lecturer, which respectively contributed to its effect on student satisfaction.

In the following correlation column, it can be seen that all variables are related and contribute to each other. Each of the three independent variables contributes to each other positively and reciprocally related to meet at the same point, meaning that the relationship is reciprocal. The indications can be seen in the values displayed in the following correlation table:

Correlations

			Kepuasan	Kep Dosen	Kompetensi	Komitmen
Kendall's tau_b	Kepuasan	Correlation Coefficient	1.000	.966**	.077	.138
		Sig. (2-tailed)	.	.000	.431	.157
		N	60	60	60	60
	Kep_Dosen	Correlation Coefficient	.966**	1.000	.079	.129
		Sig. (2-tailed)	.000	.	.417	.182
		N	60	60	60	60
	Kompetensi	Correlation Coefficient	.077	.079	1.000	-.066
		Sig. (2-tailed)	.431	.417	.	.498
		N	60	60	60	60
	Komitmen	Correlation Coefficient	.138	.129	-.066	1.000
		Sig. (2-tailed)	.157	.182	.498	.
		N	60	60	60	60

** . Correlation is significant at the 0.01 level (2-tailed).


The lecturer satisfaction variable **had** a significant correlation at point 0.966 with student satisfaction. Lecturer competence related to student satisfaction **was** less significant at 0.077. Meanwhile, lecturer commitment correlates with student satisfaction at 0.138, which means that there **was** a higher significance relationship with student satisfaction compared to lecturer competence. This **was** because other factors also contribute, including interaction and social psychological values and human relations which play a role in increasing student motivation how to learn.

Further, students actually need another human relations and human touch, how to keep that promise with them. In this connection, the other variables must be considered constant (*ceteris paribus*). The meaning is that any change in management policy to meet the needs and lecturers satisfaction as an educational 'service provider' will have an impact on lecturer commitment to student satisfaction.

Referring to Kotler (2000), in his golden the service marketing triangle, that is: setting the promise, enabling the promise and delivering the promise, must be implemented in a balanced and optimal manner so that the institution becomes 'attractive'. When the institution deals with customers (students) to carry out external service marketing, what the institution is doing is how to fulfill promises to students (setting the promise) to create "positive word of mouth". When the institution carries out the task of giving functions to the front group, namely the lecturers, to do 'enabling the promise' as 'interactive marketing' to realize 'delivering the promise' that is the educational services interaction called 'moment of truth'.

Kotler (2000) further said, "this is the real time marketing: here is the actual service delivery takes place-the institution's lecturers interact directly with students by improvisation to

create the image and attract students' emotion", (Kotler, 2000). Kotler's statement can be summarized that lecturers as service providers of knowledge play a decisive role in the dynamics of the operation of higher education institutions, which is the 'warehouse' of '*intellectual capital*'. And, the most effective means of attracting students' attention is to create a unique improvisation contained in the competence and commitment of the lecturers who teach with a satisfied heart and feeling to create a positive "image" of the institution in the eyes of students, by attracting students' attention and to reveal their emotions. Theoretically, student satisfaction is relative between each individual, which according to Heskett, customers (students) satisfaction is a bridge to achieve loyalty to learning as a product, (Heskett 1997).

 The following table **was** the result of the effect test which shows that F (Anova) counting 273,712 **was** greater than F table (2.37) which means that the effect of the three independent variables on the dependent variable is dominant significant as shown in table F count (SPSS):

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.639	3	1.880	273.712	.000 ^a
	Residual	.385	56	.007		
	Total	6.024	59			

a. Predictors: (Constant), Komitmen, Kompetensi, Kep_Dosen

b. Dependent Variable: Kepuasan

In the summary model as shown in the next table, containing R Square as its derivative which ensures that there was a significant correlation of all indicators that become research instruments in the field, the value was indicated at point 0.936; and its adjusted R Square at 0.933, which can use both measures to remain significant.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.968 ^a	.936	.933	.08287	1.948

a. Predictors: (Constant), Komitmen, Kompetensi, Kep_Dosen

b. Dependent Variable: Kepuasan

The following was the t table which shows that student satisfaction was strongly influenced by the lecturer satisfaction variable was at point 28.294 t count, which is partially affected as shown in the Coefficient table. Meanwhile, the lecturer competence variable has less significant effect on

student satisfaction as indicated by value of 0.540, where $t \text{ count} < t \text{ table}$, which was seen in the magnitude of the value at ($t \text{ table } 0.679$).

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-.322	.167		-1.931	.059		
Kep_Dosen	1.064	.038	.964	28.294	.000	.982	1.018
Kompetensi	.010	.019	.018	.540	.591	.990	1.010
Komitmen	.013	.027	.017	.492	.625	.976	1.024

a. Dependent Variable: Kepuasan

Likewise, the lecturer commitment variable had less effect on student satisfaction which was shown with a value of 0.492 which means $t \text{ count} < t \text{ table}$.

The two findings based on the research results illustrated that the weakness of independent variables, competence and work commitment of lecturers was further observed by researcher through in-depth interviews. The results found that there are many lecturers who have normal task and carried out their duties as educators. However, with the achievement of the number 0.540 shows that some indicators of research instruments meet the requirements of the competency and the lecturer commitment variables. The meaning is that the contribution value of the two independent variables remain correlated positively with student satisfaction as the dependent variable.


The suggestion is that it requires an increase in the competence and commitment of lecturers. Lecturer competence can be improved through education at a higher level, and or following scientific work training. In the case of STIE Muhammadiyah lecturers, the majority of whom **were** Masters; the lecturers need to continue their education to the doctorate degree to improve their competence and quality of teaching-learning process. And, to increase the lecturers commitment, higher education management needs to manage the discipline of lecturers, and lecturers need to improve self-discipline in all aspects related to the 'Tridharma' of higher education.


THE EFFECT OF LECTURER COMMITMENT ON STUDENT SATISFACTION.

Partially, the independent variable of lecturer commitment shows a lower tendency of influence compared to the influence of lecturer competence. However, in the correlation column

and table, it can be seen that between the variables of lecturer commitment and student satisfaction has a significant relationship compared to the lecturer competence variable. Why is there such a contradiction? The answer is that if two variables are closely related, it is not necessarily that the two variables have an effect on each other. It is possible that many indicators of lecturer commitment have a correlation with student satisfaction as a response variable. However, at the same time these indicators do not influence each other. They are only positively correlated with each other. This is because the effect only occurs when the predictor variable is predicted to affect the response variable which is strengthened by the underlying theory.

With the correlation value between the commitment variable and the student satisfaction variable which contributed to the value of 0.138, it was much higher than the correlation value of the lecturer competence which contributed to point 0.077. Facing this fact, the researcher concluded that the majority of the indicators of the commitment variable contributed much more to student satisfaction. Therefore, professional lecturers need other factors that play a role in the teaching-learning process. Lecturers have to be smart cognitively and intellectually. There are other factors beyond competence that contribute to the students satisfaction as recipients of learning and education services in a holistic and systematic thinking. The proficiency of the lecturer to interact and improvise in front of students also plays a role in increasing the enthusiasm and motivation for learning process.

 The above statement is strengthened by Kotler (2000) in the golden triangle namely (the service marketing triangle: setting the promise, enabling the promise and delivering the promise). The lecturers are service providers called 'delivering the promise' to interact directly with the students, so that services in the teaching-learning process become attractive; in this case Marketers who carry out service marketing functions and deal with prospective students, in fact they have given promises to student candidates called "setting the promise" in order to create word of mouth. And at the same time the staff of the front groups, namely the lecturers who were supported by the administrative staffs, carried out the main power of the campus called 'enabling the promise'. In this context, all the potential and competencies of lecturers need to be sold as marketing concept, (Kotler, 2000).

 Furthermore, the lecturers as front group employees begin their duties to perform the function of "interactive marketing" to realize "delivering the promise" at the moment of the interaction of the teaching-learning process in the classroom. The above statement has been confirmed by Kotler

(2000), "this is the real time marketing: here is the actual service delivery takes place—the firm's employees interact directly with students (customers) by improvisation to create the image and attract students' emotion". Kotler's statement can be explained that lecturers as front-liners play an important role in the dynamics of the operation of university as scientific institution bearing the label "intellectual capital". And, the most effective means to attract the intention of students is to create a unique improvisation contained in a work commitment with a satisfied feelings in creating a positive "image" of the institution in the eyes of students by attracting and provoking their emotions and motivation.

CONCLUSION

The conclusion is that students (customers) who get satisfaction from internal capability: Lecturers' competence, commitment and satisfaction, are an important capital investment and capital for the institution in order to fulfill customer satisfaction which leads to customer loyalty. Inductive research proving in the field is sufficient to answer the overall hypothesis in fulfilling customer satisfaction, namely students of STIE Muhammadiyah Jakarta. The satisfaction and loyalty of the students are the main assets for the operation of the teaching and learning process in a sustainable manner. Finally, the students will function as a tool of "word of mouth" and a positive "funnel" in society as a college market; who serves as an advocate. In the end, customers will become loyal partners and friends, who are dreamed of having the core of interaction services, namely the core moment of truth which is fun all the time.

RESEARCH CONCLUSION

In order to answer and prove the theory empirically in the field, and after conducting scientific studies, it was found that there was a correlation and influence of the three independent variables: Job satisfaction, competence and work commitment of lecturers simultaneously and partially had a significant effect on student satisfaction as a dependent variable. Nevertheless, the researcher realizes that all scientific and empirical findings must always be doubted for their intrinsic truth. This is because scientific truth is always relative, not absolute. Scientific truth must still refer to the principle of "non-zero tolerance", meaning that there must always be tolerance to criticize it. Therefore, the researcher believes, there are many limitations which are described below: (1). The possibility of respondents giving inaccurate and half-hearted answers to the

research instrument in the form of a questionnaire to measure and collect data relating to all independent variables and dependent variable. (2). The three independent variables, namely job satisfaction, competence and work commitment of lecturers are not variables that have a monopoly effect on the student satisfaction. Therefore, there may be the influence of other factors that need to be studied and investigated further by other researchers. (3). The researcher suggests that every quantitative research needs to be followed by an in-depth interview to confirm the indicators which are the derivations of all the theories covered. In-depth interviews are a form of qualitative research to complement all substances of the phenomenon of student satisfaction in general and STIE Muhammadiyah in particular.

DAFTAR PUSTAKA

- Aron, Arthur & Elaine N. Aron, Statistics for the Behavioral and social sciences, A Brief Course. New Jersey: Prentice-Hall Inc. Simon & Schuster, Viacom Company, 1997.
- Barlow, dan Daniel Lenox, Educational Psychology: The Teaching Learning Process. Chicago: The Moody Bible Institute, 1985.
- Baverly, Kaye and Sharon Jordan-Evans, *Love 'Em or Lose 'Em*, Getting Good People to Stay. San Fransisco: Beverly Kaye and Sharon Jordan-Evan, 1999.
- Bitner, M. J., et.al., Critical Service Encounters: The Employee's viewpoint. Journal of Marketing, New York: The McGraw-Hill Companies, Inc., 1994.
- Benedictus, "Analisis Faktor Pembeda Persepsi Kualitas Jasa Layanan Pendidikan". Jakarta: Jurnal Riset Ekonomi & Manajemen ISEI, Vol. 2, No.3, September 2002.
- Boyle, Brett A, A Multidimensional Perspective on Salesperson Commitment. Journal of Business and Industrial Marketing, Vol.12, No.6, 1997.
- Bryson, John M., Strategic Planning for Public and Non Profit Organization. San Fransisco: Jossey-Bass Inc., 1988.
- Caruana, Albert, The Effect of Internal Marketing on Organization Commitment Among Retail Bank Managers. International Journal of Bank Marketing. 16/3, 1998.
- Chernis, Cary & Daniel Goleman, The Emotionally Intelligent Workplace. San Fransisco: Jossey-Bass A Wiley Company, 2001.
- Collins, James C, Jerry L. Poras, Built, To Last, Successful Habits of Visionary Companies. Harper Business: Core Competencies, Work Study, Vol.45, No.2, 1994.
- Drake, Chris, Barclays Life Customer Satisfaction and Loyalty Tracking Survey: A Demonstration of Customer Loyalty Research in Practice. International Journal of Bank Marketing 16/7, 1998.
- Dreher, Human Resource Strategy, A Behavioral Perspective for The General Manager. New York: McGraw-Hill International Edition 2001.
- Durkin, Mark, Employee commitment in Retail Banking: Identifying and exploring hidden dangers. International Journal of Bank Marketing, 17/3, 1999.
- Emerson, Carol J., Buyer-Seller Customer Satisfaction: The influence of the environment and customer service. Journal of business and industrial marketing, vol. 14, no.5/6, 1999.

- Fornell, C. A., National customer satisfaction barometer: The Swedish Experience. *Journal of marketing*, 56, Januari 1997.
- Goble, G. Frank, Psikologi Humanistik Abraham Maslow, Mazhab ketiga. Yogyakarta: Kanisius, 1987.
- Griffin, Jill, Customer Loyalty, How to Earn it; How to keep it. Lexington: An Imprint of the Free Press, 1995.
- Heen, Aime, & Ron Sanche, Competence Based Strategic Management. England. John Wiley & Sons Ltd., 1997.
- Heskett, James L. et.al., *The Service Profit Chain*. New York: Simon & Schuster Inc., 1997.
- Iverson, D. Roderick, The Role of Employee Commitment and Trust in Service Relationships. *Marketing Intelligence and Planning*, 14/3, 1996.
- Johnston & Robert A and Norton David P. The Determinants of Service Quality: Satisfier and Dissatisfier, *International Journal of service industry management*, Vol. 6, No.5, 1995.
- Kaplan, Robert A and Norton David P. The Balanced Scorecard, Harvard College. USA: Harvard College, 1996.
- Keith, Devis & John W. Newstrom, Organizational Behavior, Human Behavior at Work, New York: McGraw-Hill, 1999.
- Kinlaw, C. Dennis, Coaching for Commitment. San Fransisco: Jossey-Bass/Pfeiffer, 1999.
- Kotler, Philip, Marketing Management. New Jersey: Pearson Education Inc., 2000.
- Kotler, Philip, & Karen F. A., Fox, Strategic Marketing For Educational Instituions. New Jersey: Prentice-Hall Inc., 1995.
- Kotler, Philip, Gary Amstrong, Principles of Marketing, New Jersey: Pearson Education Inc., 1994.
- Lapin, L. Lawrence, Statistics for Modern Business. The Dryden Press: 1995.
- Lyle, M. Spenger, Jr., dan Signe. M. Spenger, Competence at Work. Canada: John Wiley & Sons Inc., 1993.
- Marcia, J.E., et.al. Ego Identity. New York: A Handbook for psychosocial research, Springer-Verlag, 1993.
- Mitrani, Alain & Murray Dalziel, Competence Based Human Resource Management. London: Kogan Page Limited, 1994.
- McCarty, & J. Allan, The Transition Equation, A Proven strategy for organizational Change. New York: The Free Press, 1995.
- Naumann, Earl, Kathleen Giel, Customer Satisfaction Measurement and Management, Using The Voice of the Customer. Ohio: Thomson Executive Press., 1995.
- Oliver, Richard L., A Conceptual Model of Service Quality and Service Satisfaction Compatible Goals, Different Concepts. *Advances Services Marketing Management*, Vol. 2, No.2, 1993.
-, Satisfaction, A Behavioral Perspective on The Consumer. New York: The McGraw-Hill Companies, Inc., 1997.
- Parasuraman, et.al., SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality. Miami: *Journal or Retailing*. 64, 1988.
- Porter, Michael, E., On Competition. Harvard College: A Harvard Business Review Book, 1998.
- Payne, Andrian, The Essence of Service Marketing. UK: Prentice-Hall International Ltd., 1993.

- Reichheld, Fredrick F and Sasser; Zero Defections: Quality Comes to Service. Harvard: Business Review, September-October, 1990.
- Rucci, J. Anthony, et.al., The employee-Customer Profit Chain At Sears. Harvard: Business Review, 1998.
- Sekaran, Uma, Research Methods For Business, A Skill Building Approach, Fourth edition, John Wiley & Sons Inc., 2003.
- Singarimbun, Masri, dan Sofian Effendi, Metode Penelitian Survei. Jakarta: LP3ES, 1989.
- Steers & Richard Meyer, et.al., Motivation and Leadership at work, New York: Mcgraw-Hill International edition, 1996.
- Ulrich, Dave, HR The Value Proposition. Boston: Dave Ulrich and Wayne Brockbank, 2005.
- William, Martin, Interactive Marketing, Building Loyalty one to one. Australia: Prentice P. I. Ltd., 1998.
- Zeithaml, Valarie A & Mary Jo Bitner, Service Marketing. New York: A Division of The McGraw Hill-Companies, 1996.
- Kreitner, R. & Kinicki, A. (2008), Organizational Behavior, Key Concepts, Skills and Best Practices. New York: Mcgraw Hill Company Inc.,