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THE INFLUENCE OF MOTIVATION, TRANSFORMATIONAL LEADERSHIP, AND ORGANIZATIONAL CULTURE TOWARDS JOB SATISFACTION AND PERFORMANCE, AND THEIR IMPLICATIONS ON CAREER DEVELOPMENT, ORGANIZATION COMMITMENTS AND WORK DISCIPLINE OF LECTURERS IN PRIVATE HIGHER EDUCATION INSTITUTIONS IN KOPERTIS WILAYAH XI KALIMANTAN

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Abstract This study is aimed to analyze the effect of motivation, transformational leadership and organizational culture on job satisfaction and lecturer performance as well as its implications for career development, organizational commitment and work discipline of private higher education lecturers in South Kalimantan.

In this study, 184 respondents are obtained as samples from 352 respondents. The study is conducted using a survey method with Structural Equation Modeling in analyzing data. First, it is found that motivation, transformational leadership, and organizational culture had a positive effect on lecturers' job satisfaction.

Second, motivation and transformational leadership did not have a positive effect on lecturers' performance, but the organizational culture had a positive effect on lecturers' performance. Third, the result showed that job satisfaction had a positive impact on performance. Fourth, job satisfaction had a positive effect on career development and organizational commitment while the work discipline did not.

Fifth, the result proved that performance had a positive impact on career development, organizational commitment,and work discipline. The important finding of this study was that lecturer performance partially mediatesjob satisfaction towards organizational

commitment. Keywords: motivation, transformational leadership, organizational culture, job satisfaction, lecturer performance, career development, organizational commitment,andwork discipline INTRODUCTION Individual success in an organization or institution can be achieved by carrying out performance activities so as to produce high quality work. There are two types of performance, namely individual performanceand organizational performance. This study is oriented to the individual performance of lecturers.

Each individual will surely contribute in achieving organizational goals.Those who work within the organization have differences in aspects of knowledge, experience, skills, and willingness. Those differences in various aspects bring out the behavior of individuals involved which can be observed in the working environment and its implications for career development, organizational commitment, and lecturers' work discipline.

Lecturers as teachers in higher education always hold direct contact with students in the form of lectures, guidance, seminars, even the entire interaction in college involves an educator or a lecturer and students. In addition to the interaction between the lecturer and the student as the main relationship, the relationship between the lecturer and his / her supervisor, the relationship between the lecturer and fellow lecturers, and the relationship between the lecturer and the staff (education staff) are reflected in the pillars of the academic community. Lecturers are one of the important assets that are owned and very valuable for a higher education institution.

They are the power that drives and directs the learning process activities and the main and strategic element for the success of higher education so that they must be maintained and improved in quality. Therefore lecturers must obtain professional protection, which can be done through reasonable service benefits, a sense of security in carrying out tasks, a conducive work environment, career clarity, harmonious relationships between fellow lecturers and opportunities to constantly develop themselves (UU No. 14, 2005).

Some factors influencing lecturers' performance including motivation, transformational leadership,and organizational culture will be discussed in this study, along with its implications for career development, organizational commitment,and work discipline. A phenomenon shows that an individual motivation to become a lecturer is becauseone will gain recognition in the community, earn get a lecturer certification allowance, and more importantlyto be a lecturer needs at least a Master's degree.

Robbins et al (2008; 222-223) suggests three main elements found in the definition of motivation, namely; (1) the intensity that relates to how actively a person tries to achieve

the goal of either individual goals or company goals; (2) the intensity that is linked to the direction that benefits the organization; and "(3) the persistence dimension which is a measure of how long a person (lecturer) can survive while carrying out the task of achieving the goal.

Maslow's motivation theory (1943-1970) states that in principle, all human beings have basic needs starting from the bottom line of the need; (1) physiological; (2) safety; (3) social; (4) esteem needs, to (5) the achievement of self-actualization. Self-actualization is the highest goal, which is a desire to be a valued individual based on development, skills, self-fulfillment, and potential achieved.

In a higher education institution, the role of a g leader is leading the organization so that the goals of the organization or institution can be achieved.Bass et al (1988) states that the core of transformational leadership is a leadership style that is characterized by the empowerment of subordinates to achieve organizational goals. Organizational culture is an element that will enable the development of the institutions or organizations if its values ??are well maintained and developed.

Managing organizational culture is so important to be learned in human resource management. Components or elements in organizational culture according to Schein (1985) consist of; (1) Artifacts and etiquette, which are elements of concrete organizational culture and can be seen from symbols, uniforms (clothing) worn, the way to give greetings, respect, forms of space, tools of work and so forth"; (2) Behaviors and actions, are ways used by individuals or groups in carrying out work, such as how to make decisions, how to handle conflicts and how to communicate, and (3) Coremorals, belief, and values, are beliefs and norms believed by members of an organization, for example what is considered reasonable or unnatural and what is considered good and not good.

A lecturer will be able to develop and improve himself supported by a good organizational culture which contains a collection of basic values, beliefs, and agreements that are followed to guide its members in acting. Therefore organizational culture can improve organizational stability and create a feeling of togetherness among members in response to organizational goals that are realized in every action and behavior of both leaders and subordinates in working to achieve goals.

Job satisfaction according to Rivai (2013; 856) isevery individual has a difference in the level of satisfaction, according to the value system in each person. Furthermore Gibson et al (1996; 15) states that individual factors that influence it are ability, skill, background, and demographic. Psychological factors consist of personality, perception,

attitude, learning,and motivation.

Organizational factors consist of communication, resources, rewards, leadership, work structure and design, and changes often occur in a very fast time Why lecturers of private higher education institutions in South Kalimantan become the object of this study isbased on several considerations, such as; (1) lecturers of private higher education institutions are relatively less secure compared to lecturers of statehigher education institutions; (2) in terms of the number with all its variety, they are far more than the number of lecturers of statehigher education institutions.

Based on the Directory of Kopertis Wilayah XI Kalimantan in 2017, there were lecturers of private higher education institutions registered in South Kalimantan as in table 1 below:

Table 1. Population Target of Lecturers of Private Higher Education Institution in South Kalimantan

No.	PRIVATE HIGHER EDUCATION INSTITUTIONS	CIVIL SERVANTS LECTURERS (people)		NUMBERS (people)	FOUNDATION LECTURERS (people)		NUMBERS (people)	TOTAL (people)
		S2	S3		S2	S3		
	Universitas Ahmad Yani Banjarmasin	18	1	19	83	2	85	104
	Universitas Islam Kalimantan Banjarmasin	46	7	53	179	8	187	240
	Universitas NU Banjarmasin	10	2	12	82	1	83	95
	Universitas Muhammadiyah Banjarmasin	15	3	18	102	4	106	124
	STIE Indonesia Banjarmasin	12	2	14	28	2	30	44
	STIA Bina Banua Banjarmasin	4	2	6	10	7	17	23
	STIMI Banjarmasin	5	0	5	6	4	10	15
	STIH Sultan Adam Banjarmasin	4	0	4	13	1	14	18
	STIE Nasional Banjarmasin	7	2	9	18	2	20	29
	STIKIP PGRI Banjarmasin	17	3	20	101	3	104	124
	STIE Pancasetia Banjarmasin	6	0	6	93	4	97	103
	STI Pertanian Amuntai	3	1	4	14	1	15	19
	STMIK Banjarbaru	3	0	3	24	2	26	29
	STIKES Cahaya Bangsa Banjarmasin	3	0	3	11	1	12	15
	STIA Tabalong	6	0	6	3	1	4	10
	STIKES Suaka Insan Banjarmasin	2	0	2	14	1	15	17
	STIKES Husada Borneo Banjarmasin	3	0	3	24	1	25	28
	STIKES Darul Azhar Batu Licin	2	1	3	19	1	20	23
	STIKES Sari Mulya Banjarmasin	4	0	4	10	1	11	15
	STIKIP Paris Barantai Kotabaru	3	1	4	7	1	8	12
	STIKES Borneo Banjarbaru	2	1	3	8	1	9	12
	STIKIP Islam Sabilal Muhtadin Banjarmasin	2	2	4	10	1	11	15
	NUMBERS	177	28	205	859	50	909	1114

Source : Directory of Kopertis WilayahXI Kalimantan, 2017

In Table 1, there are 4 Universities and 18 Colleges in South Kalimantan based on the data of the Directory of Kopertis Wilayah XI Kalimantan. There are 1,114 lecturers in Kopertis Wilayah XI Kalimantan with 205 or 18.4% are civil servants lecturers (PNS Dpk) and 909 ore 81.6% are lecturers hired by an insitution (Dosen Tetap Yayasan).

These lecturers have finished either a Master's Degree (S2) or a Doctoral Degree (S3). Based on these data, 81.6% of private higher education lecturers are lecturers hired by the institution which, of course, are different from lecturers officially hired by the

government and then assigned to private higher education institutions in terms of future guarantee and payroll received every month.

In such conditions, the achievement of job satisfaction and performance will meet obstacles that at some stage may affect the learning system, student academic achievement, and achievement of the institution's vision and mission. Lecturer performance is one of the answers to improve and maintain the quality of services provided to the community, and the performance of the lecturer is part of the antecedents, such as curriculum vitae, and or the past.

Many researchers have conducted studies related to job satisfaction and performance, for example Setiyani Budi Susilowati (2014) who studied leadership and organizational commitment toward job satisfaction with the results of proving that leadership and organizational commitment influence job satisfaction. Robertus Gita and Ahyar Yuniawan (2016) also conducted research at PT.

BPR Arta Utama Pekalongan with the results of the study proving that transformational leadership influences employee performance. Mini Setiyarti and Mulyanto (2013) studied organizational commitment and work discipline on job satisfaction, proving organizational commitment have a significant effect on employee performance, while work discipline do not significantly influence performance. Muh. Ridwan Kudsi et al.

(2017) studied the effect of career development and incentive systems on the performance of PT. Prudential Life Assurance Samarinda Branch, and proved that career development and incentive systems have a positive and significant effect on employee performance. Ni Kadek Eni Juniarti et al.

(2015), examined the effect of motivation on job satisfaction and performance of civil servants (PNS) at the Nusa Dua Tourism School in Bali and found that motivation has a positive and significant effect on job satisfaction and employee performance. Ujang Wawan S.A (2015) examined the effect of transformational leadership, motivation and organizational culture on the performance of KJKS BMT Tamzis Bandung employees and found that transformational leadership, motivation and organizational culture have a significant effect on employee performance, and organizational culture is the most dominant influence on employee performance. Ni Luh Putu Ariesta Angga Dewi at al.

(2016) studied the effect of career development on employee performance through mediating of work motivation on Karya Mas Gallery. It was found that career development and motivation have a positive and significant effect on performance, and motivation is not mediating variable between career development and performance.

Mahfuzil Anwar (2017) studied the effect of motivation, emotional intelligence, and transformational leadership on performance through private higher education intsitution lecturers' job satisfaction in Banjarmasin, and proved that motivation, emotional intelligence and transformational leadership have effects on work satisfaction and lecturer performance. Job satisfaction can mediate motivation, emotional intelligence, and transformational leadership on performance.

This study is aimed to: 1) describe motivation, transformational leadership, organizational culture, job satisfaction, performance, career development, organizational commitment and work discipline of private higher education lecturers in South Kalimantan; 2) analyze the influence of motivation, transformational leadership, and organizational culture on the job satisfaction of private higher education lecturers in South Kalimantan; 3) analyze the influence of motivation, transformational leadership, and organizational culture on the performance of private higher education lecturers in South Kalimantan; 4) analyze the effect of job satisfaction on the performance of private higher education lecturers in South Kalimantan.

5) analyze the effect of job satisfaction on career development, organizational commitment and work discipline of private higher education lecturers in South Kalimantan, and 6) analyze the effect of performance on career development, organizational commitment, and work discipline of private higher education lecturers in South Kalimantan. Based on problems above and to answer the purpose of this study, the hypothesis raised are: HI : Motivation, transformational leadership, and organizational culture have a positive effect on job satisfaction. H2 : Motivation, transformational leadership, and organizational culture have a positive effect on performance.

H3 : Job satisfaction has a positive effect on performance. H4 : Job satisfaction has a positive effect on career development, organizational commitment and work discipline. H5 : Performance has a positive effect on career development, organizational commitment and work discipline. LITERATURE Performance Bernadin et al.

(1993) gives limits the definition of the performance as the record of outcomes produced on a specified job function or activity during a specified time period. Chung et al. (1981) suggested that performance appraisal is a way of measuring the contributions of individuals to their organizations. Bernardin and Russell (1993), explain that there are six criteria that can be used to measure performance, such as: 1) Quality, which is the degree to which the process or results of activities are close to perfection or approaching the expected goals; 2) Quantity, which is the amount produced, such as the

number of rupiahs, the number of units, and the cycle of activities completed; 3) Timeliness, which is the extent to which an activity is completed at the desired time with regard to coordination, as well as the time available for other activities; 4) Cost Effectiveness, which is the extent to which the use of organizational resources (human, financial, technological, material) is maximized to achieve the highest yield or reduction in losses from each unit of resource use; 5) Need for supervision, which is the degree to which a worker can carry out a job function without requiring supervision of a supervisor to prevent undesirable actions; 6) Interpersonal Impact, which is the degree to which employees have self-esteem, good name and cooperation between colleagues and subordinates. Job Satisfaction Davis et al.

(1995) suggested that job satisfaction is part of life satisfaction. The nature of one's environment of the job influences one's feeling on the job. Similary, since a job is important part of life, job satisfaction influences one's general life satisfaction. It can be seen in the employee's positive attitude towards work in the work environment. As'ad, (2005) argues that job satisfaction is a person's feelings for work.

Job satisfaction can also be said as a positive reflection of a job (job attitude). Robbins et al (2008; 99) defines job satisfaction as a positive feeling about one's work which is the result of acharacteristicsevaluation. Individual job satisfaction can be reflected through the attendance rates, enjoying work, enjoying the environment, liking employers, participation rates and retention rates.

The thing to note is that a job requires interaction between co-workers, leaders, organizational rules and policies, performance standards, life and work environment conditions. Job satisfaction can also be interpreted as an attitude that arises based on an assessment of the work situation. Satisfied employees prefer a safe and comfortable physical environment.

Motivation Many people mistakenly think that motivation is a personal characteristic someone can have motivation while others do not. Robbins et al. (2008) defines hierarchical motivation based on the five needs of Maslow: (1) physiological, including the need to fulfill hunger, thirst, a sense of protection, sexual, and other physical needs; (2) safety, including feeling of being protected from physical and emotional danger; (3) social, including compassion, ownership, acceptance, and friendship; (4) esteem, including internal appreciation factors, such as self-respect, autonomy, and achievement; and external award factors such as, status, recognition and attention; (5) self-actualization, which is the urge to become someone according to the skills possessed, including growth, achievement of one's potential, and self-fulfillment. Transformational Leadership Bass et al (1988; 29)suggested that a leader can transform

subordinates in four ways.

The first way is throughCharisma (Idealized Influence). Transformational leaders look charismatic by their followers and have a strength and influence. Charisma in general refers to followers' actions as a reaction to the leader's behavior. Transformational leaders arouse and encourage followers with a vision, what can be accomplished through extra subordinate efforts (Extra Personal Effort).

The second way is through Inspiration (Inspirational Motivation). Leaders use simple symbols and emotional appeals to increase awareness of the desired or shared goals and motivate and inspire subordinates by clearly communicating work challenges. The third way is through the Intellectual Stimulation. Leaders encourage followers to rethink old ways of doing things or changing their past.

Followers are encouraged to re-ask values ??of beliefs and followers to be encouraged by creative ways to develop themselves. The last is through the Individual Consideration. Followers are needed differently but in a balanced or one-to-one basis. Individual consideration shows an attempt by the leader, not only to pay attention to and meet the needs of a follower, but also to increase those needs in an effort to maximize and develop potential. The leader can act as a coach (coach) or advisor (mentor). Organizational Culture Davis et al.

(1995) states organizational culture is a pattern of beliefs and organizational values ??that are understood, imbued and practiced by organizations so that the pattern gives its own meaning and becomes the basis of the rules of behavior in the organization. Wallach (1983) suggests three dimensions of organizational culture, namely: a) Supportive Culture, which refers to teamwork and a people-oriented, friendly, encouraging and trustworthy work environment; b) Innovative Culture, refers to a creative, results-oriented and challenging work environment; c) Bureaucracy, which is hierarchical and grouped.

Career Development Career development is an important effort in planning and implies it in achieving goals and balances between developing individual careers with work capabilities required by the organization.The benefits of career development according to Samsudin (2006) include: a) revealing the potential of individuals; b) encouraging growth; c) satisfying individual needs; d) assisting the implementation of agreed activity plans.Hedge et al (2006) in Iskandar (2007) states factors that shape career development include: a) organizational needs; b) supervisor/ leadership role; c) qualifications; and d) reward system. Organizational Commitment Organizational commitment has traditionally been seen as a dimensional construction.

It is a sense of trust in organizational values, meaningful involvement and willingness to do as much as possible for organizational interests and loyalty. It is also the desire to remain a member of the organization expressed by individuals in an organization. Cohen (2007) states organizational commitment is a psychological link to an organization and its work.

The indicators of organizational commitment are: Affective Commitment. It is the desire to be bound to the organization, involvement in the organization because they feel they have the same value to the organization. Continuance Commitment. It is the awareness of costs that must be borne, either material or financial losses associated with the discharge of employees from the organization.

Normative Commitment. It is the feeling of employees to remain in the organization because they feel indebted to the organization. Work Discipline Work discipline is the level of obedience of an employee to existing rules. Supartha (2006) states that employee work discipline is measured through: a) using time effectively; b) being in time; c) Meeting the expected result of work; d) Minding the working procedures; e) always coming to work; f) being well-dressed.The indicators used in this study are: a) time to start work; b) time to work; and c) obedience to rules.

RESEARCH METHODS Research Design The design of this study is a quantitative research and testing hypotheses. The researchers collect primary data. This study analyzes the perceptions of respondents in large numbers, so the data are collected through survey method. There are eight variables consisting of three exogenous variables and five endogenous variables. Each variable is measured by several indicators.

The analysis unit of this study is lecturers who work in private higher education institution in South Kalimantan. Analysis of structural equation modeling is used to explain the hypothesis and findings. Research Measurement This study used a questionnaire as a primary data collection tool. Respondents answered several statements.

Likert scale is used to respond each statement. The choice in number one shows that perception strongly disagree, choice number two is disagree, number three is neutral, number four is agree and number five is strongly agree. Each instrument explains the research indicators. The average value of the indicator represents the perception of several measurement instruments.

Table 2. Research Variables, Indicators and Notations Exogenous Variables _Endogenous

Variables _ _X1 _Motivation _Y1 _Job Satisfaction _ _X11 _Physiological Needs _Y11 _Attendance Rates _ _X12 _Safety Needs _Y12 _Enjoying Work _ _X13 _Social Needs _Y13 _Enjoying the Environment _ _X14 _Esteem Needs _Y14 _Liking Employers _ _X15 _Self-Actualization Needs _Y15 _Participation Rates _ _X2 _Transformational leadership _Y16 _Retention Rates _ _X21 _Charismatic _Y2 _Lecturer Performance _ _X22 _Having an influence _Y21 _Quality _ _X23 _Having a clear vision _Y22 _Quantity _ _X24 _Transformating the subordinate's mind _Y23 _Timeliness _ _X3 _Organizational Culture _Y24 _Cost effectiveness _ _X31 _Supportive _Y25 _Need for supervision _ _X32 _Innovative _Y26 _Interpersonal Impact _ _X33 _Bureaucracy _ _ _ _ _ _Z1 _Career development _ _ _ _Z11 _Organization Needs _ _ _ _Z12 _Supervisor/ Leadership Role _ _ _ _Z13 _Qualifications _ _ _ _Z14 _Reward System _ _ _ _Z2 _Organizational Commitment _ _ _ _Z21 _Affective Commitment _ _ _ _Z22 _Continuance Commitment _ _ _ _Z23 _Normative Commitment _ _ _ _Z3 _Work Discipline _ _ _ _Z31 _Time to Start Work _ _ _ _Z32 _Time to Work _ _ _ _Z33 _Obedience to Rules _ _ Table 2.

explains that each variable is reflected by several indicators that have been adapted to theoretical framework and the results of empirical studies and are relevant to the research phenomenon. Links between research variables can be explained by structural equation models as shown in Figure 1 below: / Figure 1. Structural Equation Modeling Population and sample The total population of this study was 1,114 lecturers who worked in private and state higher education institutions in the Coordinator Region XI Kalimantan in South Kalimantan.

The focus of this study is lecturers who work in private higher education institutions in South Kalimantan so that the population of this study was reduced to 342 lecturers. The criteria of respondents studied were: 1) lecturers working in private higher education institutions; 2) lecturers who have been working for more than 5 years; 3) lecturers who have earned professional certificates; 4) lecturers who are already in uppermiddle level (Level of "Lektor" term in Indonesia); and 5) lecturers who are currently no pursuing master's/doctoral degree. Sample was determined by using the Slovin formula (N/1 + Na2) is 342/1 + 342 (0.05)2, and it obtained 184 respondents as the sample. Questionnaires returned are as many as 170 pieces.

The sampling technique used a probability approach that is simple random sampling where each lecturer working at different private higher education institutions has the same opportunity to be studied. FINDINGS Questionnaires answered by respondents were collected and tabulated. All research instruments were tested for validity and reliability.

The results of testing the validity showed that all tested instruments were able to

measure research indicators, except the motivation variable with indicatorof self-actualization needs, and organizational culture variables with the Bureaucracy indicator. The level of consistency or reliability of all instruments is good, except for career development variables.

The relationship between research variables using equation modeling structural tests was done by removing invalid indicators. The results of the study are presented as shown in the following figure: / Figure 2. Structural Equation Modeling Based on the result of the structural equation modeling analysis,Chi Square models were 706,680 less than Chi Square tables at an error rate of 0.05 (DF = 448) of 407,366. The probability of the model (0,000) which means very good because it does not exceed 0.05. RMSEA of 0.058 does not exceed the cut-off value (0.08).

Based on the results of all the comparisons, it can be concluded that structural equation models have fulfilled the analysis in this study. The analysis results of the research indicators description and loading factor values are presented in Table 3. The analysis results of observational data indicate that the data are normally distributed.

The analysis results of the Mahalanobis distance show that as many as 170 observation units are not found in the outlier position. The analysis results of the product moment correlation shows that the relationship between observed variables is not a symptom of multicollinearity. Table. 3 Result Analysis of Exogenous Variables Exogenous Variables _Mean _Factor Loading _Cronbach's Alpha _ _X1 _Motivation _ _ _0,55 _ _X11 _Physiological Needs _4,04 _0,54 _ _ _X12 _Safety Needs _4,02 _0,45 _ _ _X13 _Social Needs _4,10 _0,66 _ _ _X14 _Esteem Needs _4,14 _0,47 _ _ _X2 _Transformasional Leadership _ _ _0,63 _ _X21 _Charismatic _4,12 _0,53 _ _ _X22 _Having an influence _3,99 _0,68 _ _ _X23 _Having a clear vision _3,97 _0,61 _ _ _X24 _Transformating the subordinate's mind _4,03 _0,65 _ _ _X3 _Organization Culture _ _ _0,39 _ _X31 _Supportive _3,82 _0,42 _ _ _X32 _Innovative _4,16 _0,65 _ _ _ Table 3.

Shows that Social Needs has a factor loading of 0,66 which is the highest value among indicators of the motivation variable with the mean value of 4.10. Among the four indicators of the transformational leadership, Having an Influence,with factor loading value of 0.68 and mean value of 3.99,can explain the transformational leadership.

Compare to another indicator,Innovative Behavior is able to explain the organizational culture with a factor loading value of 0.65 and is supportedby themean value of 4.16. Table 4. ResultAnalysisof Endogenous Variables Endogenous Variables _Mean _Factor Loading _Chronbach Alpha _ _Y1 _Job Satisfaction _ _ _0,77 _ _Y11 _Attendance Rate _4,08 _0,62 _ _ _Y12 _Enjoying Work _4,07 _0,86 _ _ _Y13 _Enjoying the Environment _4,08

_0,82 _ _ _Y14 _Liking Employers _4,02 _0,61 _ _ _Y15 _Participation Rates _3,65 _0,37 _ _ _Y16 _Retention Rates _3,53 _0,39 _ _ _Y2 _Lecture Performance _ _ _0,77 _ _Y21 _Quality _4,05 _0,36 _ _ _Y22 _Quantity _4,07 _0,33 _ _ _Y23 _Timeliness _4,04 _0,41 _ _ _Y24 _Cost effectiveness _4,14 _0,18 _ _ _Y25 _Need for supervision _4,11 _0,48 _ _ _Y26 _Interpersonal Impact _4,57 _0,57 _ _ _Z1 _Career Development _ _ _0,041 _ _Z11 _Organization Needs _4,20 _0,15 _ _ _Z12 _Supervisor/ Leadership Role _3,26 _0,41 _ _ _Z13 _Qualifications _4,22 _0,56 _ _ _Z14 _Reward System _3,27 _0,81 _ _ _Z2 _Organizational Commitment _ _ _0,26 _ _Z21 _Affective Commitment _4,05 _0,38 _ _ _Z22 _Continuance Commitment _4,21 _0,27 _ _ _Z23 _Normative Commitment _4,07 _0,48 _ _ _Z3 _Work Discipline _ _ _0,46 _ _Z31 _Time to Start Work _3,98 _0,71 _ _ _Z32 _Time to Work _3,34 _0,66 _ _ _Z33 _Obedience to Rules _3,87 _0,70 _ _ _ Table 4. shows that Enjoying Work is better in explaining job satisfaction with the support of the highest value of factor loading which is 0.86 and mean value of 4.07. Lecturer performance variables is better explained by the Interpersonal Impact with the highest factor loading value of 0.57 and mean value of 4.57 of all the group of indicators on the lecturer performance variable.

Career development through the Reward System indicator gets the highest loading factor of 0.81 with a mean value the best in explaining organizational commitment of 0.48 with and mean value of 4.07. Work discipline is better explained by The Time to Start Work with a factor loading of 0.71 and mean value of 3.98.

The results of the interrelation testing between research variables are presented in Table 5. Table 5. Analysis Results of the Effect between Research Variables Exogenous Variables (antesendent) _path _Endogenous Variables (mediation) _path _Endogenous Variables _Coefisien Value _Result _ _Motivation _(_Job Satisfaction _ _ _0,25* _H1 Tested/ Accepted _ _Transformational Leadership _(_ _ _ _0,36* _ _ _Organizational Culture _(_ _ _ _0,11* _ _ _Motivation _ _ _(_Lecturer Performance _-0,11 _H2 Not Tested/ Rejected _ _Transformational Leadership _ _ _(_ _-0,46 _ _ _Organizational Culture _ _ _(_ _1,30* _ _ _ _ _Job Satisfaction _(_Lecturer Performance _0,11* _H3 Tested/ Accepted _ _ _ _Job Satisfaction _(((_Career Development, Organizational Commitment, Work Discipline _0,30* 0,25* -0,02 _H4 Not Tested/ Rejected _ _ _ _Lecturer Performance _(((_Career Development, Organizational Commitment, Work Discipline _011* 0,86* 0,52* _H5 Tested/ Accepted _ _*) significance level p = 0.05 The coefficient values ??in Table 5.

are obtained from the analysis of structural equation modeling (figure 2). The test results show that motivation, transformational leadership, and organizational culture have a positive effect on job satisfaction. The result of this test indicates that the first research hypothesis can be tested / accepted.

The testing result of the first hypothesis obtained a finding that transformational leadership has a more dominant influence on job satisfaction. Motivation and transformational leadership have no significant effect on lecturer performance. It is only organizational culture that has a positive effect on lecturer performance.

So the results of this test indicate that the second research hypothesis is not tested/ rejected. The test result of the job satisfaction shows there is a positive influence on the lecturer performance. The result of this test indicates that the third research hypothesis can be tested/ accepted.

Job satisfaction have a positive effect on career development, and organizational commitment, while the work discipline does not have a positive effect. These results indicate that the fourth hypothesis is not tested / rejected.The testresults of performance show a positive effect on career development, organizational commitment and work discipline.

These results indicate that the fifth hypothesis is tested / accepted. DISCUSSION The finding shows that transformational leadership has a more dominant effect on job satisfaction, compare to motivation and organizational culture. Job satisfaction with the indicator of Enjoying Work can enhance lecturer job satisfaction. Job satisfaction is a pleasant emotional state of work.

The job satisfaction of private higher education lecturers in South Kalimantan is shown by the state of enjoying the work as a teaching staff in higher education institutions. This result is supported by data from the respondent's characteristic of whose working period is over 25 years. The lecturers' job satisfaction is indicated by the fact that they work in the institution until the end of their tenure period as a lecturer.

Organizational culture is a pattern of beliefs and organizational values ??that are understood, imbued and practiced by individual organizations (Davis, 1995). Organizational values ??that are understood and imbued are what differ the organization to other organization. Organizational culture in the group of lecturers of private higher education institutions in South Kalimantan is more visible in the Innovative Behavior, especially in creating results through the challenges faced.

The innovative behavior of lecturers is implemented in creativity of three main activities of lecturers such as teaching, research and community service. Performance is the result of work that is closely related to the organization's strategic goals. Performance is the result of work achieved by individuals who are adjusted to the role or task in a certain period (Gomes, 1995).

The lecturer performance of private higher education institutions in South Kalimantan is more apparent in interpersonal impact, which means having good affairs to other fellow lecturers, such as maintaining the self-esteem of each lecturer, maintaining the good name of the workplace organization and having good cooperation. The relationship between motivation, and individual job satisfaction has been investigated by Mahfuzil Anwar (2017), who studied private higher education lecturers in Banjarmasin, it is found that satisfaction can be created by motivational aspects.

The transformational leadership style model is able to create satisfaction for lecturers to improve their potential. The result is similar to Setiyani's (2014) study that examined the effect of transformational leadership style and Organizational Commitment on job satisfaction mediated by organizational culture. The result proves that transformational leadership has an effect on job satisfaction.

Organizational culture in the group of private higher education lecturers in South Kalimantan that is more visible in the innovative is able to improve their profession as a teaching staff. The result of this study supports the study by Ujang Wawan Sam Adinata (2015) which studied the effect of transformational leadership, motivation and organizational culture on performance.

The results of the study show that they simultaneously have effect on the performance, while partially organizational culture has more dominant effect on the performance. The results of this study are not different from the study conducted by Ni Kadek et al (2015) that examined the effect of motivation on job satisfaction and performance. The finding proves that motivation has a positive and significant effect on job satisfaction and on performance.

However, this study is different from the study conducted by Muh. Ridwan et al (2017), which examined the effect of career development and incentive systems on performance. The finding proves that career development and incentive systems have a positive and significant effect on performance. This study is aimed to examine whether job satisfaction has an effect on career development, organizational commitment and work discipline.

Performance has effects on career development, organizational commitment and work discipline as it is found that job satisfaction has a positive effect on career development and organizational commitment, while work discipline has a negative effect. Performance has a positive effect on career development, organizational commitment and work discipline.

Ni Luh's Ariesta et al (2016) examined the effect of career development on performance by mediating work motivation, and proved that career development and motivation had a positive and significant effect on performance, but motivation cannot be said as a mediating variable between career development and performance. Mini Setiyani et al (2013) examined the effect of organizational commitment and work discipline on job satisfaction in an effort to improve employee performance.

The results of the study prove that organizational commitment has a significant effect on job satisfaction, but it has no significant effect on performance. Work discipline has a significant effect on employee performance, but it does not have a significant effect on job satisfaction. This study is also different from the previous studies because this study examines job satisfaction and influential performance on career development, organizational commitment and work discipline.

Setiyani Budi Susilowati (2014) examined the effect of leadership and organizational commitment on job satisfaction mediated by organizational culture, and proved that organizational commitment and commitment significantly have effects on job satisfaction, and organizational culture is able to mediate organizational commitment and job satisfaction. This study is also different from the study that has been conducted.

This study also testedthat performance is being able to mediate work satisfaction towards career development, organizational commitment and work discipline. The findings prove that job satisfaction has a positive effect on career development and organizational commitment, but it has a negative effect on work discipline. Performance has a positive effect on career development, organizational commitment and work discipline, and performance is able to mediate job satisfaction and career development, organizational commitment and work discipline.

The findings also prove that performance is able to mediate job satisfaction and organizational commitment from the total influence (direct influence + indirect influence) which is more dominant is organizational commitment. CONCLUSIONS AND RECOMMENDATIONS An important finding in this study is that lecturers who work in private higher education in South Kalimantan which are spread across several provinces and cities enjoy their work as a teaching staff.

Lecturer job satisfaction is influenced by several conditions, such as motivation to meet social needs, transformational leadership that has influence, and organizational culture that is able to encourage lecturers to create innovations for organizational progress. The higher level of enjoying work, the higher the lecturer performance. Transformational

leadership has a positive and significant effect on job satisfaction, while organizational culture has a more dominant influence on the lecturer performance.

Performance is able to mediate job satisfaction with organizational commitment and prove job satisfaction with the indicator of Enjoying Workis able to increase organizational commitment through commitment normative indicators. Future studies can be carried out by focusing more on job satisfaction, performance, career development, organizational commitment and work discipline.

It should be analyzed using different objects and subjects. Not only that but also the study can be further improved in different geographical locations. REFERENCES As'ad, Moh, 2005, Psikologi Industri ;Seri Ilmu Sumberdaya Manusia, Liberty, Yogyakarta. Bass, Bernard M and Avolio, Bruce J, 1988, Transformational Ledership Development Manual for the Multifactor Leadership Quentionnaire Palo Alto California ; Consulting Psychologists Press, Inc. Bernardin H. John and Russel, Joyce, 1993, Human Resources Management, An Expremental Approach, McGraw-Hill Book Company.

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