



INCREASING LECTURER PERFORMANCE THROUGH ORGANIZATIONAL CLIMATE, INTERPERSONAL COMMUNICATION, TRANSFORMATIONAL LEADERSHIP WITH JOB SATISFACTION AS AN INTERVENING VARIABLE

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Abstract

This research aims to determine efforts to improve performance through organizational climate, interpersonal communication, and transformational leadership and job satisfaction as intervening variables. This research uses a survey method by collecting data through questionnaires distributed to 285 lecturers at 6 private universities in the city of Serang, Banten. This research uses a combined research method (mixed methods). Researchers use this type of design which is analyzed using path analysis.

The results of this research show that Organizational Climate, Interpersonal Communication, and Transformational Leadership have a significant positive direct influence on the Job Satisfaction of lecturers at the Private University of Serang Banten City. Strengthening these aspects can increase Job Satisfaction. Apart from that, there is a direct positive influence of Organizational Climate, Interpersonal Communication, and Job Satisfaction on lecturer performance. Strengthening the Organizational Climate and Interpersonal Communication can directly improve lecturer performance, while Job Satisfaction also has a direct positive influence on lecturer performance. In addition, the findings show that there is a positive indirect influence of Organizational Climate on lecturer performance through increasing Job Satisfaction. The results of this research provide an important contribution to the development of university management strategies to improve the quality of teaching and lecturer performance in the educational environment.

The practical implication of this research is that private university management in Serang City needs to pay attention to and improve organizational climate, interpersonal communication, and transformational leadership as an effort to increase lecturers' job satisfaction, which in turn will have a positive impact on their performance. This research suggestion involves recommendations for improving the performance of private university lecturers in Serang City, Banten. It is recommended that university management focus on developing organizational climate, strengthening interpersonal communication, and engaging in transformational leadership training.

Keywords: Organizational Climate, Interpersonal Communication, Transformational Leadership, Job Satisfaction and Lecturer Performance

INTRODUCTION

Higher education is an important foundation in developing quality human resources. In this context, the role of lecturers becomes crucial because they are not only imparters of knowledge, but also agents of change and drivers of the learning process. Improving lecturer performance is the main focus of attention in maintaining and improving the quality of higher education. In facing the complexity of tasks and challenges of educational development, internal factors in the lecturer's work environment need to be considered. Several elements that are known to have a significant impact on lecturer performance involve organizational climate, interpersonal communication, and transformational leadership. A conducive organizational climate, effective interpersonal communication, and motivating

transformational leadership can have a positive impact on the motivation and involvement of lecturers in carrying out their academic duties.

One of the key elements that is considered a mediator or intervening variable in the relationship between these factors and lecturer performance is job satisfaction. Lecturer job satisfaction has an important role in strengthening or weakening the relationship between organizational climate, interpersonal communication, transformational leadership, and academic performance. Therefore, in-depth research on the complex relationship between these factors and job satisfaction as a driver of lecturer performance is very relevant and useful.

The importance of leadership in higher education, especially in private universities in Serang City, is critical in determining the success and sustainability of the organization. Capable leadership, both at the university, faculty and study program levels, has a significant impact on the competitiveness of higher education. The role of leader involves institutional competency campaigns, academic staff recruitment design, providing motivation, and the ability to unite various interests in the teaching and learning process. Increasing lecturer performance is met with dedication to organizational commitment, including loyalty, active participation, and acceptance of the organization's values and goals. Private universities in Serang City face challenges that require professionalism and organizational values, by improving performance through participatory and transformative approaches, including training, coaching and mentoring in accordance with the Human Resources Management approach.

Job satisfaction theory highlights that an individual's level of satisfaction depends on the difference between desired and possessed tasks. To increase job satisfaction, it is important to identify and change aspects of work that can narrow these gaps. Focusing on specific values that may be in conflict can create satisfaction through a variety of factors. Therefore, an effective approach is to understand the individual's desires and work to fulfill them.

Higher education plays a vital role in education, necessitating the adoption of new perspectives involving flexibility, speed, innovation, and integration. Creativity from human resources with excellence in the field of science is needed to achieve national development goals. PTN and PTS have significant differences regarding funding, selection and ownership. Although PTN is government funded with strict selection, PTS is privately funded with higher fees and more flexible selection. Despite their differences, both types of higher education have their own roles and challenges in facing the dynamics of higher education.

In the Tri Dharma principles of higher education, the role of lecturers involves teaching, research and community service. Lecturer achievements do not only depend on teaching activities, but are also influenced by logical and critical thinking abilities, as well as skills in communicating research results. This research focuses on private universities in Serang City, Banten, which are included in LLDIKTI IV. The challenges of higher education in Serang City include the low implementation of Tri Dharma and the inadequate educational level of lecturers. Higher education institutions need to fully implement

the Tri Dharma to improve the positive image and quality of human resources, especially in Serang City, Banten.

Table 1. Distribution of Lecturers and Students at Private Universities in Serang City

No	Code	College name	Lecturer	Student	Ratio
1	041109	Universitas Banten	227	4.994	01:22
2	041049	Universitas Serang Raya	295	9.440	01:32
3	041079	Universitas Primagraha	208	4.575	01:22
4	041055	Universitas Banten Jaya	184	3.496	01:13
5	041065	Universitas Bina Bangsa	310	13.020	01:42
6	061070	Universitas Faletahan	260	8.840	01:34
Jumlah			1.484	44.365	

Source: pddikti.kemdikbud.go.id, 2021

From the data in Table 1, there are 1,484 lecturers at six private universities in Serang City. Improving the quality of lecturers in implementing the Tri Dharma is key, reflecting the challenges of education in Banten Province.

The competence of a lecturer is not only reflected by the highest level of education he has, but is also influenced by his functional position in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 92 of 2014. Lecturers' academic positions reflect their responsibilities, duties and authority in higher education institutions, which is based on special expertise and is autonomous.

Table 2. Table of Functional Positions

No	College name	Academic Position					Number of people
		TP	AA	L	LK	GB	
1	Universitas Banten	168	34	20	5	0	227
2	Universitas Serang Raya	185	71	28	10	1	295
3	Universitas Primagraha	135	48	17	8	0	208
4	Universitas Banten Jaya	110	42	26	6	0	184
5	Universitas Bina Bangsa	199	74	28	7	2	310
6	Universitas Faletahan	176	46	26	9	3	260
Total		973	315	145	45	6	1.484

From Table 2, it can be seen that only 59% of the 1,484 lecturers at six private universities in Serang City have functional positions. This number has not yet reached the Ministry of Research, Technology and Higher Education's target of 60% of lecturers with functional positions by 2022. The low level of functional positions reflects the still low performance in PTS Kota Serang Banten. This research involved expert assistant lecturers at PTS Kota Serang to understand the dynamics of performance at the early stages of a career. The focus is on factors such as Organizational Climate, Interpersonal Communication, Transformational Leadership, and Job Satisfaction, with the aim of providing specific guidance for professional development and improving lecturer performance.

Regarding problems in educational institutions, this research explores the impact of organizational climate, interpersonal communication, transformational leadership, and job satisfaction on the performance of lecturers at the Private University of Serang City, Banten. The low level of these

factors contributes to a decline in the performance of lecturers, who have a big responsibility for the country's progress. As agents of change, lecturers need to be aware of their role in providing optimal education, research to address public problems, and community service. Scientific research, as explained by Handoko, et al. (2015), highlighted that increasing job satisfaction can influence lecturer performance, especially in improving the performance of colleagues. Support from teaching staff is a crucial factor, and motivation, opportunity and the influence of residents are also significant in shaping lecturer performance, as stated by Lestariningsih, et al. (2014).

The relationship between job satisfaction and lecturer performance can be explained as a direct or indirect result of the influence of competence on lecturer performance (Zainuddin, 2017). Work motivation acts as a mediating variable, providing an indirect contribution to improving lecturer performance, especially in the capability dimension of professional competence. The determining factors for lecturer performance involve job satisfaction, a supportive work environment, and respect for human resources based on discipline and a productive work ethic (Bangun, 2018). Work motivation through employee leadership also influences lecturer performance (Suryaman, 2018). Mursini's (2015) study highlights the role of interpersonal communication in improving the quality of lecturers' teaching and team efficiency in academic environments.

Lecturer performance is influenced by complex factors. According to Peleye et al. (2013), interpersonal relationships, annual evaluation, and total quality management play a key role. These factors create a work environment that supports growth and productivity. Singh, et al. (2013) found that lecturer performance was influenced by the positive relationship between quality of life and job satisfaction. Hanasya, et al. (2016) concluded that satisfaction with lecturer performance is a critical aspect of lecturer responsibilities in academic organizations.

This research details the performance of expert assistant lecturers at the private University of Serang City, Banten, with a focus on the tridharma of higher education. Preliminary study analysis shows inconsistent performance of lecturers, especially in teaching and research. In-depth evaluation is needed to encourage improvements in the quality of Tridharma implementation. The findings highlight the low level of participation in Community Service activities, indicating an urgent need to encourage lecturers to more actively contribute to society through applied research and service projects. Improvements in this aspect can shape universities as centers of knowledge that are relevant to society's needs.

Optimizing the skills of lecturers in private universities is considered a crucial strategy to support the achievement of competitive advantage. In an era of increasingly tight academic competition, improving the quality of teaching and research by lecturers at private universities is the main focus. Success not only depends on improving academic competence, but also involves critical factors such as organizational climate, interpersonal communication, and transformational leadership.

The observed phenomenon shows that the performance of lecturers in Serang City, Banten, is less than satisfactory. An initial survey of 30 lecturers at universities showed problems in the aspects of quality, quantity, accuracy and work productivity. As many as 48% of lecturers face challenges in the quality of work, reflecting difficulties in teaching methods and a lack of contribution to scientific developments. As many as 52% of lecturers experience problems in the quantity of work, affecting teaching hours, research production and academic engagement. As many as 49% of lecturers have problems with work accuracy, potentially affecting teaching, assessment and institutional reputation. As many as 48% of lecturers experience work productivity problems, indicating difficulties in managing time and resources. This factual data illustrates the complexity of the challenges faced by lecturers and highlights the urgency to improve the quality of implementing the tridharma of higher education, including increasing work accuracy and productivity.

Through the observed phenomena, the performance of lecturers in Serang City, Banten, faces challenges, with job satisfaction and organizational climate being key factors. Improving job satisfaction can create a more productive, creative and innovative academic environment. A good organizational climate, including a clear organizational structure, can guide lecturers, provide promotion opportunities, and increase positive feelings towards the institution. Transformational leadership also plays an important role, motivating and empowering lecturers towards higher performance. Interpersonal communication between lecturers supports the exchange of information and builds positive relationships, increasing job satisfaction and communication quality. Increasing lecturer performance can be achieved through an in-depth understanding of the factors that influence productivity and effectiveness in human resource management, such as organizational climate, transformational leadership, and interpersonal communication.

This research highlights the important role of lecturers' performance in Private Universities (PTS), especially those who have the position of Expert Assistant. The focus is on improving lecturer competency through certification, as a step to improve the quality of education at the private university level. A research gap was identified in the focus on the performance of Expert Assistant lecturers, with previous research not exploring exogenous variables. Uniquely, this research determines Job Satisfaction as an intervening variable and finds a positive impact on lecturer performance. However, further exploration is needed into the factors that influence the job satisfaction of Expert Assistant lecturers, such as workload and organizational support. Future research could deepen this understanding to make a substantial contribution to improving lecturer performance and job satisfaction at a more specific level.

Lecturer Performance

Lecturer performance can be defined as tasks and evaluation of goal achievement in the campus environment (Mitchel, T. R. and Larson, 2008; Rothman, et al 2003; Abilio, 2018). Cardy and Leonard

(2011) emphasize the lecturer's contribution to work as an indicator of performance, while Harbor (1997) sees performance as a measure of goal achievement. Mathis and Jackson (2006) define performance as the identified contribution of work results that influence organizational success. Colquitt, et al. (2015) assess performance as the value of employee behavior that contributes to organizational goals. Robbins et al. (2013) in Path-Goal Theory states that performance is influenced by environmental conditions, leader behavior, and subordinate factors. Describes performance as the actual level of work to achieve the productivity expected by the organization (Shahzad, 2012; Narasuci & Noermijati, 2018; Olaitan, 2018)

Job satisfaction

Job satisfaction includes an individual's attitude towards their work, influenced by assessments of tasks and experience in carrying out work (Gibson et al., 2006; Colquitt et al., 2015; Bandhaso, et al, 2019). Robbins et al. (2013) describe job satisfaction as an individual's general attitude towards their work. George and Jones (2012) see it as feelings and beliefs about work as part of a person's self. Luthans (2011) formulates job satisfaction as the result of employees' perceptions of how well their work fulfills things that are considered important. Adair (2006) states that job satisfaction is the pleasure obtained from assessing achievement, responsibility and progress in work. Spector (2008) emphasized that job satisfaction reflects an individual's feelings towards his job as a whole and its aspects. Wood et al. (2001) call it a positive or negative evaluation of work, and Rue & Bray (2007) conclude that job satisfaction is an employee's attitude towards their work. Explains that job satisfaction is recognition of achievements, abilities, responsibilities and progress in work (Miner, 2010; Bueno & David Cababaro. 2018).

Organizational Climate

Organizational climate is the internal environment that shapes the culture and social atmosphere in the organization, influencing employee motivation and attitudes (Wirawan, 2016; Steers & Porter, 2011; Frankie & Oktolim, 2017). This includes organizational members' routine understanding of the situation in the internal environment (Wirawan, 2008). Kusnan (2004) calls it a condition in the work environment that affects employees. Gibson (2000) and Davis et al. (2000) view organizational climate as the psychological characteristics of the work environment that influence employee attitudes and actions. Mary et al. (2014) call it employees' shared perception of the organization. Imanol et al. (2007) see it as the employee's interpretation of the work environment. Sees organizational climate as an internal state of the organization that can only be felt by members and acts as a tool for identifying the causes of negative employee behavior (Martini, 2003; Haxhiaj, 2018).

Interpersonal Communication

This is an interindividual process involving sending and receiving message symbols (Schermerhorn et al., 2012). Gibson et al. (2006) emphasize that interpersonal communication occurs directly through face-to-face meetings or in group situations. McShane and Von Glinov (2010) call it the ability of the sender to express the message and the recipient to be responsive. Robbins and Judge (2013) see it as conveying messages to create an understanding of meaning in the organization. Owens and Valesky (2015) emphasized effective communication skills in organizations. Rakhmat (2007) highlights aspects such as perception, self-concept, and interpersonal connectedness. Interpersonal communication is the exchange of messages between individuals that creates mutual meaning and agreement (Widjaya, 2017; Lucky, 2015)

Transformational leadership

According to Colquitt et.al (2011), transformational leadership involves all members to achieve a shared vision and develop individual potential. Kinicki and Williams (2008:44) state that transformational leadership inspires employees for organizational goals beyond personal interests. Bass and Riggio (2006) define it as encouragement and inspiration to achieve extraordinary achievements and develop leadership abilities. McShane and Von Glinov (2010) engage leaders who change team dynamics by creating, conveying, and exemplifying an organizational vision. Robbins and Judge (2013) refer to leaders who inspire to prioritize the interests of the organization and have a significant impact. Greenberg and Baron (2008) refer to a style that utilizes personal appeal to invigorate the organization. Ivancevich et.al (2008) defines it as a form of leadership that broadens the interests of followers for the good of others.

Framework

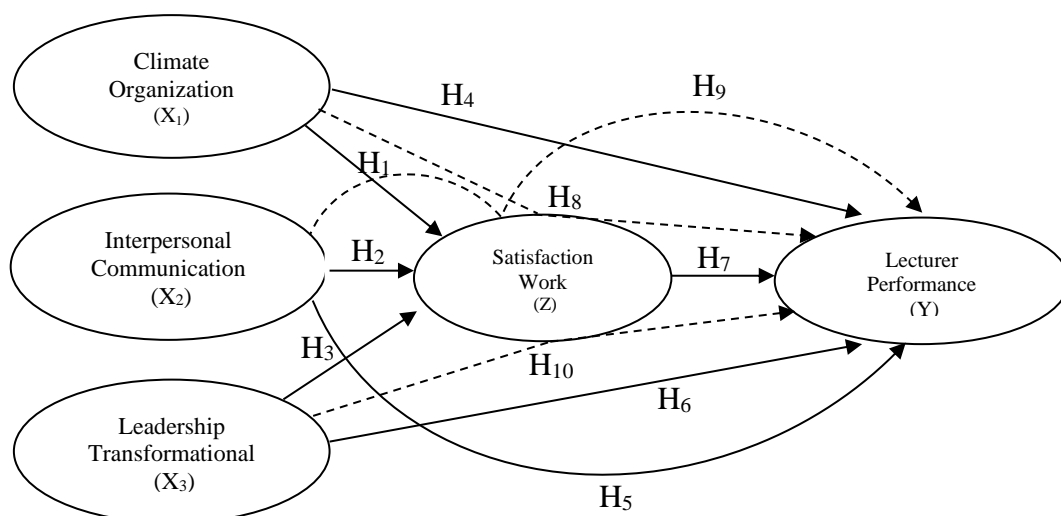


Figure 1 Framework of Thought

Hypothesis testing

Hypothesis testing assesses whether a hypothesis should be accepted or rejected based on existing data. Hypothesis testing involves several variables, including organizational climate (X_1), training (X_2), career success (X_3), work motivation (Z), and employee performance (Y) as dependent variables. The research hypothesis framework includes the following:

- H₁ : Organizational climate has a positive direct effect on job satisfaction of lecturers at the Private University of Serang Banten City
- H₂: Interpersonal Communication has a positive direct effect on the Job Satisfaction of lecturers at the Private University of Serang Banten City
- H₃: Transformational Leadership has a direct positive effect on the Job Satisfaction of lecturers at the Private University of Serang City, Banten
- H₄: Organizational climate has a direct positive effect on the performance of lecturers at the Private University of Serang City, Banten
- H₅: Interpersonal communication has a positive direct effect on the performance of lecturers at the Private University of Serang City, Banten
- H₆: Transformational Leadership has a direct positive effect on the performance of lecturers at the Private University of Serang City, Banten
- H₇: Job satisfaction has a positive direct effect on the performance of lecturers at the Private University of Serang City, Banten
- H₈: Organizational Climate has a positive indirect effect on lecturer performance through lecturer Job Satisfaction at the Private University of Serang Banten City
- H₉: Interpersonal Communication has a positive indirect effect on lecturer performance through lecturer Job Satisfaction at the Private University of Serang Banten City;
- H₁₀: Transformational Leadership has a positive indirect effect on lecturer performance through lecturer Job Satisfaction at the Private University of Serang Banten City.

METHOD

Types of research

This research was designed to overcome problems, achieve goals, and test the truth of the hypothesis. A research design is a methodological structure that guides researchers in collecting data to answer research questions. Using numerical data and quantitative methods, this research applies descriptive analysis to the results of questionnaires on a population sample. The goal is to understand the significant relationship between variables with the probability of error regarding the hypothesis. The focus of the research is to decipher the relationships between variables, making it explanatory research. Through inferential data analysis, this research is also classified as analytical, exploring the relationships

and implications of variables in the context in depth.

Research methods

This research applies a combined approach (mixed methods) by combining quantitative and qualitative data to obtain a comprehensive and in-depth understanding of the phenomenon studied. This combined method provides a holistic analytical advantage by integrating quantitative data for generalization and deep understanding of qualitative data. Its advantages include enhanced validity, data objectivity, and research rigor, allowing researchers to explore complex aspects of a phenomenon and produce more scientifically meaningful findings (Sugiyono, 2018).

This research adopts a path analysis design to understand the causal relationship between variables using quantitative data. Path analysis allows measuring and testing direct and indirect relationships in a model, providing a deep understanding of the complex dynamics between variables (Sugiyono, 2018). In addition, qualitative data is used to investigate in depth the contribution of organizational climate, interpersonal communication, interpersonal leadership, and job satisfaction to improving lecturer performance, broadening horizons, and questioning the quantitative data that has been collected (Sugiyono, 2017).

Data Types and Sources

Data sources in the research include qualitative data, obtained through interpretation of questionnaire responses (Sugiyono, 2018). Quantitative data, in the form of numbers from statistical analysis of questionnaires, supports research with numerical facts (Sugiyono, 2017). Data sources are divided into primary (obtained directly from lecturers through interviews/questionnaires) and secondary (documents, internet, journals, books) (Umar, 2013), forming the basis for the validity and reliability of research results.

Population and Sample

This research has a population of lecturers at six private universities in Serang City, Banten. The sample was selected using the proportional stratified random sampling method, involving 285 lecturers with the position of Assistant Expert. This study reduces the number of respondents from the preliminary research and maintains a focus on the early stages of an academic career. Although focused on a single functional position, this research is interpreted with caution and linked to the broader literature. Using mixed methods for qualitative and quantitative data helps gain a holistic understanding of lecturers' perceptions and experiences in improving academic performance.

In this study, the sample size was set at a minimum of 15-20 times larger than the number of variables studied, according to the recommendations of Hair et.al. (2017). The number of samples was 285 for three exogenous variables, one intervening variable, and one endogenous variable, according to

the path analysis method, fulfilling the requirements of a linear model. Data analysis using path analysis becomes more valid with an adequate sample size according to the guidelines, ensuring the accuracy of the interpretation of the results.

Quantitative Research Design

Ex post facto research, according to Sugiyono (2018), aims to reconstruct the factors causing events without treatment or intervention. The focus is on analyzing the complex relationship between organizational climate, interpersonal communication, Transformational Leadership, job satisfaction, and lecturer performance. The path analysis method is used to reveal direct and indirect relationships between variables, in-depth understanding of the factors that influence lecturer performance. This research contributes to increasing the effectiveness of educational organizations. The path analysis method focuses on significant linear regression relationships between variables, involving correlation, mediation and independent path models.

Quantitative Data Analysis Techniques

This research uses a survey method with written questionnaires to collect data from lecturers at the Serang City Private University. The questionnaire focuses on the influence of organizational climate, interpersonal communication, transformational leadership, and job satisfaction on lecturer performance. The assessment scale uses a scale of five for each instrument item, and a questionnaire related to lecturer performance assesses the Tri Dharma of Higher Education. Psychometric scales and Likert scales are used with five answer choices to assess the level of agreement with the statement. The collected data is evaluated to ensure its quality and validity.

Qualitative Research

This research applies a qualitative approach using the Delphi technique to evaluate the similarities or differences in research data between qualitative and quantitative methods. The Delphi technique is carried out through several stages, including determining question items, randomly selecting groups of research subjects, asking questions, recording answers, classifying conclusions using a Likert scale, verifying by HR Management experts, and drawing conclusions from qualitative research results. This process allows comparison between quantitative and qualitative research results for each research variable indicator, helping to identify similarities or differences between the two.

RESEARCH RESULTS AND DISCUSSION

Quantitative Research Results

1. Research Hypothesis Testing

This research carries out hypothesis testing to answer the formulated research problems.

Testing was carried out by calculating the estimated path coefficients for the research variables. Overall structure tests 1 and 2 were carried out to examine the direct influence of the independent variables on the dependent variable. In the overall structure test 1, it was found that Organizational Climate (X_1), Interpersonal Communication (X_2), and Transformational Leadership (X_3) had a direct and significant influence on lecturer Job Satisfaction (Z). In the overall structure test 2, Organizational Climate (X_1), Interpersonal Communication (X_2), Transformational Leadership (X_3), and Lecturer Job Satisfaction (Z) have a direct and significant effect on Lecturer Performance (Y).

Next, a sub-structure test is carried out to test the influence of each independent variable on the dependent variable individually. The results show that each independent variable has a significant direct influence on lecturer job satisfaction (Z) and lecturer performance (Y). Apart from that, there is an indirect influence of Organizational Climate, Interpersonal Communication, and Transformational Leadership on Lecturer Performance through lecturer Job Satisfaction. The coefficient of determination (R^2) is used to measure how well the linear regression model fits the observed data. The results show a good degree of fit between the model and the data. In conclusion, the variables in this study have a significant influence both directly and indirectly, and the linear regression model fits the existing data.

2. Path Analysis

This research tests the suitability of the path analysis model to assess whether the model fits the observed data. The calculation results show multiple determinations $R_{12} = 0.907$ and $R_{22} = 0.931$. The path coefficients for the residuals are $e_1 = 0.345$ and $e_2 = 0.263$; with $R_{2m} = 0.994$. Path analysis for structures 1 and 2 yielded significant path coefficients according to the F and t tests. The chi-square test showed that the overall model was significant ($\chi_{h2} = 0 < \chi_{t2} = 3.84$).

This research was well received, showing an empirical causal relationship between Organizational Climate (X_1), Interpersonal Communication (X_2), Transformational Leadership (X_3), Lecturer Job Satisfaction (Z), and Lecturer Performance (Y). Path analysis provides information about the direct and indirect influence of each variable. The direct and indirect influence of exogenous variables on Job Satisfaction and Lecturer Performance is described in detail. The results of the analysis show that the Interpersonal Communication variable has the strongest direct influence on Lecturer Performance. On the other hand, the influence of the Organizational Climate variable on Lecturer Performance is relatively weak. In conclusion, this path analysis model provides holistic insight into the contribution of research variables to Job Satisfaction and Lecturer Performance.

Table 3. Recapitulation of Research Hypothesis Testing Results

No	Hypothesis	Coef. Track	Level Sign.	Decision H_0	Conclusion
1	There is a direct influence of Organizational Climate on Job Satisfaction	$\beta_{41} = 0,159$	0,05	H_0 Rejected	Direct influence

No	Hypothesis	Coef. Track	Level Sign.	Decision H ₀	Conclusion
2	There is a direct influence of Interpersonal Communication on Job Satisfaction	$\beta_{42} = 0,083$	0,05	H ₀ Rejected	Direct influence
3	There is a direct influence of transformational leadership on job satisfaction	$\beta_{43} = 0,222$	0,05	H ₀ Rejected	Direct influence
4	There is a direct influence of Organizational Climate on lecturer performance	$\beta_{51} = 0,046$	0,05	H ₀ Rejected	Direct influence
5	There is a direct influence of Interpersonal Communication on lecturer performance	$\beta_{52} = 0,093$	0,05	H ₀ Rejected	Direct influence
6	There is a direct influence of transformational leadership on lecturer performance	$\beta_{53} = 0,021$	0,05	H ₀ Rejected	Direct influence
7	There is a direct influence of Job Satisfaction on lecturer performance	$\beta_{54} = 0,196$	0,05	H ₀ Rejected	Direct influence
8	There is an indirect influence of Organizational Climate on lecturer performance through Job Satisfaction	$\beta_{51.4} = 0,204$	0,05	H ₀ Rejected	Indirect influence
9	There is an indirect influence of Interpersonal Communication on lecturer performance through Job Satisfaction	$\beta_{52.4} = 0,008$	0,05	H ₀ Rejected	Indirect influence
10	There is an indirect influence of transformational leadership on lecturer performance through job satisfaction	$\beta_{53.4} = 0,350$	0,05	H ₀ Rejected	Indirect influence

3. Sobel Test

This research underwent a Sobel test to evaluate the mediation hypothesis on the variables Organizational Climate, Interpersonal Communication, and Transformational Leadership on Lecturer Performance through Job Satisfaction. In the results of the Sobel Test analysis, it can be seen that there is significant mediation in the three exogenous variables. First, in the Organizational Climate variable, it was found that the indirect influence of Organizational Climate on Lecturer Performance through Job Satisfaction was very significant ($T_{\text{count}} = 8.707 > T_{\text{table}} = 1.660$). The conclusion drawn is that H₀ is rejected and H₁ is accepted, indicating that Job Satisfaction has a strong mediating role in the influence of Organizational Climate on Lecturer Performance. Furthermore, on the Interpersonal Communication variable, the Sobel Test results show a significant indirect effect on Lecturer Performance through Job Satisfaction ($T_{\text{count}} = 6.487 > T_{\text{table}} = 1.660$). This results in similar conclusions, namely rejection of H₀ and acceptance of H₁, indicating that Job Satisfaction is effective as a mediator in the relationship between Interpersonal Communication and Lecturer Performance. Finally, on the Transformational Leadership variable, the findings show that its indirect influence on Lecturer Performance through Job

Satisfaction is very significant ($T_{\text{count}} = 9.420 > T_{\text{table}} = 1.660$). By rejecting H_0 and accepting H_1 , it can be concluded that Job Satisfaction plays a strong role as a mediator in the relationship between Transformational Leadership and Lecturer Performance.

Overall, these results confirm that Job Satisfaction has a crucial role as a mediator that influences the relationship between Organizational Climate, Interpersonal Communication, and Transformational Leadership and Lecturer Performance. The implication is that these findings provide a significant contribution in understanding the factors that influence the performance of lecturers at private universities in the city of Serang.

Qualitative Research Results

1. Analysis of the Structure of Indicators and Sub-Indicators of Research Variables

Through the application of the Delphi Technique, analysis of the structure of indicators and sub-indicators of research variables was carried out by determining two key statements for each variable indicator, based on the highest validity coefficient. This step ensures that the key factors in the lecturer performance variables, Organizational Climate, Interpersonal Communication, Transformational Leadership, and Job Satisfaction have an optimal level of validity. Selecting statements with the highest validity is expected to strengthen the relationship between these variables, providing a solid basis for further analysis. The results of determining key factors are expected to provide in-depth insight into the elements that most influence lecturer performance and their supporting factors. This step is crucial for understanding the dynamics of lecturer performance and formulating more targeted recommendations or development strategies.

2. Qualitative Analysis of Indicators and Sub-Indicators for Each Research Variable through Confirmation of Conclusions and Triangulation

This research involved six private universities (PTS) in Serang City, with 30 individuals randomly represented from each PTS. Research instruments include lecturer performance, Organizational Climate, Interpersonal Communication, Transformational Leadership, and Job Satisfaction. Data was collected, analyzed together with PTS leaders, and the conclusions were tested again with participating lecturers. The confirmation and approval process from the lecturer is an important step for the accuracy of the results. Verification by HR experts through triangulation ensures the validity of the findings. Integration between qualitative and quantitative approaches is carried out to provide a holistic and in-depth understanding of lecturer performance, creating comprehensive and accurate research results.

Discussion

1. Direct Influence of Organizational Climate on Job Satisfaction

The research results show that Organizational Climate has a direct effect on lecturer Job Satisfaction (0.159), with an outside influence of 0.068. It can be concluded that improving the organizational climate of lecturers can increase lecturer job satisfaction. This finding is consistent with the results of qualitative research which shows support for the positive relationship between Organizational Climate and Lecturer Job Satisfaction. Factors such as institutional support, policies that support academic freedom, effective performance assessment, and rewards for collaborative research were identified as drivers of motivation in the work environment of private universities in Serang City. This is in line with previous theory and research which confirms that organizational climate has a significant influence on the performance of employees or lecturers.

2. Direct Influence of Interpersonal Communication on Job Satisfaction

The research results show that the direct influence of the Interpersonal Communication variable on lecturer job satisfaction is 0.083, with an external influence of 0.324. Improving Interpersonal Communication can increase lecturer Job Satisfaction. This finding is in accordance with the theory which states that interpersonal communication plays a role in improving lecturer performance. In the context of PTS in Serang City, aspects such as empathetic treatment, active listening, self-status, respect and politeness are the keys to creating supportive interpersonal relationships. Support from qualitative research results strengthens quantitative findings regarding the positive relationship between Interpersonal Communication and lecturer Job Satisfaction.

3. Direct Effect of Transformational Leadership on Job Satisfaction

The research results show that Transformational Leadership has a direct positive influence on lecturer Job Satisfaction of 0.222, with an outside influence of 0.177. Therefore, improving Transformational Leadership can increase lecturer Job Satisfaction. This finding is strengthened by the results of qualitative research which shows support for the positive influence of Transformational Leadership on Lecturer Job Satisfaction, especially in the aspect of freedom to innovate. The practice of guiding creativity and direction to stimulate creativity creates a work environment that encourages achievement and the development of new ideas in the PTS environment in Serang City.

This is reinforced by the results of Esuh Ossai's (2015) research that lecturer performance is influenced by characteristics, competencies as a result or evidence of the lecturer's teaching qualifications.

4. Direct Influence of Organizational Climate on Lecturer Performance

The research results show that the organizational climate of lecturers at private universities in Serang City has a very high level, with 30.79% of respondents stating it was very high and 61.90% in the high category. The average score for lecturer Organizational Climate is 81.98. These findings illustrate an increase in the cognitive domain, in accordance with Anderson's research which states that organizational climate can improve the mission of higher education and lecturer performance, especially in the Knowledge, Evaluation and Create aspects. Descriptive analysis shows that most

respondents consider lecturer performance to be in the high category (60.95%), with 32.70% in the very high category. This research shows that there is a positive influence of Organizational Climate on Lecturer Performance, with qualitative support that reflects the institution's commitment to providing support and incentives to improve lecturer performance in implementing the Tri Dharma in higher education. These results are consistent with other research which shows that organizational climate has a direct influence on lecturer performance.

5. Direct Influence of Interpersonal Communication on Lecturer Performance

The results of the research show that interpersonal communication between lecturers at PTS Kota Serang needs to be improved, with only 4.76% of respondents stating it was very high and 58.10% in the high range. The average score for Interpersonal Communication is 103.96. These findings suggest an increase in aspects of openness, empathy, positive attitudes, shared meaning, and feedback. The positive influence of Interpersonal Communication on lecturer performance is indicated by the structural equation $Y = 0.093 X_2$. The results of the analysis support improving performance by improving Interpersonal Communication, in line with Bass's theory which emphasizes the importance of interactions and relationships between leaders and followers in achieving high performance. Qualitative support emphasizes the importance of effective communication and teamwork in creating a productive environment. Other studies also confirm that Interpersonal Communication has a direct effect on lecturer performance, which can be improved through job satisfaction.

6. Direct Influence of Transformational Leadership on Lecturer Performance

The research results show that the Transformational Leadership of lecturers at PTS Kota Serang needs to be improved, with the majority of respondents (58.73%) stating it is high. The average score for Transformational Leadership is 104.60, included in the high category. The study emphasizes attention to aspects of organizing, evaluating and implementing education to strengthen the role of Transformational Leadership. Structural analysis indicates a positive influence of Transformational Leadership on lecturer performance ($Y = 0.021$). Qualitative findings support the quantitative results, highlighting the role of Transformational Leadership in providing inspiration, motivation, and support, encouraging lecturer performance. This study is in line with other research that shows the influence of motivation, personality and training on lecturer performance.

7. Direct Influence of Lecturer Job Satisfaction on Lecturer Performance

The results of descriptive analysis show that the majority of respondents (76.19%) stated that lecturers' job satisfaction was high, with an overall average score of 107.17 in the high category. This study highlights the need to increase lecturer job satisfaction, with a focus on personal motivation and achieving maximum results at work.

In the structural predictions, it was revealed that lecturer job satisfaction (Y) had a positive influence on lecturer performance (Z) of 0.196. This shows that an increase in one unit of Job

Satisfaction can increase 0.196 units of lecturer performance. The results of the analysis provide insight that improving lecturer performance can be achieved through increasing job satisfaction, especially in the aspects of organizational norms, communication ethics, implementation of the tridharma of higher education, work targets, toughness and work discipline.

The qualitative findings support the quantitative results by highlighting the positive influence of Job Satisfaction on lecturer performance, especially in the social environment of work. This is in line with the theory that motivation and job satisfaction play an important role in improving performance, as mentioned by Robins et al. (2010). Other research also shows that transformational leadership, organizational culture, organizational climate, and teacher job satisfaction have a positive influence on teacher performance (Tumiran, 2015).

8. Indirect Influence of Organizational Climate on Lecturer Performance Through Job Satisfaction

The research results show that there is a direct influence of Organizational Climate on lecturer Job Satisfaction of 0.359, and on lecturer performance of 0.046. The indirect effect of Organizational Climate on lecturer performance through lecturer Job Satisfaction is 0.204, with a total influence of 0.248. These findings confirm that improving the Organizational Climate can significantly influence lecturer performance, and is partly influenced by lecturer Job Satisfaction.

Research also shows an indirect positive influence between Organizational Climate and lecturer performance through Job Satisfaction. Support from qualitative research results highlights aspects of duties and responsibilities as critical factors. A task environment that stimulates creativity and balanced responsibility creates fairness and high engagement, supporting professional growth and achieving shared goals. Other research by David A.O. Aunga and Obadia Masarel (2017) show that transformational leadership style is positively related to teacher performance, providing recommendations for using democratic and transformational leadership styles in improving teacher performance.

9. Indirect Influence of Interpersonal Communication on Lecturer Performance through Job Satisfaction

The direct effect of Interpersonal Communication on lecturer Job Satisfaction is 0.016, and on lecturer performance is 0.330. The indirect effect through lecturer Job Satisfaction is 0.008, with a total effect of 0.338. The results show that there is an indirect positive influence of Interpersonal Communication on lecturer performance through Job Satisfaction. These findings indicate that increasing interpersonal communication among lecturers can effectively improve performance by increasing job satisfaction. The results of qualitative research support this by highlighting the importance of consistent understanding and commitment to collaboration in achieving common goals, creating a solid foundation for effective achievement of vision and goals.

10. Indirect influence of transformational leadership on lecturer performance through job satisfaction

The direct effect of transformational leadership on lecturer job satisfaction is 0.653, and on lecturer performance is 0.183. The indirect effect through lecturer Job Satisfaction is 0.350, with a total effect of 0.270. The findings show that there is an indirect positive influence of transformational leadership on lecturer performance through job satisfaction. The results of qualitative research confirm that the encouragement and confidence of transformational leadership creates a motivating environment, increases work morale, and strengthens individual confidence in achieving goals. Related research also supports this, showing a positive relationship between interpersonal communication, work motivation, and transformational leadership and teacher job satisfaction.

CONCLUSION

The results of this research show that Organizational Climate, Interpersonal Communication, and Transformational Leadership have a significant positive direct influence on the Job Satisfaction of lecturers at the Private University of Serang Banten City. Strengthening these aspects can increase Job Satisfaction. Apart from that, there is a direct positive influence of Organizational Climate, Interpersonal Communication, and Job Satisfaction on lecturer performance. Strengthening the Organizational Climate and Interpersonal Communication can directly improve lecturer performance, while Job Satisfaction also has a direct positive influence on lecturer performance. In addition, the findings show that there is a positive indirect influence of Organizational Climate on lecturer performance through increasing Job Satisfaction. The results of this research provide an important contribution to the development of university management strategies to improve the quality of teaching and lecturer performance in the educational environment.

The practical implication of this research is that private university management in Serang City needs to pay attention to and improve organizational climate, interpersonal communication, and transformational leadership as an effort to increase lecturers' job satisfaction, which in turn will have a positive impact on their performance. This research suggestion involves recommendations for improving the performance of private university lecturers in Serang City, Banten.

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