The role of organizational commitment and trust on performance management and the implications for the lecturers' performance

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A R T I C L E I N F O

A B S T R A C T

The aim of this research is to examine and analyze the effect of the commitment, trust, and performance management on lecturers' performance. It used a survey on 240 respondents of universities selected randomly. Data were analyzed by using path analysis. It shows that that employees' trust is affected directly commitment as well as performance management. Performance is affected directly by commitment, and trust as well as employee's performance management. Based on those findings it can be concluded that any concern toward, commitment, trust, and employees' performance management of Private Higher Education in the Kopertis southern Sumatera region II have an effect on performance employees. Therefore, commitment, and trust, and employees' performance management should be put into strategic planning of human resources development in increasing the performance employees of Private Higher Education in the Kopertis southern Sumatera region II, however other variables are necessary to be taken into account properly.

A B S T R A K

Penelitian ini bertujuan untuk menguji seberapa besar pengaruh secara total komitmen organisasi dan kepercayaan terhadap manajemen kinerja dan implikasinya pada kinerja dosen pada perguruan tinggi swasta di Lingkungan Kopertis Wilayah II Sumatera Bagian Selatan. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif dengan menggunakan metode explanatory survey. Sampel dalam penelitian ini 240 Dosen Perguruan Tinggi Kopertis Wilayah II yang tersebar di Provinsi Sumatera Selatan, Lampung, Bengkulu, dan Bangka Belitung. Subyek dalam penelitian ini adalah, dosen, dan mahasiswa. Data yang telah terkumpul dianalisis dengan analisis deskriptif, sedangkan pengujian hipotesis menggunakan analisis jalur. Hasil penelitian menunjukkan komitmen kepada organisasi berpengaruh langsung positif signifikan terhadap kinerja dosen, komitmen kepada organisasi berpengaruh langsung positif terhadap manajemen kinerja, kepercayaan berpengaruh langsung positif terhadap manajemen kinerja, komitmen kepada organisasi berpengaruh langsung positif terhadap kinerja dosen, dan manajemen kinerja berpengaruh langsung positif terhadap kinerja dosen. Kesimpulan dari penelitian ini bahwa komitmen organisasi, kepercayaan dan manajemen kinerja merupakan faktor-faktor strategis untuk mewujudkan kinerja dosen pada perguruan tinggi swasta profesional bermutu tinggi. Sementara saran yang diajukan yaitu manajer pengelola perguruan tinggi ingin mewujudkan kinerja profesional Dosen maka hendaknya menentukan model yang tepat mengenai komitmen organisasi, kepercayaan dan manajemen kinerja.

1. INTRODUCTION

A college is one of the national education subsystems that cannot be separated from other subsystems both the inside and outside the education system. Therefore, the existence of universities in the life of the nation has a potent role with their three responsibilities such as education, research, and community service, known as *TriDharma*.

The urgency of higher education in Indonesia is the enactment of Government Regulation (PP) No.19 of 2005 on National Education Standards (NES). The management is a source of brain power

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and strength for the implementation of the program especially the process for achieving the target of the *TriDharma* parallel with the Asia Pacific region by increasing the performance in every perspective. This can be in the form of any performance standard framework in which the quality of the performance of the lecturers can also be targeted as the *TriDharma*.

Various ways done by the universities to respond to changes and one of them is done by initiating and implementing their quality improvement. Government Regulation No. 19 of 2005 on Education Quality Standards (Article 4) has been published. This is aimed at ensuring the quality of national education in order to educate, form the character, and foster dignified civilization. Likewise, each educational unit both in the on formal and informal pathways is required to conduct quality assurance to meet or exceed the National Education Standards (Article 91, paragraphs 1 and 2). In Indonesia, currently there is only a number of universities that have established agencies or higher education quality assurance body. Yet, this is the task and responsibility for the attainment of quality.

From a number of universities in Indonesia, they have established the quality assurance agencies. Private universities have joined in the entire *Kopertis* (Private University Coordinator Agency) Region II South Sumatra chosen as research objects. *Kopertis* Region II of Southern Sumatra is in charge of Higher education in Sumatra region or territory such as in Riau, Bengkulu, and Bangka Belitung were used as the subjects and objects of research (Directory *Kopertis* Region II Year, 2015).

In accordance with the Act No. 12 Year 2012 on the Regulation, there are three responsibilities of Higher Education (1) of Article 58 paragraph (2). The statement of article 58, paragraph 2 is the function and role of the college as referred to in paragraph (1) shall be implemented through three responsibilities specified in the statutes of the university. Referring to the role of its contribution towards *TriDharma* the college professors, especially scientific publications, in Higher Education *Kopertis* Region II, it is still very low. In fact, there is low lecturer's role if it is associated with the real situation at the present.

The number of private universities and courses at *Kopertis* Region II is about 208 and 691; Total ratings of accreditation include a rating of A = 3 (0.43%), B = 144 (20.69%), of 691 courses. On the other hand, the number of lecturers is about 12,630 people and only 32 professors, 483 rank of Associate Professor, Associate Professor 958, 1408 the Assistant Expert and Lecturer (Lektor) 6737 people. Good indication of lower rank which is accredited programs A and B as well as the faculty rank of Professor and Associate Professor of 0.002% to 0.03%.

From the ratio of lecturers, the low ranking of this study program is due to low governance and performance management for the lecturer at universities. Yet, it is considered still less accurate. First, there are several reasons as the triggers to the poor quality that is specifically intended, namely: It has not been the focus of management towards the importance of rank for the lecturers, it deals with the instrument of quality assurance, and third, it is related to the implementation of quality assurance The preliminary data showed that the aspects related to the quality of education and teaching, research and community service, in general, is still low. This can be due to some factors follows: 1) level of lecturer education; 2) the study period; 3) research and service activities followed with the output; 4) the involvement of academicians in research; 5) publication of research results; 6) index of citations.

Some evidences above are related to the quality of higher education in the Environment of *Kopertis* II that shows that most indicators of quality are at a very low quality. This also reflects that the quality management is not easy, especially when connected with the research theme. The theme in quality assurance aspects in higher education, research, and development of faculty as a principal investigator is still lack of integrity. This aspect is demonstrated being lack-accuracy performance of the lecturers because they have not mastered the knowledge concerning the performance management system. Such condition can be for some university professors in universities including in *Kopertis* Region II. Lack of accurate performance of the lecturers is reflected by its responsibility in three responsibilities which they have not yet fully fulfilled as expected. They have not yet fully contributed to the publication of a scientific research publication both nationally and internationally.

The contributions by the lecturers can be the self-reflection in which universities in *Kopertis* Region II they need to further refine and view the real role of the lecturer in terms of change management approach. This requires them to governance their universities based on the quality of the scientific work by the lecturers. The controversy between ideal conditions and the reality must be followed up by the lecturers to do things as expected by the
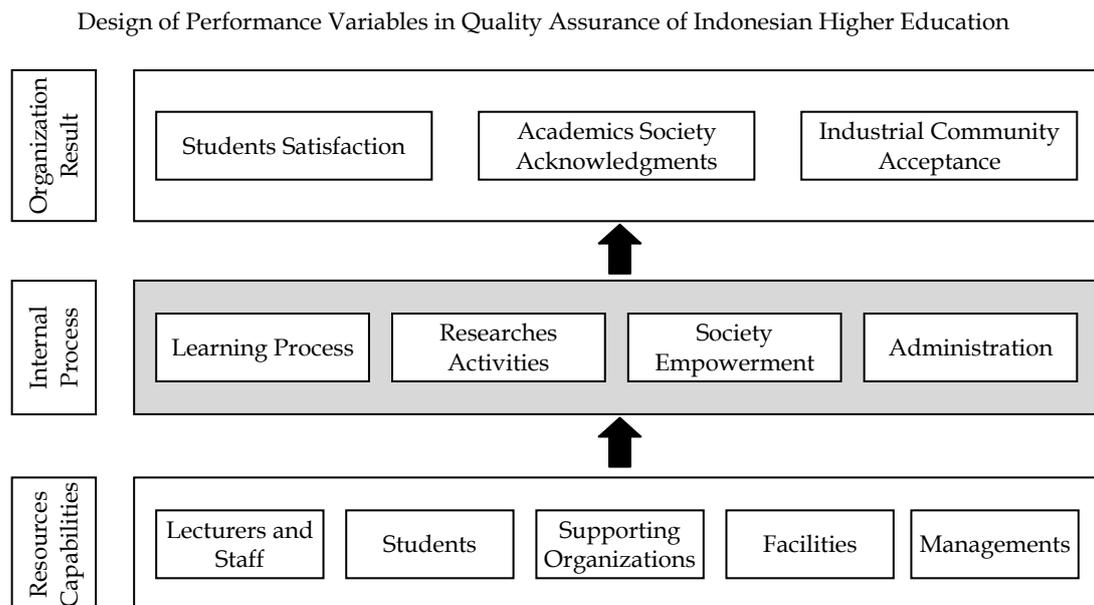
Design of Performance Variables in Quality Assurance of Indonesian Higher Education

Figure 1
Design of Management Performance System

Source: Darmawan Wibisono 2006: 198.

Law on National Education System No. 20 of 2003. It is stated by the fact that what have occurred so far in the field deserves to be examined in depth. Therefore, this condition needs some efforts to explore what factors that affect the performance of lecturers and to look for alternative solutions. By doing this, the researcher can promote and encourage the performance of professors to a better direction.

Considering the idea above, the research on the performance of the lecturers is required and this needs a serious attention in order to have performance which makes any university superior and highly competitive. How the lecturers have their competitive performance is a very interesting topic. It needs to be studied. It must be in a careful and in-depth approach.

Dishonesty, broken promises, prejudices, assumptions, attitudes, exploitation or manipulation and irresponsibility are the main enemies. Yet, trust is basically a belief in anything with a positive mind. Several experts provide different definitions, but in essence is it is referred to the hope of a positive belief.

Trust is defined as the willingness to accept the authority based on positive expectations about the actions of the authorities and intention. In addition, lecturers who do not have trust in the management, they are likely less to have a high commitment. It is unreasonable if there is trust; usually the employee will not be provoked by the bad issues in the organization and is not easily provoked to strike or demonstration. The employees will try to show their best and happy to give the best to the organization. If such a condition can be achieved, it does not require constant monitoring of the performance of the respective lecturers.

It is interesting to examine the problem. This is due to the outcomes of individuals that are affected by the individual mechanism. This consists of such as job satisfaction; stress; motivation; trust, fairness, and ethics; and learning and decision making.

Performance management system is the planned objectives of the organization, by organizing resources and implementing the activities and monitoring through progress, and assessments. All these are necessary to achieve the objectives reflected by the results of the review, the steps planned, mutual respect, and running all honestly and transparently so as to use it as a decision-making tool.

Dermawan Wibisono, (Erland 2006, p. 198), said the activities of the model of performance management. It should be done using a good plan, implementation, monitoring, and reviewing. Next, it is done until seeing the results of the progress that has been achieved.

Thus, if the lecturers in a university want to improve their performance they can do it in many ways, in which, one of them is by beginning the system design that uses the framework. For example the design intended can be seen in Figure 1.

In this study, the researcher is interested in testing the immerging conditional factors focusing

on the organization's commitment and confidence in the system as independent variables and performance management as moderating variables that affect the lecturers' performance in universities in Indonesia.

2. THEORETICAL FRAMEWORK AND HYPOTHESES

Armstrong and Baron in Wibowo (2007: p.7) stated that, performance is the result of work that has a strong relationship with the organization's strategic objectives, customer satisfaction, and it contributes to the economy. Meanwhile, Bernardin and Russel (1993: p.397), said that the performance of employees depends on the ability, work effort, and employment opportunities which can be judged from the output. Again, according to Ilgen and Schneider in Williams (2002: p. 94), performance is what the person or the system does. From this view, it appears that the performance is seen as a process of how something is done. Therefore, a good performance measurement views whether or not a particular activity can get the expected results.

The mental and physical background include such as 1) family, social level, experience, demography: age, ethnicity, gender; 2) organizational variables: resources, leadership, rewards, structure; and 3) psychological variables: perceptions, attitudes, personality, learning, motivation, and 3) the variables that affect the behavior of the individual to determine what will be done. And, this ultimately affects the performance which is the result of what is expected as the ultimate goal (Mangkunegara 2005: p.57). The desire of employees to get recognition from others allegedly pushed to expend greater effort on jobs then bring in a higher performance (El-Ansary 1993: p.84).

According to Werther and Davis (1996: p.341), performance appraisals affect the various activities of the organization and often give brilliant results for the organization. The fact as it is seen as part of a company policy in setting the strategy. In carrying out the duties, basically a lecturer is not only to be in a classroom environment in which there is a learning process, but even other than that. The lecturers are part of a national education work unit, and therefore they are bound to the rules and systems that have been established nationally about what they should do. This requires all the lecturers to work professionally to be capable of producing high performance.

The theory and the factors that influence the synthesis of lecturers' performance must be the result of the quality and quantity of work achieved by someone lecturers in performing duties in accordance with the roles and responsibilities of the commitments given to the organization.

Commitment to the organization defined as the state in favor of the employees of a particular organization and its goals, as well as the desire to maintain membership in the organization.

Wagner and Hollenbeck (1995: 214) states that commitment to the organization is loyalty to superiors that includes a willingness to work hard in the organization and intends to remain with the organization for a long time. In this respect, the term commitment can be as loyalty, alignments to the organization, and acceptance of organization goal.

According Gurviez dam Korchia (2003: 23), trust is a concept that focuses on the future, which gives an assurance that the partners are motivated not to switch the context of an exchange with another party. Thus, it can be said that trust is a key variable in the network exchange between employees of the organization and their partners.

Trust is not only in the form of words, but it must be followed by action. Juran, as quoted Evans, (2005: 355) states that trust is not created just by saying you trust someone; it must be backed up by actions. Thus, trust is not created simply by saying you believe a certain individual. This is also supported by trust or action for this is important. Besides, it can strengthen the organization's members, as also reiterated by Cunningham and Corderio (2003: 166) that perhaps the cultural glue that holds Organizations together is trust. Thus, trust can be an adhesive culture that maintains the organization together. Trust is a belief and willingness or called as a behavioral tendency.

Gibson et al. (2009: 217) argued that the crucial thing to the success of any employee programs is trust. Buhler (2001: 118) asserted that trust is a critical ingredient in any and all relationships. Also, Trust ensures that the company pays the reviews on their bills on time and maintains these reviews for their good relationship. In fact, trust is a critical ingredient in all relationships. Trust also ensures that companies pay their bills on time and maintain a good relationship.

Performance Management

Performance management according Wibowo (2007: 19) is a process that includes a process execution of the performance and how performance is done. Yet, Armstrong and Baron define performance management as a cycle sequence to match the expected results. Model by Deming explained that the performance management model, which

starts with a plan, take actions of implementation, monitoring, and reviewing the implementation and results of the progress being achieved. The Performance Management system intended here is in a University, source: Wibisono on Performance Management in Erland (2006, p. 198).

The Effect of Performance on Commitment and the Lecturers' through Performance Management of the lecturers. In performing the duties, basically a lecturer is not only to be in a classroom environment in which there is a learning process, but more than that. They are part of a national education work unit, and therefore, they are bound to the rules and systems that have been established nationally about what to do. This is what requires a teacher to work with a professional and capable of producing high performance. The performance of the lecturers will be indicated by the expression of its potential in carrying out an activity, resulting in a service as a form of duties and responsibilities imposed upon him.

Ivancevich (2007: p.89) states that Job performance may be Viewed as a function of capacity to perform, the opportunity to perform, and the willingness to perform. From such understanding can be interpreted to mean that a person's work performance or achievements of the employee or lecturer is essentially the work of an employee during a particular period as compared to the possibility of such a standard, the target or performance is predetermined and mutually agreed.

Meyer and Allen (1997: 91) formulated the three dimensions of organizational commitment, namely: "(1) affective commitment (affective commitment); (2) ongoing commitment (continuance commitment); and (3) a commitment normative (normative commitment). Thirdly it is more appropriately stated as components or dimensions of organizational commitment, rather than the types of organizational commitment, as members of the organization relationship with the organization reflect the different degrees of these three dimensions. It is further described as follows: First, affective commitment (affective commitment) relating to emotional connection member of the organization, identification (willingness) himself to the organization, and the involvement of members of the organizations activities.

Robbins (2000: 147) stated that trust is a positive expectation that is not through words, actions, or decision act opportunistically. Trust is a positive hope that other people will not act opportunistically in words, action, and decision.

Schermerhorn and Hunt (1994: 140) state that

trust is to present ideas about people or things, describing about them. This trust is a relationship between people, events, and objects. It is the result of a true judgment of individuals about themselves and their environment.

According to Dessler (2003: 322) the Performance Management is a process of consolidating the goal setting, assessment, and development of performance into a single system together, which aims to make sure the performance of employees whether it really supports the company's strategic goals. Meanwhile, according to Baird (1996) in Mangkunagara (2008), performance management is a process of working out of a collection of people-people to achieve the goals, where the process of this work takes place in an ongoing basis and continuously.

Based on the statements above, the formulation of hypotheses to be tested are as the following:

H1: Commitment to organization has a positive effect on the lecturers' performance management in universities in *Kopertis* II, South Sumatra.

H2: Trust on organization system has a positive effect on the lecturers' performance management in universities in *Kopertis* II, South Sumatra.

H3: There is a direct and positive effect of commitment to organization on the lecturers' performance. It means that the higher the degree of the conformity of organizational commitment, the higher the lecturers' performance management in universities in *Kopertis* II, South Sumatra.

H4: Trust on the system has a positive effect on the lecturers' performance in universities in *Kopertis* II, South Sumatra.

H5: There is a direct and positive effect of performance management on the lecturers' performance in universities in *Kopertis* II, South Sumatra.

3. RESEARCH METHOD

This study used survey for examining the characteristics or the causal relationship between variables due to the absence of intervention research. This method is used to make it easier to find the effect (causal relationship) of the exogenous variables on endogenous variables (Neuman 2006: p.209). Variables that were examined in this study consisted of four, namely: the endogenous variables in this study are the performance of Lecturer (Y). Whereas exogenous variables include: commitment to the organization (X1), trust (X2), as well as performance management (X3).

Population and Sample Research
Since the population was stratified, the sample was

Table 1
Population of Private Lecturers in Kopertis II, Palembang

No.	Distribution of Lecturers	Population	Sample
1	Sumatera Selatan	360	128
2	Lampung	170	60
3	Bengkulu	136	48
4	Bangka Belitung	10	4
Total		676	240

Source: Kopertis Region II in 2014.

Table 2
Matrix of Correlation among the Variables

Variables	X4	X1	X2	Y
Y	1.000	0.594	0.718	0.673
X1	0.594	1.000	0.452	0.574
X2	0.718	0.452	1.000	0.617
X3	0.673	0.574	0.617	1.000

Note: all correlation coefficients are significant at $\alpha = 0.01$.

Table 3
Matrix of Correlation Coefficient among the Exogenous Variables at Substructure-1

Correlations	X1	X2
X1	1.000	0.452
X2	0.452	1.000

Table 4
Inverse Matrix of the Correlation among the exogenous variables at Sub-Structure-1

Inverse Correlation	X1	X2
X1	1.25691	-0.56825
X2	-0.56825	1.25691

stratified by stratified random sampling. It was decided that the number of samples was taken from each of the faculty members. This was spreading throughout the region. They were then determined randomly during research conducted in accordance with the sample size that was of 240 respondents Isaac & Michael (198: 192) in which the reality can be seen in Table 1.

Data Collection Technique
This study used Questionnaire for the data collection, in which, it was implemented by distributing a list of questions that are equipped with alternative answers provided in the form of a questionnaire to the respondents. Second was an observation, namely activities which deal with directly observing the object of research by noting the symptoms found in the field to complete the data needed as a reference with regard to the research topic. Next is the literature, namely the collection of data obtained from books, scientific papers, and opinion of the experts that have relevance to the problems examined.

4. DATA ANALYSIS AND DISCUSSION
Hypothesis Testing and Discussion
Before testing the hypothesis and discussion, there were several steps in determining and testing the path coefficients in the path analysis. This includes (1) the determination of the coefficient of correlation between the variables in the structural model; (2) determination and testing the significance of the path coefficients for each substructure contained in the structural model; and (3) the determination of direct and indirect effects of exogenous variables on endogenous variables.

The correlation matrix between the variables in the structural model was as shown in Figure 2, and in Table 2. In this table, all over the correlation coefficient between the variables is found positive. This shows that there is a positive correlation between the variables in the structural model as shown in Figure 2. In addition, the entire value of the correlation coefficient is significant at $\alpha = 0.01$.

The causal effect among the variables in substructure-1 consists of an endogenous variable, namely the X3 and two exogenous variables, namely X1 and X2. Matrix of correlation coefficients be-

Table 5
Values of Path Coefficients at Substructure-1

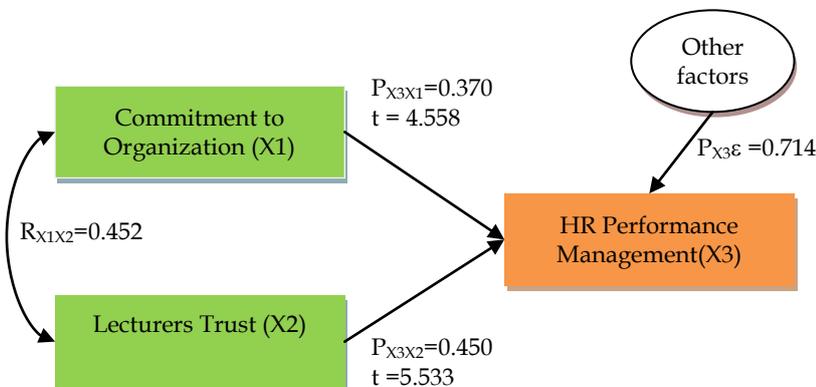| Path	Path Coefficients	Values of Path Coefficients
X3X1	PX3X1	0.371
X3X2	PX3X2	0.450

Figure 2
Path Coefficient of Substructure-1

tween the variables exogenous and o the substructure-1 can be seen in Table 3.

Based on the matrix of coefficient correlation among the exogenous variables, it can be defined that is the correlation inverse as presented in Table 4. This matrix of correlation inverse is among the exogenous variables at the substructure-1. It was done by using the Microsoft Excel. The result is in the form of mathematical determination of the correlation inverse

The, it is to find the correlation matrix and the inverse matrix correlation between the exogenous variables in the substructure-1. It was done counting each path coefficient (ISPs) by multiplying the inverse correlation matrix and correlation matrix between exogenous and endogenous to the substructure-path coefficient calculation 1. The result of the substructure-1 presented in Table 5 and Figure 2.

The coefficient of determination on Structure-Sub-1, is R 2 x 3 x 1 x 2 = 0.490. This means that the variation of change for organizational Commitment (X1) and Trust (X2) simultaneously can explain the variation of the change in the performance management variable (X3) at 0.490. The variation size in the change of management performance described by other variables reaches 0.510. This suggests that, in addition to these three variables, there are other variables that affect the performance management with the effect of one standard deviation of 0.714.

The whole F Test towards path coefficients at Substructure-resulted in F-computed = 80. 99. The F-table = $F_{0.01;2;97}$ at substructure-1 is 4,86. Thus, it is

F-computed > $F_{0.01;2;97}$. For that reason, H_o : $\rho_{X3X1} = \rho_{X3X2}$= 0 and therefore rejected. It means that the variable of X_1 and X_2 simultaneously can explain well about the variation of variable X_3. Thus, t could be followed up to test individually using t-test. The result can be seen in Table 6 in which the value of t-computed, all coefficients are higher than t-table = $t_{0.01;97}$. Thus, all path coefficients of substructure-1 are significant or different from zero (0).

The causal effect among the variables at substructure-2 consists of one endogenous variable that is Y and three exogenous variables such as X1, X_2, and X3. The coefficient matrix correlation among the exogenous variables at substructure-2 can be seen in Table 7.

Based on the matrix of coefficient correlation between the exogenous variables, as presented in Table 6, it can be followed by defining the correlation inverse matrix. This determination of the inverse correlation matrix between the variables exogenous to the substructure-2 was done by using the Microsoft Excel. The result in this mathematical determination of the correlation inverse between the variables exogenous matrix can be seen in Table 8.

Having obtained the correlation matrix, it follows the matrix of correlation inverse between the exogenous variables in the substructure-2, which is done by calculating each path coefficient (ISPs). This is done by multiplying the inverse correlation matrix and correlation matrix between exogenous and endogenous variables in the substructure-2.

The results of the path coefficient calculation at substructure-2 can be seen in Table 9 and Figure 3.

Table 6
Results of Individual Test of Path Coefficients at Substructure-1

Variables	Path Coefficients (Effect)	R2	Value of t-computed	Value of t-Table (α=0.01)	Description
Organizational Commitment (X1)	0.370	0.1369	4.558	2.627	H0 rejected
Trust (X2)	0.450	0.2025	5.533	2.627	H0 rejected

F computed = 46.627 F table (0.05; 2, 97) = 3.090
R2= 0.490 F table(0.01; 2, 97) = 4.831

Table 7
Coefficient Matrix of Correlation among the Exogenous Variables at Substructure-2

Correlation	X1	X2	X3
X1	1.000	0.452	0.574
X2	0.452	1.000	0.617
X3	0.574	0.617	1.000

Table 8
Matrix of Correlation Inverse among the Exogenous Variables at Structure-2

Correlation Inverse	X1	X2	X3
X1	1.5262	-0.2414	-0.7268
X2	-0.2414	1.6535	-0.8819
X3	-0.7268	-0.8819	1.9614

Determination coefficient at substructure-2 is $R2_{YX1X2X3}$ = 0.639. This means that the change variation of organizational commitment (X_1), Trust (X_2), and performance management (X_3) simultaneously can explain that 0.639 are of the change variation for the variable of lecturers' performance (Y). The variation of organizational commitment that is explained by other variables is at 0.361, or the degree of effect is Pyε2 = 0.601 of the deviation standard. It indicates besides the three variables there are other variables that can affect the performance management with the degree of its effect of 0.601.

The whole testing or F-Test on path coefficients at substructure-2, produces F-computed = 56.707 and, the F-table = $F_{0.01;2;96}$ at substructure-2 that is 3,99. Thus, the F-computed $_g$> $F_{0.01;2;97}$. For that reason, H_o: Py$_{X1}$ = Py$_{X2}$ = Py$_{X3}$= 0 is rejected. This means the variations of variables of X1 X_2, and X_3 simultaneously can explain the variation of variable Y. Thus, it can be continued to the individual test or t-test.

The result of t-test is presented in Table 10. It shows that t-computed with all path coefficients are higher than t-table at substructure-2 higher than t-table = $t_{0.01;96}$. Thus, all path coefficients at substructure-2, are significant or different from zero (0).

Structure Sub-1 and substructure-2 obtained values of the path coefficient that indicates a causal relationship in the analyzed structural model as shown in Figure 3. As already noted, the entire path coefficients in the structural model are significant.

Hypothesis Testing:
Hypothesis H-1
There is a direct and positive effect of Commitment to the organization (X1) on the lecturers' Performance Management (X3). The result shows that the path coefficient X1 to X3 (P31) is at 0.53 and t = 4558. At α = 0.01, the t-table = 2.63. It is because the t-computed (4558) > t-table (2.63), so, the path coefficient is significant. Therefore, it is proved that the real commitment to the organization has a positive and direct effect on the lecturers' performance.

Hypothesis 2
There is a direct and positive effect of trust (X2) on the performance Management (X3). The result shows that the path coefficient X2 to X3 (p32) of 0.41 with t = 5.533. At α = 0.01, the t-table = 2.63. As the t-computed is (6.04)> t table (2.63), then the path coefficient is very significant. Therefore, it is proved that the trust has a significant and positive-direct effect on performance management.

Hypothesis 3
There is a direct and positive effect of commitment to the organization (X1) on the lecturers' performance (Y). It was found that that the path coefficient X1 to y (py1) of 0.34 at t = 3225. At α = 0.01 with the t-table = 2.63. As the t-computed is (5.70) > t-table (2.63), then the path coefficient is very significant. Therefore, it is proved that the real commitment to the organization has a positive and direct effect on the lecturers' performance.

Table 9
Values of Path Coefficient at Structure-2

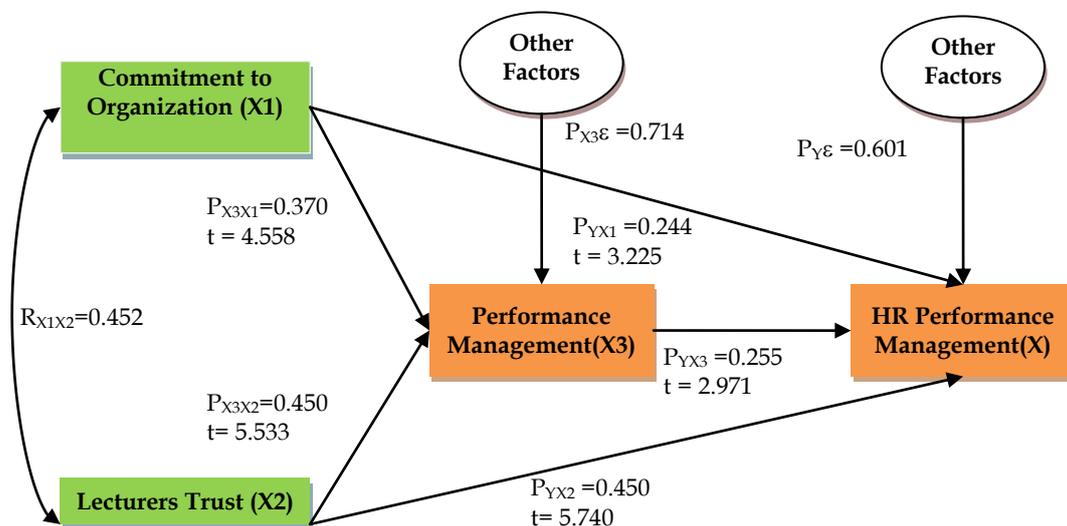| Path	Path Coefficients	Value of Path Coefficients
YX1	PYX1	0.244
YX2	PYX2	0.450
YX3	PYX3	0.255

Figure 3

Path Coefficients at Substructure-2

Hypothesis 4

There is a direct and positive effect of trust (X2) on the lecturers' performance (Y). It was found that the coefficient of X2 to y (py2) is 0.33 at t = 5704. At α = 0.01, with t-table = 2.63. It is due to the t-computed that is 5.95 > t-table (2.63), thus, the path coefficient is very significant. Therefore, it is proved that Trust significantly has a positive and direct effect on the lecturers' performance.

Hypothesis 5

There is a direct and positive effect of performance management (X3) on the lecturers' performance (Y). It was found that the path coefficient of X3 to Y (py3) is at 0.40 at t = 2971. At α = 0.01, the t-table is 2.63. It is because the t-computed is 5.79 > t-table of 2.63, thus, the path coefficient is very significant. Thus, it is evident that the real performance management directly affects the lecturers' performance.

It also shows that the direct effect on the organizational commitment on the lecturers' performance is 0.244; the effect of trust on the performance management is 0.450; and the effect of the lecturers' trust on performance management 0.255.

This study also proves that the organizational commitment has a direct effect, but also indirect effect on the lecturers' performance through performance management. In Table 11 shows that the

indirect effect of organizational commitment on lecturers' performance through performance management that is at 0.093. Thus, the total effect on the organization's commitment on the lecturers' performance either directly or indirectly is at 0.337

The study also proved that organizational commitment has a direct effect on the lecturers' performance. Besides, it also has an indirect effect on the lecturers' performance through performance management as it mediator. As in Table 12, it is shown that the indirect effect through performance management on lecturers' performance is at 0.115. Thus, the effect of the organizational commitment on the lecturers' performance totally, either directly or indirectly is equal to 0.565. In addition, the results of this study indicate that the direct effect of the organizational commitment on performance management is at 0.370. The direct effect of the organizational commitment on the performance management is at 0.450. Thus, the effect by other factors on performance management can be at 0.714.

Discussion

The evidence related to the effect of the final model of organizational commitment, trust, and performance management on the lecturers' performance, either directly or indirectly can be elaborated as follows.

Table 10
Results of Individual test of Path Coefficients at Substructure-2

Variables	Path Coefficients (The Effects)	R2	Values of t-computed	Values of t-table (α=0.01)	Description
Organizational commitment (X1)	0.244	0.060	3.225	2.628	Ho rejected
Trust (X2)	0.450	0.203	5.704	2.628	H0 rejected
Performance Management (X3)	0.255	0.065	2.971	2.628	H0 rejected

F-computed = 56.707 F table (0.05; 3, 96) = 2.646
R2 = 0.639 F table(0.01; 3, 96) = 3.992

Table 11
Summary of the Exogenous Variables' Effects (X1, X2, and X3) on the Endogenous Variables (Y) at Substructure-2

Variables	Degree of Effect		
	Direct	Indirect	Total
Organizational commitment (X1)	0.244	0.093	0.337
Lecturer's Trust (X2)	0.450	0.115	0.565
Performance management (X3)	0.255		0.255

Table 12
The Direct Effect of Variables X1 and X2 on Performance Management (X3)

Exogenous Variables	Degree of Direct Effect on Performance Management (X3)	Total
Organizational commitment (X1)	0.380	0.370
Trust (X2)	0.450	0.450

First, organizational commitment affects directly the performance of 0.244. This suggests that the variation of organizational commitment affects the performance variation at 0.244 lecturers. Secondly, organizational commitment also directly affects the lecturers' performance at the degree of 0.450. This also suggests that the variation of organizational commitment affects the lecturers' performance variation at the degree of 0.450.

Second, the findings above indicate that good leaders will make a positive impression and power for others because they combine the positive trust with a positive attitude. Besides, the trust and action are blended in the essence in the form of commitment that drives the lecturers' performance.

Third, trust on the organization directly affects the lecturers' performance at 0.255. This suggests that the variation of trust in the organization affects the lecturers' performance variation at 0.255. Thus, this study confirms that the outcomes of individuals in the organization are in the form of trust and performance. Outcomes of individuals affected by the individual mechanism comprising: job satisfaction; stress; motivation; trust, fairness, and ethics; and learning and decision making. Among the individual mechanisms that affect the performance of lecturers is trust on the organization.

Fourth, trust on the organization directly affects the performance management at 0.370. This suggests that the variation of trust on the organization affects the variation of performance management at 0.370. This study provides evidence that trust on the organization as performance management characteristics that should be shown by the people in it. The spirit of the people in the organization is often referred to *as esprit de corps* which is the passion that drives building the harmony and unity within the organization.

Fifth, organizational commitment directly affects performance management amounted at 0.450. This suggests that the variations of organizational commitment affect the performance management variation at 0.450. This indicates that the key factor in the success of the organization is individual trust on organization. Furthermore, it is stated that there are three dimensions of contingency that determine the effectiveness of the commitment.

Sixth, trust on the organization indirectly affects the lecturers' performance through performance management at the degree of 0.093. This suggests that the variation of trust on the organization indirectly affects the variation of lecturers' performance through performance management at 0.093. This result is in line with the study by Colquitt, Lepine, and Wesson (2009; 8) finding that the lecturers' performance also is indirectly affected by the level of trust and organizational commitment through performance management.

Seventh, the organizational commitment has an indirect effect on the lecturers' performance through performance management at the degree of 0.115. This suggests that the variation of organizational commitment has an indirect effect on variations in the lecturers' performance through performance management at 0.115. The result also indicates that the lecturer's performance is affected indirectly by the commitment to the organization and trust on the organization.

5. CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

Conclusion

1. Commitment to the organization directly and positively affects the lecturers' performance.
2. Commitment to the organization directly and positively affects the lecturer performance management.
3. Trust positively and directly affect the lecturer performance management.
4. Organizational commitment directly and positively affects the lecturer performance.
5. Performance management directly and positively affects the lecturer performance.

Implication

The lecturers who gained trust in their loyalty towards the organization can approve the organization's policies, in common personal values with the values of the organization. It is a sense of pride in being part of the organization, active involvement in the organization. They have also an obligation to the organization of work, and feel afraid to lose if they leave the organization. Therefore, one of the efforts to improve the performance of lecturers is done by first increasing the commitment of management and second by improving the lecturer performance management.

Suggestions

1. In order to improve the lecturers' performance there must be efforts to fit the duties and functions, let the private universities in *Kopertis* Region II-Environment South Sumatra pay attention the lecturer commitment to the organization. This evidence indicates that the lecturers' performance is directly and positively affected by commitment, trust, and performance management as well as indirectly by the commitment of the lecturers and trust through the performance management. Therefore, the guidance to the lecturers for the next time should be more focused on performance management. Furthermore, the lecturers are directed to pay more attention to the organization's commit-

ment.
2. Performance in a university is an important factor, given the duties and functions for improving the service quality. Attention to the loyalty of professors of the duties must be important. This is expected to result in increased performance of the lecturers. The performance is therefore important in supporting the establishment of a service quality. The performance of the lecturers can be affected by many factors, but the results of this study can be used as input to consider the performance of lecturers as a good factor influenced by a commitment to the organization, trust, and performance management of the lecturers.
3. In order to improve the service quality the university should let the lecturers carry out their basic tasks and functions well fortified by the performance. This is the effort to improve the service quality. So, every lecturer is required to have the performance of professors to make the organization better. To realize it, the lecturers need to pay attention to organizational commitment as one of the tools to resolve problems encountered in the workplace. It is one of the tools used to realize the goals of the university.
4. Commitment to the organization that can be developed by the lecturers can also boost the performance. All the management needs to jointly improve the organization's performance. And. The effort to do is to increase the commitment to the organization, encourage leadership in order to apply the model of trust in accordance with the needs, and continually increase the performance management of the lecturers.

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