



THE INFLUENCE OF SERVICE LEADERSHIP ON AFFECTIVE COMMITMENT AND ITS IMPLICATIONS ON THE PERFORMANCE OF STIE LECTURER IN MEDAN CITY

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Abstract

This study aims to determine the Effect of Serving Leadership, Compensation, Work Environment, on Tension and Affective Commitment and its implications on the work of STIE in Medan City, North Sumatra Province. The research method used is associative research, which is research conducted with the aim of determining the relationship or influence of more variables, namely the influence of independent variables on dependent variables using intervening variables. This research uses quantitative data sourced from primary, secondary and tertiary data. The data collection technique carried out is by interview techniques and questionnaires. The results of the study stated that there is a significant influence between Servant Leadership, Compensation, Work Environment, on Tension and Affective Commitment and its implications on Serving Leadership, Compensation, Work Environment, on Tension and Affective Commitment and its implications on Serving Leadership.

Keywords: leadership; compensation; affective commitment; performance

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INTRODUCTION

Based on Menpan Regulation Number 17 of 2013 as a follow-up to Law Number 14 of 2005 concerning teachers and lecturers, as well as Republic of Indonesia Law Number 12 of 2012, concerning Higher Education, the minimum requirement as a lecturer is a Masters. In the rules recently, conditions the implemented direct with position Rank / class Expert Assistant IIIb. That means, no There is Again lecturer IIIa (articles 6 and 24). Furthermore He must continue study doctoral degree to get a position can go up to Lector head or Professor. Apart from that, administratively, lecturers have the main task of carrying out the Tri Dharma of Higher Education, namely providing educational services-teaching, research and community service . In carrying out the Tri Dharma of Higher Education, lecturers act as: (1) facilitators and resource persons for student learning; (2) researchers and experts in their respective fields of science, for the development of science, technology, culture and arts; (3) community service by applying their expertise for the welfare of society and the progress of humanity.

Due to the fact that the Republic of Indonesia consists of several islands and regions, so that private universities present in the country are well coordinated, higher education service institutions (L2DIKTI) are also divided according to their working areas. such as the North Sumatra Region, coordinated by L2DIKTI Region I North Sumatra. Based on the results of observations made by researchers, the number of universities

(universities, institutes, high schools, academies and polytechnics) in North Sumatra Province, which consists of 25 districts/cities, is 270 private universities. With a total of 424,722 students. The number of lecturers is 12,600 lecturers. Where permanent lecturers who teach at various private universities in North Sumatra Province consist of permanent lecturers from Civil Servants / State Civil Apparatus (PNS/ASN) L2DIKTI and permanent lecturers from the Foundation.

In this research, the researcher chose the research object to be the performance of permanent lecturers at various private universities accredited at least B which are domiciled in Medan City, North Sumatra Province. Researchers also want to know more about the existence of PTS in their efforts to develop lecturers by focusing on private universities in Medan City, North Sumatra Province, especially L2DIKTI lecturers who are seconded to PTS and permanent Foundation lecturers who are registered with L2DIKTI and lecturers who have obtained Lecturer certification. As an illustration of the existence of accredited higher education in the city, it can be explained that most of it is in the academic form, while the least is Institute. However, if you look at the number of students, the largest is at the University, and the smallest is at the Polytechnic. Meanwhile, the largest number of lecturers is at the university level and the smallest is at the polytechnic level. The educational level of Permanent Lecturers at various PTS in North Sumatra Province shows that the number of lecturers at PTS Kopertis Region I North Sumatra in 2017 with a second level of education was 6,161 people or 45.67 percent, while a third level of education was 593 people or 4.39 percent. Thus, there are still many lecturers who have undergraduate status, namely 6,739 people or 49.94 percent. Based on current regulations, to become an L2DIKTI lecturer, whether a DPL lecturer or an Extraordinary Teacher or Professor, the education is: 1) a minimum of Master's Degree. This is one of the qualifications to become an educator at L2DIKTI Region I North Sumatra. 2) mastering competencies as a learning agent.

As is known, lecturer performance is influenced by the lecturer's own affective commitment. The higher the commitment, the higher the performance is expected to be. (Jacobsen, 2000:190). If you pay attention to the statement above, the researcher conducted a pre-survey regarding the commitment of STIE lecturers in Medan City, where the results can be seen regarding affective commitment, showing that on average, the majority of lecturers' active commitment does not have a strong commitment to their institution. More than 60% of lecturers' commitment is still between very poor to quite good. Thus, it can be concluded that the commitment of lecturers to institutions at STIE in Medan City, North Sumatra is not yet optimal. Another variable that shapes lecturer performance is the lecturer's own competency, this is in line with the statement from Sedarmayanti (2009:127), "Competence is a key determining factor for someone to produce excellent performance. If you pay attention to the statement above, the researcher conducted a pre-survey regarding the competency of STIE lecturers in Medan City, where the results can be seen regarding competency, showing that the average competency of lecturers, the majority of lecturers do not have adequate competency. More than 60% of lecturer competence is still at not good to quite good. Thus, it can be said that the competency of lecturers at universities in North Sumatra is not yet optimal. Meanwhile, the work environment aspect of STIE in North Sumatra is not yet completely conducive and adequate, even though the influence of the work environment on the commitment and competence of lecturers plays a very important role. Based on researchers' observations, it shows that the STIE work environment in the city of Medan, North Sumatra is still very limited. To find out more, the researcher conducted a pre-survey, where the pre-survey results for the work environment can be seen regarding the work environment showing that the average value of the STIE work environment is not yet conducive or adequate. More than 60% of the work environment is still very bad to quite good. . Thus it can be said that the work environment in universities in North Sumatra is not good and conducive.

Compensation can affect lecturer competence and commitment. The better compensation a lecturer receives will encourage the lecturer to increase his competence and commitment. (Rivai, 2011). If you pay attention to the statement above, the researcher conducted a pre-survey regarding compensation for STIE lecturers in Medan City, where the results can be seen regarding compensation, showing that the average value of lecturer compensation is not yet adequate... More than 60% compensation is still in the range of very poor to quite good. Thus, it can be said that lecturer compensation at universities in North Sumatra is not yet high or adequate. From the independent variables, apart from the work environment variable and compensation variable, there is the servant leadership variable is a very important variable in forming competence and affective commitment variables. According to Hughes, Ginnet, Curphy (2006), states that servant leadership makes a major contribution to the competence and commitment of subordinates. Based on the results of research on servant leadership, it appears that servant leadership shows that the average value of servant leadership has not been effective. More than 60% of servant leadership is still at very poor to fair levels. Thus, it can be said that serving leadership in higher education institutions in North Sumatra is not running as it should. The reasons why the researchers chose the research locus at STIE in Medan City, North Sumatra Province were due to the following considerations: 1). Development developments in North Sumatra, especially the development of

higher education, are growing rapidly, requiring competent and professional lecturers in the field of economics. 2). The number of STIEs in Medan City is very large and exceeds the number of STIEs in Cities and Regencies in North Sumatra, 3). Most of the accreditations from STIE are still accredited C and B, so there is a need to improve the quality of education through improving lecturer performance.

The Influence of Servant Leadership on Competence. Baharun, (2017) states that leadership influences other people to carry out activities to achieve common goals. As the highest leader, he has a vital duty and role in improving the quality of human resources within him. So, to increase the competency of teaching staff, adequate compensation and good development strategies are needed from institutional leaders. Griffin Ricky W. Moorhead Gregory (2014), explained that servant leadership has an influence in increasing employee competency because the servant leadership pattern is directly related to the competency framework. This is in line with Hughes, Ginnet, Curphy (2006), stating that competence is influenced by various leadership styles, both transformational and servant. Based on the thoughts of the experts above, the researchers concluded that there is an influence of Servant Leadership on Competence.

The Influence of Compensation on Competence According to Rivai (2008: 357), compensation is something that employees receive as a consequence of the competence that employees have and is used as a substitute for their service contribution to the company. Meanwhile, according to Sutrisno, (2009: 199) compensation will be related to the employee's compensation, so that compensation will be calculated based on an evaluation of the work of competent employees. Marleen Brans and Annie Hondeghem (2005), the compensation received by government office workers in Belgium has an influence on the competence they have. This influence is due to the excess income allocated by government office workers to sectors developing workers' skills. According to Tarr et al. (2017) good compensation can reduce conflicts that arise as a result of decision making errors. This research was conducted on financial advisors in Australia. Tarr et al, also stated that with good compensation, financial advisors will be able to develop their competencies in a better direction, especially associate financial advisors.

The Influence of the Work Environment on Competence Veithzal Rizai (2011: 422), states that if the environment in an organization is available and running well, it will affect employee competence, which will have implications for the performance of employees and the organization in carrying out their duties and functions. Sedarmayanti (2013:24) states that the physical work environment and non-physical environment are the main factors that support the formation employee competence in carrying out their work activities. Dharmanegara et al (2016) stated that there is a positive relationship between the work environment and competence in small and medium companies in Denpasar. Dhermanegara also stated that the Work Environment has a good influence on improving the competence of employees of small and medium companies in Denpasar. According to Passow (2012), work environment conditions greatly influence competency, because work environment conditions that have a good educational background will have an impact on employee competency as a whole. Passow's research using the cluster analysis method shows that competency is greatly influenced by the work environment and educational background.

The Influence of Servant Leadership on Affective Commitment Sedarmayanti (2011:234) explains that leadership and commitment are two things that cannot be separated. In most cases, organizational commitment will be high because of the leader's role in the organization. Likewise, one of the characteristics of servant leadership is building organizational commitment and employee commitment. Thus leadership will determine whether organizational commitment will be high or low. Luthans (2006: 688) explains that servant leaders have an interpersonal role using their influence to encourage high commitment to optimizing the organization's own goals. Research from Handoyo (2010) also strengthens the statement that Servant Leadership is able to have a positive impact on organizations, especially on organizational commitment. This impact is because a leader who falls into the Servant Leadership category usually has good organizational stewardship and wisdom so that he is able to influence Organizational Commitment. Justin A. Irving and Julie Berndt (2017) also found something similar in their research. The results of research conducted at the United States Health Agency concluded that Servant Leadership can increase Organizational Commitment.

The Influence of Compensation on Affective Commitment According to Armstrong and Murlis (2003: 14), stated that compensation and commitment have a strong relationship, where adequate compensation will build strong commitment. Handoko, (2001). If the formulation of compensation policies is appropriate, both in terms of fairness and feasibility, employees will feel satisfied and have a strong commitment to the organization. On the other hand, if a sense of fairness and worthiness is not fulfilled, it will cause employees to complain, resulting in job dissatisfaction which will result in decreased commitment. Ardana (2008:169), states that satisfactory compensation will play an important role in building awareness in providing attention, work enthusiasm and attitudes of employees, especially in the areas of appreciation and job satisfaction in order to create high commitment to achieving organizational goals.

The Influence of the Work Environment on Affective Commitment f. According to Rivai (2008:357), an adequate, safe and comfortable work environment is something that employees expect to support increased work activities in the organization/ company. The availability of a conducive environment is one of the requirements for building high employee commitment and improving employee performance. Meanwhile, Engkoswara and Aan (2012: 212) state that a conducive environment can provide motivation for someone to have employee commitment in carrying out their work. For example, having sufficient ventilation in the room can create a comfortable working atmosphere, harmonious relationships with colleagues, sufficient light, air conditioning, and much more. Having a conducive environment means that the general working atmosphere can take place effectively and efficiently. So, a conducive environmental atmosphere is very necessary as an effort to increase employee commitment . According to Endang and Sofia (2014), a supportive work environment can increase employee job satisfaction and commitment. In their research, which had a sample of internal auditors in telecommunications companies, Endang and Sofia found that the work environment had a positive and significant influence on commitment. Norris-Watts and Levy (2004) stated that work environment reciprocity has a positive impact on performance output with mediation from the Affective Commitment variable. In other words, the Work Environment has a mutually supportive relationship or a positive relationship with Affective Commitment.

The Influence of Competency on Lecturer Performance Robbins (2002:37) states that there is a strong relationship between competence and employee performance. Basically, it can be concluded in a statement, that a worker who has high competence is an employee who has high performance. Rivai and Fawzi (2005:16) explain that performance in carrying out its functions does not stand alone, but is related to competence and the level of rewards it receives. Rivai and Fawzi (2005:16-17) explain that individual performance is influenced by someone who has competence and work enthusiasm. According to Wirawan (2012: 9), performance has a causal relationship with competency (competency or ability). Performance is a function of competence, attitudes and actions. Competencies describe the characteristics of knowledge, skills, behavior and experience to perform a particular job or role effectively. Hartanto (2015) stated that competency has a positive relationship with lecturer performance. The higher the competence a lecturer has, the more likely it is that his performance as a lecturer will improve both inside and outside the campus environment.

The Influence of Affective Commitment on Lecturer Performance According to Anchor, (2010). states that affective commitment must be positioned appropriately, because every individual expects high commitment in carrying out their work activities, which will ultimately improve their performance. Torrington (2008:254) explains that job satisfaction and employee commitment influence employee performance. McShane and Glinow (2010:111) explain that high performance is influenced by high salary, commitment and job satisfaction, while low performance is influenced by low salary, commitment and job satisfaction. According to Veithzal et. al. (2011:16) that individual performance is influenced by commitment and job satisfaction itself is an individual's feelings towards their work. This feeling is the result of an assessment of how far the work as a whole is able to build commitment and satisfy needs.

METHOD

According to Sidik and Muis (2013; 26), there are 8 (eight) types of research according to their methods, one of which is the survey method, which is research conducted on large or small populations, but what is tested is sample data. The aim of this research is to generalize an observation. What is important in this research is that the sample taken is representative of the population. Based on the information above, then this research is survey research. According to the title of the research, and according to the level of explanation (level of explanation) as stated by Lubis (2012: 20), this research includes associative research, namely research carried out with the aim of finding out the relationship or influence of 2 or more variables, namely the influence of the independent variable on the dependent variable using intervening variable. This research carries out an analysis of the causal relationship between research variables. This research is a management science approach to human resources. Research design is the entire process required in carrying out research. The nature of the data in this research is quantitative data, namely data that can be measured and presented in the form of numbers. The source of research data is an important factor to consider in finding data collection methods, in addition to the types of data that have been discussed . Technique data collection depends from strategy and data sources as mentioned, research data is quantitative data sourced from primary, secondary and tertiary data. The data collection technique used was interview and questionnaire techniques. Population Study is The number of lecturers teaching at high schools in North Sumatra is 2,274 lecturers. The number of permanent STIE lecturers in Medan City is 1115 lecturers, all of whom have NIDN. Instrument Testing As stated above, research data consists of primary and secondary data, one technique for collecting primary data is by distributing questionnaires. Instrument trial means that before the questionnaire is used as an instrument, it

is first tried out to test the validity, reliability of the research instrument and normality test. The research model feasibility test is intended to determine that the model which is the framework for thinking or as a research theoretical construction which is formulated in the form of diagrams and/or mathematical equations is suitable for the data. This means that the model used is able to estimate all the model parameters which are the research variables outlined in the research hypothesis (Wirasasmita, 2007). The results of the model feasibility test in this research are as follows: Theoretical Plausibility, Accuracy of the Estimate of the Parameters, Explanatory ability, Forecasting Ability.

RESULTS

Validity shows the extent to which a measuring instrument measures what it wants to measure (Singarimbun and Effendi, 1995). Validity testing is useful for determining how accurately a tool performs its measuring function. A high validity measuring instrument means it has a small error variance, thus providing confidence that the data collected is reliable data. Questionnaire testing used a structural approach using confirmatory factor analysis (CFA) methods. Following is the validity of each indicator variable as follows. Verification Analysis. After analyzing the research instruments and scaling analysis and descriptive analysis, the data that has been collected is then used to analyze and test the hypothesis testing formulation based on the model determined in the previous chapter, namely the analysis model. path or path analysis . The SPSS estimation results for each research variable need to be explained further. This explanation is necessary because each variable is measured indirectly, but is formed by a number of indicators whose role needs to be studied in forming these variables. For more details, each hypothesis will be discussed. The path analysis model that will be processed using SPSS 23 is obtained by a model as in the following figure.

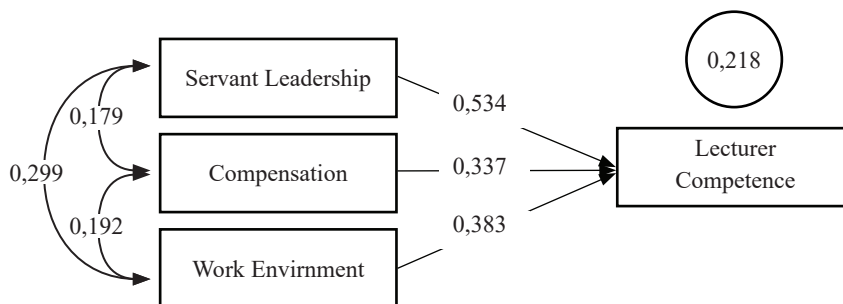


Figure 1. Coefficient of Service Leadership Path, Compensation and Work Environment on Lecturer Competence
Source: SPSS data processing results

The calculation results obtained show the Lecturer Competence influenced by Servant Leadership, Compensation and Work Environment both partially and simultaneously. Based on the correlation values and path coefficients obtained from the results of calculations using SPSS, it can be seen the magnitude of the direct and indirect influence of Service Leadership, Compensation and Work Environment on Lecturer Competence as follows:

Table 1. Direct and Indirect Influence of Service Leadership Variables, Compensation and Work Environment on Lecture Competence

	Path Coefficient	Direct Influence	Influence Through			Total
			Servant Leadership	Compensation	Work environment	
Servant Leadership	0.5345	28.56%		3.23%	6.12%	37.91%
Compensation	0.3371	11.37%	3.23%		2.47%	17.07%
Work environment	0.3831	14.67%	6.12%	2.47%		23.27%
Total		54.60%	9.35%	5.70%	8.59%	78.24%

Source: Data processing results

Based on the table above, it can be seen that Lecturer Competency is influenced by direct and indirect influences. The direct influence of the Service Leadership variable on Lecturer Competency is 28.56%, while the indirect influence through Compensation and Work Environment respectively is 3.23%; and 6.12%. The direct influence of the Compensation variable on Lecturer Competency is 11.37%, while the indirect influence is through Service Leadership and Work Environment respectively were 3.23% and 2.47%. And the direct

influence of the Work Environment variable on Lecturer Competency is 14.67%, while the indirect influence is through Service Leadership and Compensation respectively is 6.12% and 2.47%. Based on the results of calculating the total partial influence, the largest is the Serving Leadership variable with a total influence on Lecturer Competence of 37.91%. so it can be concluded that improving lecturer competency must be supported by good service leadership. However, the influence of other variables that influence Lecturer Competence studied in this research is also quite large, namely Compensation of 17.07%, and Work Environment of 23.27%. Thus the proposed conceptual hypothesis has been tested and can be accepted. The complete structural model for substructure 2 can be described as follows:

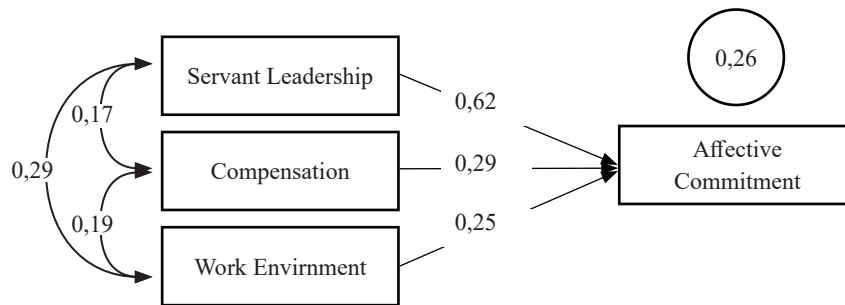


Figure 2. Coefficient of Service Leadership Path, Compensation and Work Environment on Affective Commitment
Source: SPSS data processing results

The calculation results obtained show Commitment influenced by Servant Leadership, Compensation and Work Environment both partially and simultaneously. Based on the correlation value and path coefficient obtained from the results of calculations using SPSS, it can be seen the magnitude of the direct and indirect influence of servant leadership, compensation and work environment on affective commitment. as follows: Thus the proposed conceptual hypothesis has been tested and can be accepted. The complete structural model for substructure 3 can be described as follows:

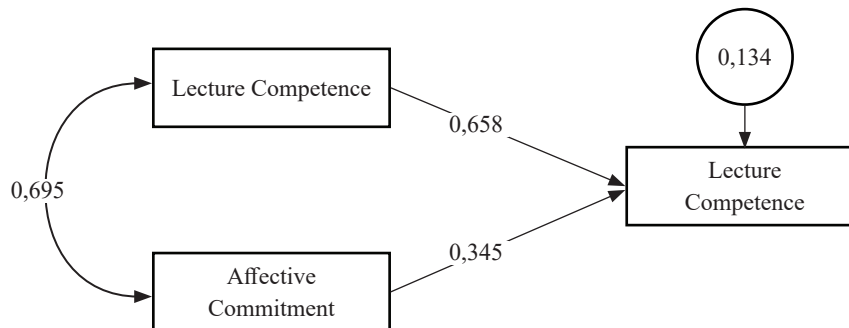


Figure 3. Path Coefficient of Lecturer Competence and Affective Commitment to Lecturer Performance
Source: SPSS data processing results

The calculation results obtained show the lecturer's performance influenced by Lecturer Competence and Affective Commitment either partially or simultaneously. Based on the correlation values and path coefficients obtained from the results of calculations using SPSS, it can be seen the magnitude of the direct and indirect influence of Lecturer Competence and Commitment. Regarding Lecturer Performance as follows:

Table 2. Direct and Indirect Influence of Lecturer Competency Variables and Affective Commitment on Lecturer Performance

	Path Coefficient	Direct Influence	Influence Through		Total
			Lecturer Competence	Affective Commitment	
Lecturer Competence	0.6577	43.26%		15.75%	59.01%
Affective Commitment	0.3447	11.88%	15.75%		27.63%
Total		55.14%	15.75%	15.75%	86.64%

Source: Data processing results (2019)

Based on the table above, it can be seen that Lecturer Performance influenced by direct and indirect influences. Direct influence of the Lecturer Competency variable on Lecturer Performance is 43.26% while the indirect influence through Affective Commitment is 15.75%. And the direct influence of the Affective Commitment variable on Lecturer Performance is 11.88 % while the indirect influence through Lecturer Competence is 15.75%. Based on the results of calculating the total partial influence, the largest is the Lecturer Competency variable with the total influence on Lecturer Performance amounting to 59.01%. So conclusions can be drawn to improve lecturer performance must be supported by the implementation of good Lecturer Competencies. However, the influence of other variables has an influence on lecturer performance what was studied in this research was also quite large, namely Affective Commitment of 27.63%.

DISCUSSION

The Influence of Servant Leadership on Lecturer Competence Based on the results of path analysis calculations, it can be seen that the Leadership variable has a direct influence of 28.56 % , and the total indirect effect is 9.35 % , where the total influence is 37.91 % . Considering that the direct influence is greater than the indirect influence, the servant leadership variable is the dominant variable, this means that without any contribution from other variables (Compensation and Work Environment variables), the servant leadership variable can stand alone. Considering that the coefficient value for the termination of serving leadership is the first highest, the servant leadership variable is the most dominant variable in shaping lecturer competence. This is understood considering that serving leadership has a role and function, as well as the authority to order lecturers, to improve their abilities, which will ultimately increase the lecturers' competence. In an effort to increase the contribution of service leadership to increasing lecturer competence, through management, improvement and strengthening of its dimensions. The method is through educational leadership training, attending leadership seminars , and conducting comparative studies, as well as branchmarking to STIE or other tertiary institutions that are already successful and stable. The theories and research that support the influence of leadership on lecturer decision making include Baharun (2017). states that leadership has influence on other people to carry out activities to achieve common goals. As the highest leader, he has a vital duty and role in improving the quality of human resources within him. So to increase the competency of teaching staff, adequate compensation and good development strategies are needed from institutional leaders Richard et al. (2003) explained that servant leadership has an influence in increasing employee competency because the servant leadership pattern is directly related to the competency framework . This is in line with research from Brown and Posner (2001) which states that competence is influenced by various leadership styles, both transformational and serving.

The Influence of Compensation on Lecturer Competence Based on the results of path analysis calculations , it can be seen that the compensation variable has a direct influence of 28.56% , and the total indirect influence is 9.35 % , where the total influence is 37.91 % . Considering that the direct influence is greater than the indirect influence, the compensation variable is the dominant variable, this means that without any contribution from other variables (Servant Leadership and Work Environment Variables), the compensation variable can stand alone. Considering the lowest compensation termination coefficient value, the compensation variable is the dominant variable in shaping lecturer competence. This is understood considering that compensation provides encouragement to lecturers to improve their abilities and work activities, which in turn will increase the lecturers' competence. In an effort to increase the contribution of compensation to increasing competence, through efforts to manage, improve and strengthen its dimensions. The method is through providing more compensation to lecturers who excel. encourage lecturers to take part in seminars accompanied by incentives , and conduct comparative studies to other universities, as well as branch marking STIE which is already strong, prosperous and stable. The theories and research that support the influence of compensation on lecturer decision making include: According to Rivai (2008: 357), compensation is something that employees receive as a consequence of the competence that the employee has and is used as a substitute for their service contribution to the company. Meanwhile, according to Sutrisno, (2009: 199) that compensation will be related to the compensation that the employee has. , so that compensation will be calculated based on the evaluation of the work of competent employees. Marleen Brans and Annie Honddeghem (2005), the compensation received by government office workers in Belgium has an influence on the competence they have. This influence is due to the excess income allocated by government office workers to sectors developing workers' skills. According to Tarr et al. (2017) good compensation can reduce conflicts that arise as a result of decision making errors. This research was conducted on financial advisors in Australia. Tarr et al, also stated that with good compensation, financial advisors will be able to develop their competencies in a better direction, especially associate financial advisors.

The Influence of the Work Environment on Lecturer Competence Based on the results of path analysis calculations, it appears that the work environment variable has a direct influence of 14.67 % , and the total indirect

effect is 8.59%, where the total influence is 23.27 %. Considering that the direct influence is greater than the indirect influence, the work environment variable is the dominant variable, this means that without any contribution from other variables (servant leadership and compensation variables), the work environment variable can stand alone. Considering that the coefficient of determination for the work environment is the second largest, the work environment variable is the dominant variable in shaping lecturer competence. This is understood considering that the work environment provides encouragement for lecturers to improve their work activity abilities, which in turn will increase the lecturers' competence. In an effort to increase the contribution of the work environment to increasing competence, through efforts to manage, improve and strengthen its dimensions. The method is through efforts to improve, develop and reorganize the work environment of existing lecturers, and carry out comparative studies with other companies, as well as branch marking STIE which already has a stable, safe, comfortable and stable work environment. Sedarmayanti (2013:24) states that the physical work environment and non-physical environment are the main factors that support the formation of employee competence in carrying out their work activities. Dharmanegara et al (2016) stated that there is a positive relationship between the work environment and competence in small and medium companies in Denpasar. Dhermanegara also stated that the Work Environment has a good influence on improving the competence of employees of small and medium companies in Denpasar. According to Passow (2012), work environment conditions greatly influence competency, because work environment conditions that have a good educational background will have an impact on employee competency as a whole. Passow's research using the cluster analysis method shows that competency is greatly influenced by the work environment and educational background.

The influence of servant leadership , compensation , and work environment on lecturer competency Calculation results of the coefficient of determination (R²) expressed in percentages shows the magnitude of the contribution of the three independent variables, namely servant leadership , compensation and work environment to lecturer competency, which is equal to 78.24 percent. Considering that the overall direct influence of the three independent variables is greater than the indirect influence, these three variables are the dominant variables. Thus, the variables of servant leadership , compensation , and work environment on lecturer competency together provide a very significant contribution in the formation of lecturer competency. PTS in Medan City. Meanwhile, other variables not studied that influence lecturer competence are 21.76 percent . Other variables include motivation , communication, work culture, cooperation, and other variables . In an effort to increase the contribution of service leadership, compensation, and the work environment simultaneously in increasing lecturer competence , through efforts to increase, reaffirm and reinforce all dimensions of the three independent variables . The method is through strengthening the foundation and STIE so that they are able to provide service leadership, lecturer compensation, and improve an adequate work environment. Always branchmarking to STIEs that are successful, prosperous and stable. The theories that support the influence of servant leadership , compensation, and work environment on the competence of lecturers at STIE in Medan City are supported by several theories as follows: Baharun, (2017); Richard et al. (2003); Brown and Posner (2001); Rivai (2008:357); Sutrisno, (2009: 199); Marleen Brans and Annie Hondeghem (2005); Tarr et al. (2017); Veithzal Rivai , (2011:422); Sedarmayanti (2013:24) ; Dharmanegara et al (2016); Passow (2012).

The influence of servant leadership on lecturers' affective commitment. Based on the results of path analysis calculations , it appears that the servant leadership variable has a direct influence of 38.92 % , and the total indirect effect is 9.09 _ %, where the total influence is 47.01 %. Considering that the direct influence is much greater than the indirect influence, the servant leadership variable is a very dominant variable, this means that without any contribution from other variables (compensation variables and work environment), the servant leadership variable can stand on its own. Considering that the coefficient of termination of service leadership is the largest, the compensation variable is the dominant variable in forming lecturer commitment. This is understandable considering servant leadership has the authority to order and provide encouragement to lecturers, to increase lecturer commitment to their institution. In an effort to increase the contribution of servant leadership to increasing commitment, through efforts to manage, improve and strengthen its dimensions. The method is through educational leadership training, attending leadership seminars , and conducting comparative studies to STIEs that have high affective commitment, as well as branchmarking to universities that are already established and successful. There are theories and research that support the influence of servant leadership regarding the affective commitment of lecturers , including Sedarmayanti (2011:234) explains that leadership and commitment are two things that cannot be separated. In most cases, organizational commitment will be high because of the leader's role in the organization. Likewise, one of the characteristics of servant leadership is building organizational commitment and employee commitment. Thus leadership will determine whether organizational commitment will be high or low. Luthans (2006: 688) explains that servant leaders have an interpersonal role using their influence to encourage high commitment to optimizing the organization's own goals. Research from Handoyo (2010) also strengthens the statement that Servant Leadership is able to have

a positive impact on organizations, especially on organizational commitment. This impact is because a leader who falls into the Servant Leadership category usually has good organizational stewardship and wisdom so that he is able to influence Organizational Commitment. Justin A. Irving and Julie Berndt (2017) also found something similar in their research. The results of research conducted at the United States Health Agency concluded that Servant Leadership can increase Organizational Commitment.

The influence of compensation on lecturers' affective commitment Based on the results of path analysis calculations , it can be seen that the compensation variable has a direct influence of 8.57 % , and the total indirect influence is 5.72 % , where the total influence is 13.29 % . Considering that the direct influence is greater than the indirect influence, the compensation variable is the dominant variable, this means that without any contribution from other variables (servant leadership and work environment variables), the compensation variable can stand alone. Considering the second largest compensation termination coefficient value, the compensation variable is the dominant variable in forming lecturer commitment. This is understood considering that compensation provides encouragement to the lecturer, to increase the lecturer's commitment. In an effort to increase the contribution of compensation to increasing commitment, through management, improvement and strengthening of its dimensions. There is provision of more compensation for lecturers who have high commitment and achievement. An institution to conduct comparative studies to other universities, as well as carry out branchmarking to STIE which is already strong, prosperous and stable.

The influence of the work environment on lecturers' affective commitment. Based on the results of path analysis calculations , it can be seen that the work environment variable has a direct influence of 6.67% , and the total indirect influence is 6.27 % , where the total influence is 12.94 % . Considering that the direct influence is greater than the indirect influence, the work environment variable is the dominant variable, this means that without any contribution from other variables (servant leadership and compensation variables), the work environment variable can stand alone. Considering the lowest work environment termination coefficient value, the compensation variable is the dominant variable in shaping lecturer competence. This is understood considering that compensation provides encouragement to lecturers to improve their abilities and work activities, which in turn will increase the lecturers' competence. In an effort to increase the contribution of the work environment to increasing commitment, through efforts to manage, improve and strengthen its dimensions. The method is through efforts to improve, develop and reorganize the existing lecturer work environment so that it will foster high commitment to the institution. The institution conducts comparative studies with other companies, as well as branchmarking STIEs that already have high commitment and a work environment that is adequate, safe, comfortable and stable. Research by Norris-Watts and Levy (2004) states that work environment reciprocity has a positive impact on performance output with mediation from the Affective Commitment variable. In other words, the Work Environment has a mutually supportive relationship or a positive relationship with Affective Commitment.

The influence of servant leadership, compensation, and work environment on lecturers' affective commitment Calculation results of the coefficient of determination (R²) expressed as a percentage shows the magnitude of the contribution of three independent variables, namely servant leadership, compensation, and work environment to lecturer commitment is 73.24 percent. Considering that the overall direct influence of the three independent variables is greater than the indirect influence, these three variables are the dominant variables. Thus, the variables of servant leadership, compensation, and work environment together provide a very significant contribution in forming the commitment of STIE lecturers in Medan City. Meanwhile , other factors that were not researched influenced lecturers' commitment abilities by 26.76 percent . Other variables include motivation , communication, cooperation, organizational culture and others. In an effort to increase the contribution of servant leadership, compensation, and work environment simultaneously in increasing lecturer commitment, through efforts to increase, reaffirm and reinforce all dimensions of the three independent variables . The method is through strengthening foundations and STIE so that they can improve service leadership abilities, increase lecturer compensation, and improve an adequate work environment. Always branchmarking to STIE whose lecturers have high commitment, and are successful, prosperous and stable. The theories that support the influence of servant leadership, compensation and work environment on the commitment of STIE lecturers in Medan City are supported by several theories as follows: Sedarmayanti (2011); Luthans (2006); Handoyo (2010); Justin A. Irving and Julie Berndt (2017); Armstrong and Murlis (2003); Handoko, (2001); Ardana (2008); Rivai (2008); Engkoswara and Aan (2012); Endang and Sofia (2014), Norris-Watts and Levy (2004).

Influence of competence on lecturer performance Based on the results of path analysis calculations , it can be seen that the work environment variable has a direct influence of 43.26%, and an indirect influence of 15.75 % , where the total influence is 59.01 % . Considering that the direct influence is greater than the indirect influence, the competency variable is the dominant variable, this means that without any contribution from the commitment variable, the competency variable can already stand alone. Considering the highest competency termination

coefficient value, the compensation variable is the dominant variable in shaping lecturer performance. This is understood considering that competence is the main basic capital that is able to provide encouragement to lecturers, to improve their abilities and work activities, which will ultimately improve the performance of lecturers. In an effort to increase the contribution of lecturer competence to improving lecturer performance, through efforts to manage, improve and strengthen its dimensions. The method is through more specific lecturer competency training, attending seminars on HR competency development, and conducting comparative studies of other universities that have high affective commitment, as well as branchmarking to STIEs that have been successful. As for theories and research that support the influence of competence on lecturer performance, including Robbins (2002:37) states that there is a strong relationship between competence and employee performance. Basically it can be concluded in a statement, that a worker who has high competence is an employee who has high performance. tall one. Rivai and Fawzi (2005:16) explain that performance in carrying out its functions does not stand alone, but is related to competence and the level of rewards it receives. Rivai and Fawzi (2005:16-17) explain that individual performance is influenced by someone who has competence and work enthusiasm. According to Wirawan (2012: 9), performance has a causal relationship with competency (competency or ability). Performance is a function of competence, attitudes and actions. Competencies describe the characteristics of knowledge, skills, behavior and experience to perform a particular job or role effectively. Wirawan's research (2012: 9), performance has a causal relationship with competency (competency or ability). Performance is a function of competence, attitudes and actions. Competencies describe the characteristics of knowledge, skills, behavior and experience to perform a particular job or role effectively. Hartanto's research (2015) states that competency has a positive relationship with lecturer performance. The higher the competence a lecturer has, the more likely it is that his performance as a lecturer will improve both inside and outside the campus environment.

The influence of commitment affective influence on lecturer performance Based on the results of path analysis calculations, it can be seen that the commitment variable has a direct influence of 11.88 %, and an indirect influence of 15.75 %, where the total influence is 27.63 %. Considering that the direct influence is greater than the indirect influence, the commitment variable is the dominant variable, this means that without any contribution from the competency variable, the affective commitment variable can already stand alone. Considering the lowest commitment termination coefficient value, the commitment variable is the dominant variable in shaping lecturer performance. This is understood considering the commitment to provide encouragement to lecturers, to increase the discipline, obedience and loyalty of lecturers to the institution, which will ultimately improve the performance of lecturers. In an effort to increase the contribution of affective commitment to improving lecturer performance, through efforts to manage, improve and strengthen its dimensions, the method is through educational training, understanding and increasing commitment, attending seminars on developing commitment, and conducting comparative studies with other STIEs that have high commitment, as well as branchmarking to STIE which is already successful and stable. As for theories and research that support the influence of commitment on lecturer performance, including Torrington (2008:254) explains that job satisfaction and employee commitment influence employee performance. McShane and Glinow (2010:111) explain that high performance is influenced by high salary, commitment and job satisfaction, while low performance is influenced by low salary, commitment and job satisfaction. According to Veithzal et. al. (2011:16) that individual performance is influenced by commitment and job satisfaction itself is an individual's feelings towards their work. This feeling is a result of an assessment of how far the work as a whole is able to build commitment and satisfy needs.

Influence competence and commitment affective towards performance lecturer. Calculation results of the coefficient of determination (R^2) expressed as a percentage shows the magnitude of the contribution of the two independent variables, namely competence and commitment affective influence on lecturer performance is as big as 86.64 percent. Considering that the overall direct influence of the two independent variables is greater than the indirect influence, these two variables are the dominant variables. Thus, the variables are competence and commitment affective simultaneously made a very significant contribution in shaping the performance of STIE lecturers in Medan City. Meanwhile, other factors that were not researched influenced lecturers' commitment abilities by 13.36 percent. Other variables include work ethic, work enthusiasm, job satisfaction and other variables. In an effort to increase the contribution of competence and affective commitment to improving lecturer performance, through management, improvement and reinforcement efforts regarding the dimensions of lecturer competence and commitment. The method is through competency training for leaders and lecturers, attending seminars on human resource development, and conducting comparative studies to other universities that have high employee performance and institutional performance, as well as branch marking to STIEs that are already successful and stable. The theories that support the influence of competence and affective commitment on the performance of STIE lecturers in Medan City are supported by several theories and research results as follows: Robbins (2002); Rivai and Fawzi (2005); Wirawan (2012); Hartanto (2015); Torrington (2008); McShane and Glinow (2010); Veithzal et. al. (2011); Allen and Meyer (2000); Allen and Meyer (2000).

CONCLUSION

The influence of service leadership on the competence of STIE lecturers in Medan City has the biggest and most influence dominant. The influence of compensation on the competency of STIE lecturers in Medan City has the smallest influence. The influence of the lecturer's work environment on the competency of STIE lecturers in Medan City has the second largest or dominant influence. The influence of service leadership, compensation and work environment on the competence of STIE lecturers in Medan City is 78.24 percent, where the influence of other variables is 21.76 percent. The influence of service leadership on the affective commitment of STIE lecturers in Medan City has the greatest and most dominant influence. The influence of compensation on the affective commitment of STIE lecturers in Medan City has the second largest and dominant influence. The influence of the work environment on the affective commitment of STIE lecturers in Medan City has the smallest influence. The influence of servant leadership, compensation and work environment towards the commitment of STIE lecturers in Medan City, amounting to 73.24 percent, where the influence of other variables is 26.76 percent. The influence of lecturer competence on the performance of STIE lecturers in Medan City has the biggest and most dominant influence. The influence of commitment on the performance of STIE lecturers in Medan City has the smallest and dominant influence. The influence of competence and commitment on the competence of STIE lecturers in Medan City is 73.24 percent, where the influence is variable others amounted to 26.76 percent. In order to increase scientific development and benefits for research, researchers provide several suggestions as follows: It is hoped that the results of this research can be used as a reference and source of information for other researchers who will conduct similar research or further research related to this research. It is necessary to carry out a research study with a more in-depth scope by adding several independent variables, intervening variables and other dependent variables including adding several dimensions and indicators. In further research, it is necessary to consider using a wider research object and a larger number of samples using different analytical tools. Using SEM analysis tools to obtain analysis results that are more informative, more holistic, comprehensive and integrative

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