
Proceeding Medan International Conference Economics and Business

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"Entrepreneurship on Global Economics Development in the Era of Society 5.0"

Analysis of the Influence of Work Engagement, Work Environment and Organizational Commitment on Lecturer Performance**Sri Sinar Wahyuni^{1*}**¹Universitas Sumatera UtaraJalan Dr. T. Mansur No.9, Padang Bulan, Kec. Medan Baru, Kota Medan,
Sumatera Utara***Email:** umsu@umsu.ac.id**ABSTRACT**

Improving the quality of human resources through educational channels starting from basic education to tertiary institutions is the key to following the development of the industrial revolution 4.0. The impact of Covid-19 on the implementation of education, especially in tertiary institutions, has resulted in policies related to the learning process. Lecturers are required to carry out the online learning process, which means they must master the strategies, methods, development of online learning. The obstacle is that there are still many teaching staff who have not mastered information and communication technology so that it has an impact on lecturer performance. The research objective was to identify and analyze the effect of work engagement, work environment and organizational commitment on lecturer performance with job satisfaction as an intervening variable. The results showed that the t value was 4.669 and a significance number of $0.006 < 0.05$. H_0 was rejected and H_a was accepted, meaning that there is a significant effect of work engagement on job satisfaction. The result of tcount is 3.643 and a significance number of $0.023 < 0.05$ so that H_0 is rejected and H_a is accepted, meaning that there is a significant influence of organizational commitment on job satisfaction.

Keywords : Influence of Work Engagement, Organizational Commitment, Work Environment,

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INTRODUCTION

Revolution 4.0 has brought many changes to the development of companies and organizations, including organizations engaged in educational services. The existence of the industrial revolution 4.0 requires human resources in companies to carry out activities using computers (Lase, 2020). Improving the quality of human resources through educational channels starting from elementary and secondary education to tertiary institutions is the key to being able to keep up with the developments of the Industrial Revolution 4.0 (Gafur & Dahlan, 2022).

Therefore, there is a huge opportunity in using computers with the aim of producing reliable Human Resources with Applied Technology and Internet-Based Industrial Technology 4.0. Thus Alumni are able to compete in the world of work to meet consumer needs. Computer users in industry 4.0 during the current Covid-19 pandemic have an impact on limited space for human movement due to social distancing, which makes information technology a primary need, as well as a solution to overcome these difficulties, including in the world of education. During this pandemic, students at STMIK Triguna Dharma did not experience a decline. This is because STMIK Triguna Dharma carries out several promotional activities to attract new students, for example by paying tuition fees which can be paid in installments up to 10 times and providing more discounts for online registration.

The management of STMIK Triguna Dharma shared by giving bigger discounts as a sign of sharing in the second year of this pandemic. Other assistance is in the form of scholarships from foundations and the government. For students who are studying during this pandemic, the Management of STMIK Triguna Dharma communicates with students and provides relief if students are unable to pay tuition fees. This was done so that the current number of students did not experience a reduction.

The impact of the Covid-19 phenomenon on the implementation of education, especially in tertiary institutions, has resulted in policies related to the learning process. The learning process is carried out online. This policy forces lecturers to be technologically literate. Lecturers are required to carry out the online learning process. This means that you have to master the strategies, methods, development of online learning. In addition, what is more important is mastering the application used. The obstacle faced in implementing online learning is that there are still many educators who do not all master information and communication technology so that it will have an impact on lecturer performance.

Routine work assignments and often faced with short deadlines will make you feel bored and require more enthusiasm, so work engagement or work engagement with lecturers is needed. Lecturer performance in carrying out its functions does not stand alone, but is related to work engagement, work environment, organizational commitment, and job satisfaction. Therefore, if a lecturer has a high work engagement with the organization, it will have a good impact on the performance of the lecturer. Conversely, if a lecturer feels that he has no work engagement, then his performance results will also be low or not optimal. The higher the perception of work engagement, the higher the lecturer's performance, and vice versa if the work engagement is low, the performance will also be lower. That is the importance of work engagement at STMIK Triguna Dharma in the current era of digital transformation.

The work environment at STMIK Triguna Dharma School can affect the performance of an organization because a bad work environment will affect the workforce and more time is wasted and does not support the design of an effective and efficient work system.

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Organizational Commitment at STMIK Triguna Dharma results are not good, the phenomenon that occurs is that lecturers do not have high organizational commitment to work. Even though the importance of organizational commitment in an organization, because if there is no commitment then the lecturer will not feel satisfied at work, and will not be able to complete the work according to what the organization wants.

Lecturers are the spearhead of tertiary institutions because lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service (Dewi et al, 2020). Work engagement has a positive and insignificant effect on performance (Oktaviani, 2020). The work environment has a positive and significant effect on performance (Kartikasari, 2018). Organizational commitment has a positive and insignificant effect on performance (Sunarno, 2019). Job satisfaction has a positive and insignificant effect on performance (Pratiwi, 2020).

This study aims to determine and analyze the effect of work engagement, work environment and organizational commitment on lecturer performance with job satisfaction as an intervening variable at STMIK Triguna Dharma. The results of this study are useful for STMIK Triguna Dharma as input and information in human resource development policies, especially being able to manage lecturer performance by paying attention to work engagement, work environment, organizational commitment and job satisfaction.

METHOD**Performance**

Performance is an optimal achievement in accordance with the potential of a lecturer which is always the concern of organizational leaders (Robbins et al, 2018). Performance is something that is achieved, achievements shown, ability to work (Afliani & Figoh, 2020). Performance (work achievement) is the result of work in quality and quantity achieved by a lecturer in carrying out his duties in accordance with the responsibilities given to him (Rivai et al, 2018). The characteristics of people who have high performance are as follows: Have high responsibility, Dare to take and bear risks, Have clear goals, Have good work planning and strive to achieve their goals (Mangkunegara et al, 2017).

Job satisfaction

Job satisfaction is defined as a positive emotional state resulting from an assessment of one's work or work experience (Newman et al, 2018). Lecturers will feel satisfied at work if the aspects of work and the aspects that exist in them are in line (Slamet, 2019). Job satisfaction has various theories, including: equity theory, discrepancy theory, need fulfillment theory, social reference group theory, expectancy theory, and the theory of two factors (Bagia, & Wayan, 2017). Job satisfaction is an evaluative assessment held by lecturers regarding work assignments (Lee et al, 2017).

Work Engagement

Lecturers who are attached to their work can be influenced by investment, affective and cognitive assessments as well as the network of restraining forces from the organization (Sukriadi, 2021). Individuals or lecturers who have more types of restraining power from internal organizations will have a higher sense of attachment (Sekiguchi et al, 2018).

Work environment

The work environment is an important aspect that can affect lecturers when lecturers work (Josiah, & Trisnowati, 2021). The work environment has a direct impact on lecturer job satisfaction, lecturers who feel their work environment is not comfortable, will feel

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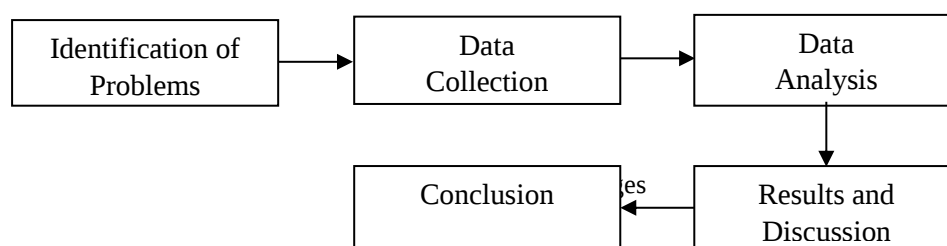
dissatisfied and have an impact on performance (Manik, & Sudarmin, 2018). On the other hand, being uncomfortable with the work environment will also have an impact on dissatisfaction with work which can make lecturers feel less attached to work and to the lecturer's work organization (Nitisemito, 2018). A good, safe and comfortable work environment is believed to increase work productivity, which will ultimately improve lecturer performance both at the individual and organizational levels (Ishak, & Tanjung, 2018). The work environment is everything related to work, both physically and non-physically (Sedarmayanti, 2017). The work environment is formed from various aspects. The work environment aspect consists of three parts, namely: Work Services, Working Conditions and Lecturer Relations (Simanjuntak, & Burhan, 2018).

Organizational Commitment

Organizational commitment is a reflection of the attitude of the lecturer's loyalty to the organization and has a continuous process and side with one organization and gives all its capabilities to the organization in order to achieve organizational goals (Luthans, 2016). Work commitment as another term for organizational commitment. Organizational commitment is an important behavioral dimension that can be used to assess lecturers' tendencies to remain as members of organizations (Sopiah, 2018). Organizational commitment is the degree to which lecturers believe in and accept organizational goals, and wish to stay with the organization (Mathis et al, 2016).

Research Stages

The nature of this research can be known based on the relationship between the variables used. This research was conducted at STMIK Triguna Dharma. The research was conducted from December 2021 to March 2022. The sample data in this study were 70 permanent lecturers at STMIK Triguna Dharma. The following are the stages of the research carried out, as can be seen in Figure 1.



Based on Figure 1, it can be explained that the first stage in this research is to assist with problems regarding STMIK Triguna Dharma Lecturers' assessment of the quality of student learning, which still has a deficiency of 10%, so it is necessary to improve performance so that the quality of student learning can be improved. Data collection through surveys was carried out at STMIK Triguna Dharma and literature studies from various reference articles and books. Based on pre-supervision, this problem is influenced by work engagement, namely where lecturers are not too comfortable with the organization. The problem regarding the work environment is that they are not satisfied with the support from colleagues. The problem with organizational commitment is that there is no sense of belonging in the organization. The problem regarding job satisfaction is that the salary given by the organization is not in accordance with the responsibilities of the job. Problems regarding performance are that lecturers have not received suggestions and criticisms from students regarding efforts to improve the quality of learning and lecturers have not linked community service material to community needs. So that it can be interpreted from this

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research to know and analyze the effect of work engagement, work environment and organizational commitment on lecturer performance through job satisfaction as an intervening variable at STMIK Triguna Dharma.

Research Conceptual Framework

The conceptual framework of this study explains theoretically the conceptual model of the research variables, about how the linkages of the theories related to the research variables studied, namely the independent variable and the dependent variable, are in accordance with Figure 2.

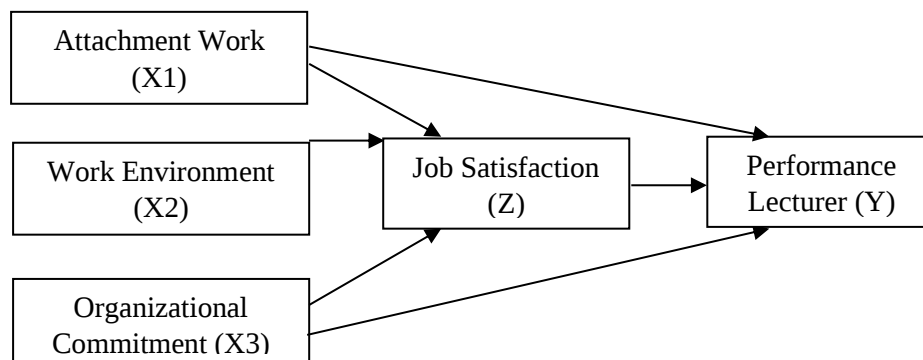


Figure 2. Research conceptual framework

In Figure 2 it can be explained that:

- Work engagement has a positive and significant effect on job satisfaction at STMIK Triguna Dharma.
- The work environment has a positive and significant effect on job satisfaction at STMIK Triguna Dharma.
- Organizational commitment has a positive and significant effect on job satisfaction at STMIK Triguna Dharma.
- Work engagement has a positive and significant effect on lecturer performance at STMIK Triguna Dharma.
- The work environment has a positive and significant effect on the performance of lecturers at STMIK Triguna Dharma.
- Organizational commitment has a positive and significant effect on lecturer performance at STMIK Triguna Dharma.
- Job satisfaction has a positive and significant effect on lecturer performance at STMIK Triguna Dharma.
- Work engagement has a positive and significant effect on lecturer performance through job satisfaction as an intervening variable at STMIK Triguna Dharma.
- The work environment has a positive and significant effect on lecturer performance through job satisfaction as an intervening variable at STMIK Triguna Dharma.
- Organizational commitment has a positive and significant effect on lecturer performance through job satisfaction as an intervening variable at STMIK Triguna Dharma.

Work engagement has an influence on job satisfaction. If a lecturer's work engagement decreases, it will affect his job satisfaction and reduce the quality and even the quantity of performance. Work environment has a positive correlation with lecturer job satisfaction. Several management systems that help increase organizational commitment to lecturers, namely being committed to the main human values, clarifying and communicating your mission, ensuring organizational justice.

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The components of embeddedness have different results on work outcomes. If the lecturer has a high work engagement with the organization, it will have a good impact on the performance he is doing. The overall environment can affect the organization, a bad work environment can affect labor and more time, and does not support the acquisition of an effective work system design. High organizational commitment does not dominate lecturer performance, so organizational commitment can dominate lecturer performance improvement. A lecturer who has a sense of satisfaction with his work will have an impact on his better performance and even continue to improve his performance to the fullest.

If the attachment of a lecturer's work decreases, it will affect his job satisfaction, namely reducing the quality and even the quantity of performance. Lecturers are satisfied with the facilities and environment of the department where they work so they are motivated to work more optimally. Work environment has a positive correlation with lecturer job satisfaction. High organizational commitment does not dominate high lecturer performance, so organizational commitment can dominate the increase in job satisfaction and lecturer performance.

RESULT AND DISCUSSION

Characteristics of Respondents

The characteristics of the respondents which will be described below reflect how the condition of the respondents studied includes gender, age, last education and years of service.

a. Based on Gender.

In table 1 it can be seen that the majority of respondents were female, namely 40 people or 57.1% of the total respondents, while the male sex was 30 people or 42.9% of the total respondents.

Table 1. By Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	30	42.9	42.9	42.9
	Woman	40	57.1	57.1	100.0
	Total	70	100.0	100.0	

b. By Age.

In table 2 it can be seen that the majority of respondents are aged 33-37 years, namely as many as 28 people or 40.0% of the total respondents while those who are 40 years old are 39%.

Table 2. By Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33 - 37 Years	28	40.0	40.0	40.0
	38 - 42 Years	14	20.0	20.0	60.0
	43 - 48 Years	13	18.6	18.6	78.6
	49 - 57 Years	15	21.4	21.4	100.0
	Total	70	100.0	100.0	

c. Based on Last Education.

In table 3 it can be seen that the majority of the respondents had a Masters degree, namely 57 people or 81.4% of the total respondents, while only 18.6% graduated with a Doctoral Degree.

Table 3. By Based on Last Education

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S2	57	81.4	81.4	81.4
	S3	13	18.6	18.6	100.0

d. Based on Working Period.

In table 4 it can be seen that the majority of respondents have a working period of 1-5 years, namely 46 people or 65.7% of the total respondents, while lecturers with a working period of 6-10 years are 24 people or 34.3% of the total respondents .

Table 4. By Based on Working Period

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 5 Years	46	65.7	65.7	65.7
	6 - 10 Years	24	34.3	34.3	100.0
	Total	70	100.0	100.0	

Normality Test Results

The normality test can be seen based on the Kolmogorov Smirnov test, where normally distributed data is indicated by the asymp value. Sig (2-tailed) which is greater than 0.05.

The results of the substructure I test obtained are in accordance with table 5 as follows:

Table 5. Normality Test Results On Substructure I

		Unstandardized Residual
N		70
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.60173872
Most Extreme Differences	Absolute	.090
	Positive	.090
	Negative	-.072
Kolmogorov-Smirnov Z		.753
Asymp. Sig. (2-tailed)		.622

Table 6. Normality Test Results On Substructure II

		Unstandardized Residual
N		70
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.60173872
Most Extreme Differences	Absolute	.090
	Positive	.090
	Negative	-.072
Kolmogorov-Smirnov Z		.753
Asymp. Sig. (2-tailed)		.622

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Multicollinearity Test Results

In processing SPSS data, the multicollinearity test is known by looking at the Tolerance & VIF values. If the Tolerance value is greater than 0.1 and VIF is less than 10, it can be concluded that in the regression model there is no multicollinearity. The results of the substructure I multicollinearity test in this study are as shown in table 7.

Table 7. Multicollinearity Test Results On Substructure I (Coefficients ^a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	6.114	2.390		2.558	.013		
Work Engagement	.131	.195	.706	4.669	.006	.330	3.029
Work Environment	.448	.075	.721	5.959	.000	.291	3.431
Commitment Organization	.060	.094	.678	3.643	.023	.288	3.475

The results of the substructure II multicollinearity test obtained are in accordance with table 8 as follows:

Table 8. Multicollinearity Test Results On Substructure II (Coefficients ^a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.399	2.039		1.176	.244		
Work Engagement	.643	.160	.382	5.027	.000	.328	3.049
Work Environment	.086	.076	.142	3.134	.021	.190	5.276
Commitment Organization	.213	.077	.284	4.789	.007	.286	3.497

a. Dependent Variable: Job Satisfaction

Heteroscedasticity Test Results

The heteroscedasticity test aims to test whether in the regression model there is an inequality of of variance from one residual observation to another. If the variance from the residual of one observation to another observation remains, then it is called homoscedasticity and if it is different it is called heteroscedasticity (Sekaran, 2019). The following figure 3 is a Scatterplot of Substructural Heteroscedasticity Test I.

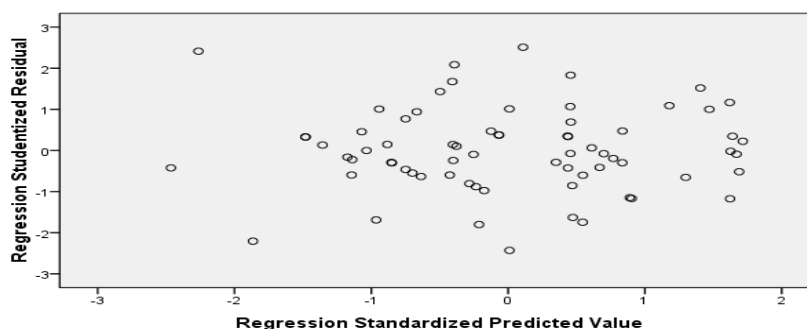


Figure 3. Scatterplot heteroscedasticity test of substructure I

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The results of the substructure II test obtained are in accordance with Figure 4 as follows:

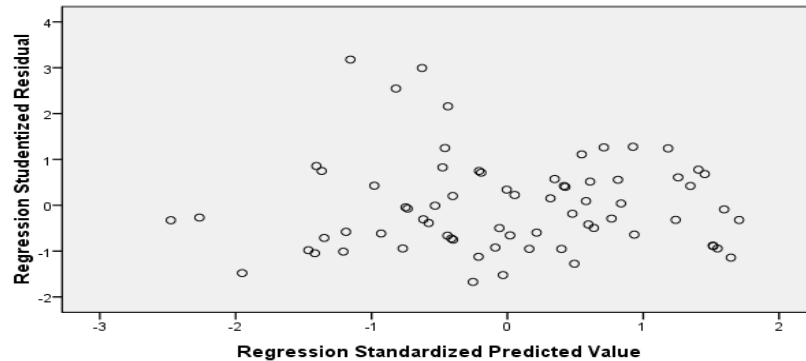


Figure 4. Scatterplot heteroscedasticity test of substructure II

Based on Figure 4, the scatterplot image shows that the resulting points spread randomly and do not form a particular pattern or trend line. The picture above also shows that the distribution of data is around the zero point. The results of this test indicate that the regression model is free from heteroscedasticity problems, in other words: the variables to be tested in this study are homoscedastic in nature.

DISCUSSION

Results of Multiple Linear Regression Analysis

The results of data processing for the substructure I regression model are in accordance with table 9 as follows:

Table 9. Results Of Multiple Linear Regression Analysis On Substructure I

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	6.114	2.390		2.558	.013		
Work Engagement	.131	.195	.706	4.669	.006	.330	3.029
Work Environment	.448	.075	.721	5.959	.000	.291	3.431
Commitment Organization	.060	.094	.678	3.643	.023	.288	3.475

a. Dependent Variable: Job Satisfaction

Based on table 9 above, equation (1) regression can be made as follows:

$$Z = a + b_1X_1 + b_2X_2 + b_3X_3 + \epsilon \dots \dots \dots (1)$$

$$Z = 6.114 + 0.131X_1 + 0.448X_2 + 0.060X_3$$

Where:

Z : Job Satisfaction

X1 : Work Engagement

X2 : Work Environment

X3 : Organizational Commitment

a : Constant

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Table 10. Results Of Multiple Linear Regression Analysis On Substructure II

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.399	2.039		1.176	.244		
Work Engagement	.643	.160	.382	5.027	.000	.328	3.049
Work Environment	.086	.076	.142	3.134	.021	.190	5.276
Commitment Organization	.213	.077	.284	4.789	.007	.286	3.497

a. Dependent Variable: Job Satisfaction

Based on table 10 above, equation (2) regression can be made as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4Z + \epsilon \dots \dots \dots (2)$$

$$Y = 2.339 + 0.643X_1 + 0.086X_2 + 0.213X_3 + 0.775Z$$

Where:

Y : Lecturer Performance

X1 : Work Engagement

X2 : Work Environment

X3 : Organizational Commitment

Z : Job Satisfaction

a : Constant

Determination Coefficient Results

The coefficient of determination is used to find out how much the relationship of several variables is in a clearer sense. In everyday language is the ability of the independent variable to contribute to the dependent variable in percentage units. The test results for the coefficient of determination are in accordance with table 11.

Table 11. Test Results Of The Coefficient Of Determination Of Substructural I and II

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.718	.705	2.66021
2	.899 ^a	.808	.796	2.16526

From table 11, it can be seen that the results of the coefficient of determination in the substructural regression model I amounted to 0.705, which means that 70.5 percent of job satisfaction can be explained by the variables of work engagement, work environment and organizational commitment. While the remaining 29.5 percent is influenced by other variables not included in the research model. The result of the coefficient of determination in the substructural regression model II is 0.796, which means that 79.6 percent of lecturer performance can be explained by the variables of work engagement, work environment, organizational commitment and job satisfaction. While the remaining 20.4 percent is influenced by other variables not included in the research model.

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F Test Results (Simultaneous)

Following are the results of the f (simultaneous) test on substructural I, can be seen in table 12.

Table 12. The Results Of The F Test On Substructure I (Anova^b)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1189.636	3	396.545	56.035	.000 ^a
Residual	467.064	66	7.077		
Total	1656.700	69			

Based on table 12, it can be seen that the F test yields an Fcount of 56.035 while an Ftable of 2.74 (n-k-1 at k <=> 70-3-1) so that F Count > F Table. The magnitude of the significance number is 0.000 so that Sig F < 0.05. From this, it can be concluded that Ho is rejected and Ha is accepted, meaning that work engagement, work environment and organizational commitment have a significant effect on job satisfaction simultaneously. Following are the results of the f (simultaneous) test on substructural II, can be seen in table 13.

Table 13. The Results Of The F Test On Substructure II
Anova^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1280.343	4	320.086	68.273	.000 ^a
Residual	304.743	65	4.688		
Total	1585.086	69			

a. Predictors: (Constant), Job Satisfaction, Work Engagement, Organizational Commitment, Work Environment

b. Dependent Variable: Job Satisfaction

IMPLICATIONS

t Test Results (Partial)

The t test is used to determine and look for the influence of the independent variables (work engagement, work environment and organizational commitment) individually affecting the dependent variable in substructure I (job satisfaction) and the dependent variable in substructure II (lecturer performance). Decision making criteria:

Accept Ho (reject Ha), if t count < t table or Sig t > 5%

Reject Ho (accept Ha), if t count > t table or Sig t < 5%

As for the results of the t test (partial), substructural I can be seen in table 14.

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Table 14. T Test Results On Substructural I Coefficients^a

Coefficients ^a Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	6.114	2.390		2.558	.013		
Work Engagement	.131	.195	.706	4.669	.006	.330	3.029
Work Environment	.448	.075	.721	5.959	.000	.291	3.431
Organizational Commitment	.060	.094	.678	3.643	.023	.288	3.475

a. Dependent Variable: Job Satisfaction

As for the results of the t test (partial), substructural II can be seen in table 15.

Table 15. T Test Results On Substructural II Coefficients^a

Coefficients ^a Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.399	2.039		1.176	.244		
Work Engagement	.643	.160	.382	5.027	.000	.328	3.049
Work Environment	.086	.076	.142	3.134	.021	.190	5.276
Organizational Commitment	.213	.077	.284	4.789	.007	.286	3.497
Job Satisfaction	.775	.100	.578	5.742	.000	.282	3.547

a. Dependent Variable: Lecturer Performance

CONCLUSION

In this study, it consisted of 3 independent variables, namely work engagement, work environment and organizational commitment. These three variables have an influence on the dependent variable, namely lecturer performance and the intervening variable, namely job satisfaction. The results showed that t count was 4,669 and a significance number of 0.006 < 0.05. It can be concluded that Ho is rejected and Ha is accepted, meaning that there is a significant effect of work engagement on job satisfaction. If the t count is 5,959 and the significance number is 0,000 < 0.05, then Ho can be rejected and Ha accepted, meaning that there is a significant influence from the work environment on job satisfaction. Lecturers are satisfied with the facilities and environment of the department where they work so they are motivated to work more optimally. Work environment has a positive correlation with lecturer job satisfaction. If the t count is 3,643 and the significance number is 0.023 < 0.05, then Ho is rejected and Ha is accepted, meaning that there is a significant effect of organizational commitment on job satisfaction. If t count is 5.027 and the significance number is 0.000 < 0.05 then Ho is rejected and Ha is accepted, meaning that there is a significant effect of work engagement on lecturer performance. Components on embeddedness have different results on work results. Therefore, if the lecturer has a high work engagement with the company or organization, it will have a good impact on the performance carried out. And conversely, if a lecturer does not feel that he has a work

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engagement, then his performance results will also be low or not optimal. The higher the perceived work engagement, the higher the lecturer's performance.

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