



The Effect of Leader Member Exchange, Job Satisfaction and Motivation on Educational Personnels' Organizational Commitment of Jakarta Mercu Buana University

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ABSTRACT

This study aims to examine and analyze the effect of leader member exchange (LMX), job satisfaction and motivation on educational personnels' organizational commitment of Jakarta Mercu Buana University. This research used causal analysis with quantitative approach. The population is all educational personnels of Jakarta Mercu Buana University. The sample collection technique used non-probability sampling with convenience sampling. The sample is 186 educational personnels obtained based on Yamane approach formula. Data analysis using multiple linear regression. The result showed that LMX has positive and significant effect on organizational commitment. Job satisfaction has positive and significant effect on organizational commitment. Motivation has positive and significant effect on organizational commitment. LMX, job satisfaction and motivation simultaneously are having significant effect on organizational commitment. Recommendations for Jakarta Mercu Buana University to maintain and enhance LMX, job satisfaction and employee motivation in order to increase organizational commitment.

Keywords: Leader Member Exchange, Job Satisfaction, Motivation and Organizational Commitment

JEL Classifications: D23, I23, M5, M54

1. INTRODUCTION

In various institutions, human resources are the most important assets and spearhead the success of the institutions to achieve their desired goals. No exception for the institutions engaged in the service sector in the field of implementing higher education or better known as university. A university also needs the support of reliable human resources and is able to support the achievement of the vision and mission that have been agreed upon.

Mercu Buana University (hereinafter referred to as UMB) is one of the private universities in private higher education coordinator region III D.K.I. Jakarta. UMB has a vision to become an excellent and leading university in Indonesia educating professional workforce who are ready to meet expectations of both industries and the community in the global competition by 2024. However,

based on data obtained from the database of Directorate General of Higher Education in September 2018, there are a total of 3.270 universities under the auspices of the Directorate General of Higher Education which consists of 122 state universities and 3.148 private universities. Whereas for the universities under the auspices of Ministry of Religious Affairs, there are 1.192 universities consisting of 119 state universities and 1.073 private universities. Furthermore, there are 187 official colleges which as a whole are state universities. The data related to the number of universities can be seen on the Table 1.

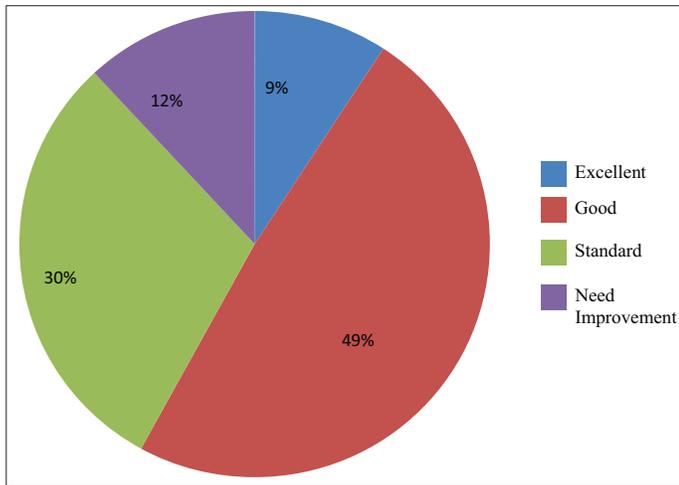
Based on the data above, it can be seen that the service sector in the field of implementing higher education is at a level of competition that is quite tight, so that in order to achieve their vision, UMB should always to improve the quality and competitive advantage to be able to face the challenges and compete with other universities.

Table 1: Number of universities in Indonesia

Type of university	State university	Private university	Total
PT	122	3.148	3.270
PTA	119	1.073	1.192
PTK	187	0	187
Total	428	4.221	4.649

Source: PDDIKTI, Dates: September 27, 2018. PT = Universities under the auspices of the Directorate General of Higher Education, PTA = Universities under the auspices of Ministry of Religious Affairs, PTK = Official colleges, all except Directorate General of Higher Education and Ministry of Religious Affairs

Figure 1: The performance of UMB education personnels for 2017/2018 school year



Source: UMB HR Bureau (2018)

The quality of a university cannot be separated from the role of employees, both the lecturers and educational personnels in an effort to improve the quality of students and support the quality of education to run well. Lecturers are the first spearheads who play a role in improving the quality of students during the learning process. While the second spearhead is educational personnels as the academic support staffs who play a key role in the service processes and administrative activities to support the fluency of teaching and learning process conducted by lecturers and students. The services of these educational personnels also greatly affect students' satisfaction. According to Djati (2009, p. 729) states that good services will increase satisfaction and affect the level of competitive advantage of universities to win the competition. Therefore, UMB seeks to improve the services not only from the lecturers but also from the educational personnels as academic support staffs.

The performance of UMB educational personnels is one of the things that supports the improvement of UMB performance in addition to the performance of lecturers and students. This is related to the educational personnels as academic support staffs who play an important role in administrative activities and service processes that support and help the fluency of teaching and learning process between students and lecturers and other academic support activities. According to the UMB HR Bureau, the assessment of the performance of educational personnels consisted of attendance aspects (25%), time of existence (20%), DP3K (20%), timeliness of entry (25%), and korsa (10%). The following is the performance

of UMB educational personnels for the 2017/2018 school year which can be seen in the following Figure 1.

Based on Figure 1 above shows that the performance of UMB educational personnels is only 9% which is in the excellent category, and as much as 49% the performance of educational personnels is in the good category, then as much as 30% of the performance of educational personnels is in the standard category and even 12% have performance in the category of need improvement. Ideally, for a good level category of performance should reach 80% or range 4.00 from the scale of 5.00. It can be concluded that the performance of UMB educational personnels is still not good enough, it can be seen from the level of performance of the educational personnels who are in the good and excellent category only 58% have not reached the ideal level of 80%.

To find out the phenomenon that occurred at UMB educational personnels, the authors conducted a pre-study by distributing questionnaires to 30 UMB educational personnels randomly about organizational citizenship behavior, employee engagement, organizational commitment, perceived organizational support, job satisfaction, leadership, motivation, organizational culture, organizational climate, personality and performance. The results of the pre-study is presented in Table 2 as follows:

Based on Table 2 above shows that organizational commitment, leadership, job satisfaction, and motivation have an average total score that is quite far from the maximum score so that it causes a low percentage and average, it indicates that there are problems that occur between these four aspects.

Organizational commitment has a very important role on the employees' performance while working, this is due to the commitment that becomes a reference and encouragement that makes the employees more responsible for their jobs. Luthans (2006, p. 250) found a positive relationship between organizational commitment and desired outcomes such as high performance, low employee turnover and low absence rates. Of course this is very beneficial for the organization and can facilitate the organization to achieve the goals set. According to Ulrich (1998) in Yulianti (2015, p. 53) states that intellectual capital is a multiplication between competency and organizational commitment. Employees who have competence but do not have commitment to the organization, it does not guarantee the intellectual capital of the organization. It can be said that having the competent employees do not guarantee that the organization has valuable assets that can support the achievement of organizational goals, but should also has the commitment to the organization. Therefore, employees who are highly committed to the organization are very important for the organization to have. However, based on the pre-study result above, it shows that organizational commitment is an aspect with the lowest average score, which is only 2.99 or 59,80%, this indicates the low organizational commitment of educational personnels of Jakarta Mercu Buana University.

The low level of organizational commitment indicates that there are other factors that cause low organizational commitment. Leadership has an important role in achieving organizational goals,

Table 2: Pre-study result based on average score

No.	Aspect	Average total score	Max score	%	Average
1.	Organizational commitment	89.7	150	59.80	2.99
2.	Leadership	97.7	150	65.13	3.26
3.	Job satisfaction	99.2	150	66.13	3.31
4.	Motivation	99.7	150	66.47	3.32
5.	Perceived organizational support	100.2	150	66.80	3.34
6.	Organizational climate	109	150	72.67	3.63
7.	Organizational culture	111.6	150	74.40	3.72
8.	Personality	112	150	74.67	3.73
9.	Organizational citizenship behavior	116.1	150	77.40	3.87
10.	Performance	117.2	150	78.13	3.91
11.	Employee engagement	118.8	150	79.20	3.96

Source: Pre-study result (2018)

Table 3: Result of multicollinearity test

Model	Collinearity statistics	
	Tolerance	VIF
LMX	0.927	1.079
Job satisfaction	0.497	2.012
Motivation	0.520	1.923

Source: Analysis result with SPSS version 25. VIF: Variance inflation factor

this is related to the management of human resources that can not be separated from the ability of a leader in managing and moving employees. The role of the leader in the organization is not just simply ordering his subordinates but a good relationship must be established between the superiors as a leader and his subordinate employees (leader member exchange [LMX]) to optimize employees performance in order to achieve the predetermined targets. Referring to the pre-study result, the leadership aspect has the second lowest average score with an average score is 3.26 or 65,13%. Based on the research result conducted by Vahidipour et al. (2016) found that LMX has a positive and significant influence on organizational commitment. This shows that the improvement of LMX can improve the employees' organizational commitment. However, this is different from the research result of Vibriwati (2005) where the quality of relationship between leaders and subordinates (LMX) has no effect on employees' organizational commitment.

Based on the pre-study result, the aspects of job satisfaction and motivation have the third and fourth lowest average score with the average score obtained sequentially are 3.31 or 66,13% and 3.32 or 66,47%. According to research result of Tania and Sutanto (2013) found that job satisfaction and work motivation have positif and significant effect on organizational commitment. It shows that job satisfaction and work motivation perceived by employees can increase organizational commitment. But it is different from the research result of Harianto (2013) where job satisfaction has positive but not significant effect on affective commitment. Meanwhile Srikaningsih and Setyadi (2015) found that motivation has no significant effect on organizational commitment.

However, based on these backgrounds, the authors are interested in researching: "The effect of LMX, job satisfaction and motivation on educational personnels' organizational commitment of Jakarta Mercu Buana University."

2. THEORETICAL BACKGROUND, MODEL AND HYPOTHESIS RESEARCH

2.1. Organizational Commitment

According to Robbins and Judge (2015. p. 47) organizational commitment is the level at which a worker identifies an organization, its goals and expectations to remain a member of the organization. While Colquitt et al. (2011. p. 69) state that organizational commitment is the desire of some workers to remain members of the organization. Organizational commitment affects whether a worker stays as a member of the organization or leaves to pursue another job.

Allen and Meyer (1990) define organizational commitment as a concept that has three dimensions, namely: (1) Affective commitment refers as involvement, emotional attachment, and identification of employees with the organization; (2) Continuance commitment refers as commitment based on the costs that employees associate with leaving the organization; (3) Normative commitment refers as the obligation feelings of the employees to remain with the organization.

2.2. LMX

LMX is a relationship between superiors and subordinates that influence each other. LMX not only sees the behavior of superiors but also emphasizes the quality of the relationship between superiors and subordinates (Yulk in Bela and Rahardjo, 2014).

Graen and Uhl-Bein (1995) explain that LMX contains three dimentions namely: (1) Respect, the relationship between superiors and subordinates cannot be formed without mutual respect for the capabilities of the other; (2) trust, without mutual trust, relations between superiors and subordinates will be difficult to form; (3) Obligation, the expectation that interacting obligation will grow over time as career oriented social exchange blossom into a partnershi.

2.3. Job Satisfaction

Moorhead and Griffin (2013. p. 71) argue that job satisfaction is the level at which a person finds satisfaction or fulfillment in his work. Whereas Luthans (2006. p. 243) says that job satisfaction is the result of employee perceptions about how well their work provides things that are considered important. According to Samo et al. (2019) there is a full mediation of job satisfaction between the impact of women's transformational leadership on organizational commitment.

Gibson et al. (2012. p. 102) state that there are five dimensions of job satisfaction including:

1. The work it self: The degree to which work assignments are considered attractive and provide opportunities to learn and accept responsibility.
2. Salary: The amount of wages received and the fairness of the payment felt.

3. Promotion opportunity: Availability of opportunities to advance.
4. Supervisor: Supervisors' ability to show interest and attention to employees.
5. Co-workers: The level at which co-workers are friendly, competent and supportive.

2.4. Motivation

According to Robbins and Judge (2015. p. 127) motivation is a process that explains the strength, direction and perseverance of a person in an effort to achieve goals. Whereas, Hasibuan (2018. p. 141) argues that motivation questions how to direct the power and potential of subordinates, in order to cooperate productively to achieve and realize predetermined goals.

According to Porter et al. (2003) in Harianto (2016) which explains that based on behavior activation, work motivation is divided into two, namely:

1. Intrinsic motivation: Motivation related to intrinsic factors or factors that exist within a person, including:
 - a. The work it self: Jobs that are in accordance with expertise or hobbies make the employees like the job so that the employees' work motivation arises.
 - b. Advancement: The opportunity to develop a career has an impact on the emergence of strong work motivation.
 - c. Responsibility: The more responsibility given to an employee, the greater the motivation that arises from within to work on that responsibility.
 - d. Recognition: The greater rewards given, the greater work motivation of employees.
 - e. Achievement: The desire of employees to achieve their own desired goals makes the employee motivated to work harder.
2. Extrinsic motivation: Motivation caused by external factors or factors that exist outside a person, including:
 - a. Administration and organizational policy: The suitability that employees feel for all applicable policies and regulations in the organization makes employees comfortable at work so that work motivation arises.
 - b. Supervisor: High employee motivation formed when having a superior who is always supportive and reliable so that it can be used as a role model in a career.
 - c. Salary: Employees feel motivated if the salary given is in line with expectations.
 - d. Interpersonal relationships: Motivated employees will always strive to build cooperation with coworkers to create a conducive working atmosphere.
 - e. Working conditions: If working conditions such as work atmosphere, environment, uniforms and work facilities are available, it will have an impact on employee motivation.

2.5. Model of Research

Based on the theoretical background, the authors developed the following research model (Figure 2).

2.6. Hypothesis

Based on research model above, the hypotheses in this study are as follows:

- H_1 : LMX has an effect on educational personnels' organizational commitment of Jakarta Mercu Buana University.
- H_2 : Job satisfaction has an effect on educational personnels' organizational commitment of Jakarta Mercu Buana University.
- H_3 : Motivation has an effect on educational personnels' organizational commitment of Jakarta Mercu Buana University.
- H_4 : LMX, job satisfaction, and motivation simultaneously have an effect on educational personnels' organizational commitment of Jakarta Mercu Buana University.

3. RESEARCH METHODS

The method in this study is causal analysis using a quantitative approach, namely research that uses numerical data as a tool to find information about the influence of LMX, job satisfaction and motivation on organizational commitment. The authors use the survey method by distributing questionnaires with a Likert scale to the research respondents.

In this study the population is all of the 347 educational personnels of Jakarta Mercu Buana University. In determining the size of the research sample, the authors use the statistical formula with the Yamane Approach (1973) (in Ferdinand, 2014. p. 174), namely as follows:

$$n = \frac{N}{1+Nd^2}$$

Where:

n: number of samples; N: population size; d: specified precision or percentage.

By using an error rate of 5%, the sample calculation results are 186 employees.

The sampling technique used is Non-Probability Sampling namely Convenience Sampling where samples are taken based on the availability of elements and the ease of getting them (Sugianto, 2017. p. 152).

4. RESULTS AND DISCUSSION

4.1. Validity and Reliability Instrument

The validity and reliability test of the research instrument is carried out on the results of collecting questionnaires of 186 respondents. Data processing statistically using SPSS 25.0 for Windows. Before the data is processed, the data from the questionnaire results in the form of ordinal data are converted into interval data because the analysis of this study uses regression analysis that requires interval scale data using the Method of Successive Interval (MSI) with the xlstat program. One of the advantages of converting data into interval data is the analysis result is more significant.

With a confidence level of $\alpha = 0.05$ and two-way test obtained r_{table} is 0.1439. From the results of the validity test, it is found

that the highest and lowest validity test scores on organizational commitment variable are 0.650 and 0.246. In the LMX variable, the highest validity test score is 0.693 and the lowest is 0.216. In the job satisfaction variable obtained the highest validity test score is 0.712 and the lowest is 0.533. Whereas the motivation variable obtained the highest validity test score is 0.686 and the lowest is 0.325. From the results of the validity test, it can be concluded that all research instruments, both variable of organizational commitment, LMX, job satisfaction and motivation are declared valid because r count is greater than r_{table} .

Furthermore, related to the reliability test results indicate that all research instruments both variable of organizational commitment, LMX, job satisfaction and motivation can be said to be reliable with Cronbach's Alpha value >0.70 . The Cronbach's Alpha value of each research instrument is organizational commitment = 0.784, LMX = 0.718, job satisfaction = 0.858 and motivation = 0.751.

4.2. Classic Assumption Test

The normality test was carried out using histogram analysis and the Normal P-P Plot graph. Based on the results of SPSS output, the curve image is not skewed to the left or right and tends to the center and forms like a bell and in the Normal P-P Plot graph shows that the data spreads around the diagonal line and follows the diagonal

line direction, so it can be concluded that the regression model fulfill the assumption of normality. The results of the normality test can be seen in Figure 3 below:

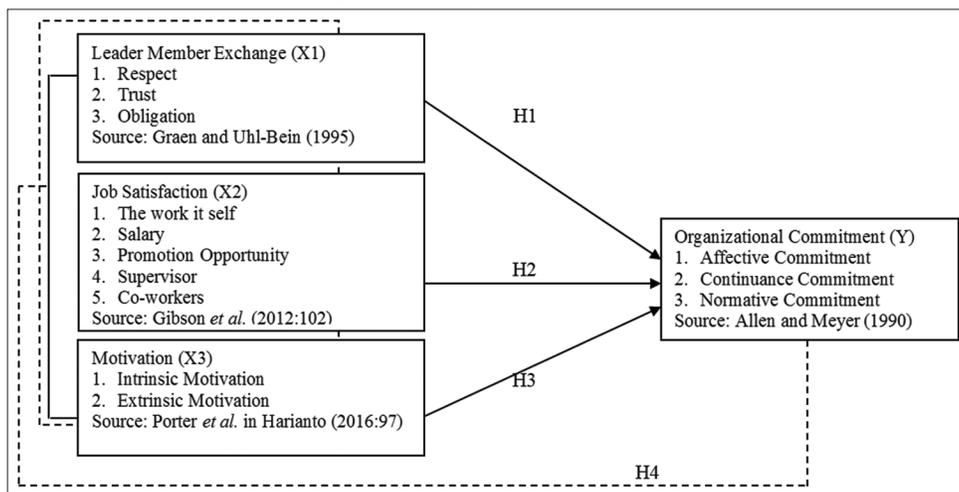
In order to ascertain whether there is a match between the histogram analysis and the normal P-P plot graph, then is tested by the One-sample Kolmogorov-Smirnov Test. From the results of the Kolmogorov-Smirnov test, the significance value >0.05 is obtained, namely 0.200 for all variables in this study so that it can be concluded the data is normally distributed.

Testing of multicollinearity is conducted by knowing the tolerance value (tolerance) and the value of variance inflation factor (VIF). The basis for decision making is if the tolerance value is >0.1 and the VIF value is <10 , then multicollinearity does not occur. The following are the results of the multicollinearity test:

The result of multicollinearity test in the Table 3 shows that tolerance value >0.1 and VIF value smaller than 10 for all independent variables, so it can be concluded that the data tested does not occur multicollinearity in the regression model.

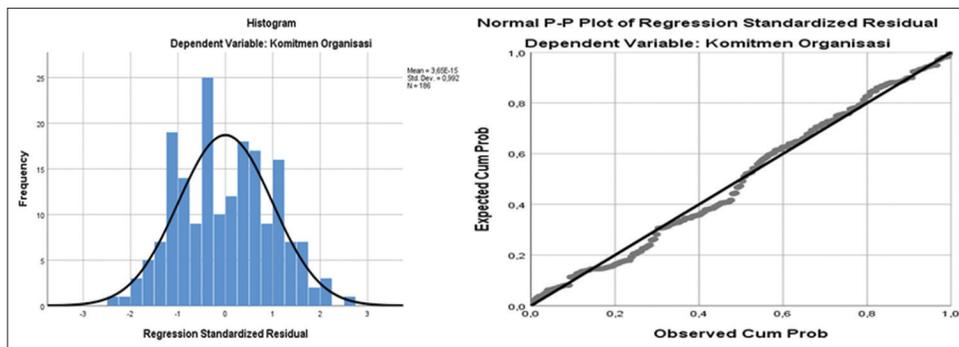
Heteroscedacity test is conducted by Scatterplot graph analysis. The results of heteroscedasticity test can be seen in Figure 4 below:

Figure 2: Conceptual framework



Source: Theoretical review

Figure 3: Histogram graph and normal P-P plot graph



Source: Analysis result with SPSS version 25

The Sactterplot test result shows that the points spread with unclear patterns in positions above and below the number 0 on the Y axis. This can be concluded that the data tested does not occur heteroscedasticity.

In order to ensure the results of the Scatterplot test, a heteroscedasticity test is conducted using the Glejser test. From the results of the Glejser test obtained the significance value for LMX variable is 0.219, the significance value of the job satisfaction variable is 0.587 and the significance value of the motivation variable is 0.730. Of the three variables, the significance value >0.05, which means both LMX, job satisfaction and motivation do not occur symptom of heteroscedasticity so that it can be continued with the next statistical test.

4.3. Multiple Linear Regression Analysis

In this study, regression analysis is conducted by using statistical program namely SPSS 25.0 for Windows. This analysis generates the equation structure type that is conveying the connection between variable of LMX, job satisfaction and motivation towards organizational commitment. This test is conducted by using determination coefficient, t-test and F test. The results of this test are explained in Table 4 below.

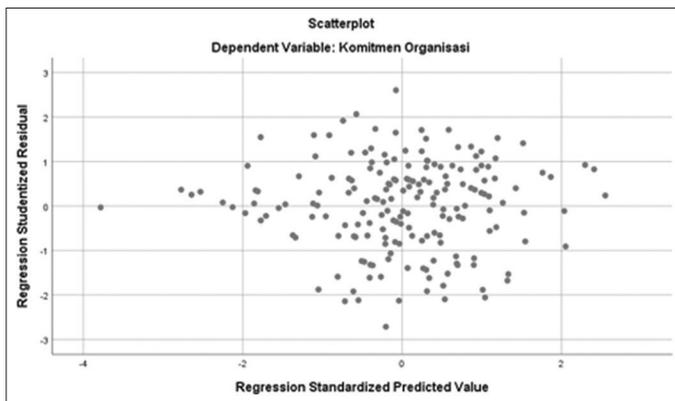
Based on the results of multiple linear regression test in Table 4 above, the coefficients for the LMX variable is 0.217, Job Satisfaction variable is 0.243, motivation variable is 0.230 and the constant value is 1.043, so the regression model is:

$$KO = 1.043 + 0.217 LMX + 0.243 KK + 0.230 M + e$$

From the results of the multiple linear regression above, it can be explained as follows:

1. The value of a constant is obtained = 1.043, which means that the regression value of educational personnels' organizational commitment of Jakarta Mercu Buana University without being affected by LMX, job satisfaction and motivation is at the level of 1.043.
2. Regression coefficient value $b_1 = 0.217$ is positive, significant ($t \text{ count} = 4.494 > t \text{ table} = 1.97308$; $\text{Sig.} = 0.000 < 0.05$) with a weak influence level ($S_{CB} = 0.254$). Therefore, hypothesis 1 is accepted and tested, so it can be concluded that the LMX has a positive and significant effect on the educational personnels' organizational commitment of Jakarta Mercu Buana University.
3. Regression coefficient value $b_2 = 0.243$ is positive, significant ($t \text{ count} = 4.403 > t \text{ table} = 1.97308$; $\text{Sig.} = 0,000 < 0.05$) with a weak influence level ($S_{CB} = 0.340$). Therefore, hypothesis 2 is accepted and tested, so that it can be concluded that job satisfaction has a positive and significant effect on the educational personnels' organizational commitment of Jakarta Mercu Buana University.
4. Regression coefficient value $b_3 = 0.230$ is positive, significant ($t \text{ count} = 3.688 > t \text{ table} = 1.97308$; $\text{Sig.} = 0.000 < 0.05$) with a weak influence level ($S_{CB} = 0.279$). Therefore, hypothesis 3 is accepted and tested, so it can be concluded that motivation has a positive and significant effect on the educational personnels' organizational commitment of Jakarta Mercu Buana University.
5. Based on the results of the F test, the F count = 51.717 > F table = 2.65 and the significance value is 0,000 < 0.05. Therefore, hypothesis 4 is accepted and tested, so it can be concluded that LMX, job satisfaction and motivation simultaneously have a significant effect on the educational personnels' organizational commitment of Jakarta Mercu Buana University.
6. Adjusted R Square value or suitability of the correlation coefficient between LMX, job satisfaction and motivation on organizational commitment amounted to 0.451. This value shows the level of moderate correlation. This shows that the independent variable namely LMX, job satisfaction and motivation simultaneously can explain the dependent variable namely organizational commitment amounted to 45.1%, while the remainder which is equal to 54.9% is explained by other variables outside the research model.

Figure 4: Result of heteriscedasticity using scatterplot graph



Source: Analysis result with SPSS version 25

Table 4: Result of multiple linear regression analysis

Model	Unstandardized coefficients		Standardized coefficients	t-test		F test		Determination coefficient
	B	Std. error	Beta	T	Sig.	F	Sig.	
(Constant)	1.043	0.211		4.947	0.000			
LMX	0.217	0.048	0.254	4.494	0.000			
Job satisfaction	0.243	0.055	0.340	4.403	0.000			
Motivation	0.230	0.062	0.279	3.688	0.000			
Regression						51.717	0.000 ^b	
R								0.678 ^a
R square								0.460
Adjusted R square								0.451

Source: Analysis result with SPSS version 25. ^adependent variable: Organizational commitment

Table 5: Correlation among dimensions

Variable	Dimension	Komitmen organisasi		
		Affective commitment	Continuance commitment	Normative commitment
Leader member exchange	Respect	0.377**	0.189**	0.201**
	Trust	0.325**	0.221**	0.123
	Obligation	0.211**	0.230**	0.174*
Job satisfaction	The work it self	0.456**	0.260**	0.367**
	Salary	0.414**	0.262**	0.456**
	Promotion opportunity	0.465**	0.329**	0.390**
	Supervisor	0.400**	0.415**	0.391**
	Co-workers	0.258**	0.152*	0.205**
Motivation	Intrinsic motivation	0.414**	0.278**	0.499**
	Extrinsic motivation	0.435**	0.281**	0.432**

Source: Analysis result with SPSS version 25. **correlation is significant at the 0.01 level (2-tailed). *correlation is significant at the 0.05 level (2-tailed)

4.4. Correlation among Dimensions

Correlation among dimensions is conducted to determine the degree or strength of the relationship between the dimensions of LMX, job satisfaction and motivation on the dimensions of organizational commitment. The result of the correlation among dimensions can be seen in Table 5 below.

Based on the results of correlation among dimensions in Table 5 above it can be explained that:

- 1) In the LMX variable on organizational commitment variable, the highest correlation is found in the dimension of respect on affective commitment, which is equal to 0.377.
- 2) In the job satisfaction variable on organizational commitment variable, the highest correlation is found in the dimension of promotion opportunity on affective commitment, which is equal to 0.465.
- 3) In the motivation variable on the organizational commitment variable, the highest correlation is found in the dimension of intrinsic motivation on normative commitment, which is equal to 0.499.

5. DISCUSSION

LMX has a positive and significant effect on the educational personnels' organizational commitment of Jakarta Mercu Buana University. This shows that if LMX is increased, so employees' organizational commitment will increase too. Employees with high LMX quality tend to have a higher commitment to the organization. This is because when an employee feels that his relationship with his superiors is good, he will feel comfortable at work so he will have the desire to continue working in the organization and this will make the employees' commitment to the organization increases. Based on the results of the correlation among dimension of LMX variable on the dimensions of organizational commitment variable, the highest correlation value is obtained on the dimension of respect towards dimension of affective commitment that is equal to 0.377. This shows that the mutual respect between superiors and subordinates is able to increase emotional feelings, attachment, identification and involvement of employees on the organization. That score shows that the relationship between superiors and subordinates among the educational personnels of Jakarta Mercu Buana University has an attitude of mutual respect for one another but is still relatively weak. With the existence of mutual respect, it is believed that it will increase employees

commitment to the organization. This is in line with the results of the questionnaire which shows that the dimension of respect becomes a dimension with the highest average score that is 3.60. This is because employees feel that the superiors in the lead is willing to listen to suggestions and ideas from subordinates, leaders are also considered to know and recognize the capabilities of each subordinates, leaders also know the problems and needs of subordinates in work so that interactions between leaders and subordinates can be well established and subordinates have respect for the leader. From data of correlation among dimensions shows that all dimensions in LMX variable have a positive effect on all dimensions in organizational commitment, but the average of LMX dimensions have a weak correlation coefficient on organizational commitment variable, this because of recently, there are a change of leaders at the Jakarta Mercu Buana University so that time is needed to form and improve LMX quality. However, the University of Mercu Buana has a program that aims to make relationships between employees to know each other and get closer with employee gathering event held once a year.

Job satisfaction has a positive and significant effect on the educational personnels' organizational commitment of Jakarta Mercu Buana University. This shows that the higher the job satisfaction perceived by employees, the higher the employees' commitment to the organization. This is because job satisfaction has a relationship with employee behavior towards the organization. When employees feel job satisfaction in themselves, they will provide maximum performance to achieve organizational goals, be loyal and willing to sacrifice for the benefit of the organization and have a strong desire to stay in the organization so that it can ultimately encourage the creation of high employees commitment to the organization. Based on the results of the correlation among dimensions of job satisfaction variable on the dimensions of organizational commitment variable obtained the highest correlation value found in the dimension of promotion opportunity to the dimension of affective commitment that is equal to 0.465. This shows that employee satisfaction for promotion opportunities can increase emotional feelings, attachment, identification and involvement of employees towards the organization. However, based on the results of observations and preliminary survey conducted by researchers to 30 respondents from the educational personnels of Jakarta Mercu Buana University randomly, it is obtained the results that the promotion opportunity is the lowest factor

in employee job satisfaction. This shows that most employees feel dissatisfied with aspects of promotion opportunity. Some employees feel they have not received a promotion opportunity, especially to get a higher position, so the organization needs to provide socialization to all faculties/units regarding information relating to promotion. According to the results of the study based on primary data obtained from the distribution of questionnaires to 186 respondents, the results show that the dimension of promotion opportunity is the strongest dimension influencing organizational commitment. This is proof that career management at Jakarta Mercu Buana University is very necessary for employee career development. Dissemination of promotional information and equal opportunities from all employees for a career will increase employee motivation. With competency based and ability to work and lead, educational background and performance achievement make healthy competition in a career. Support from superiors is also very needed by subordinates, without mental support and written recommendations by superiors to the human resources department, employee career development will be hampered.

Motivation has a positive and significant effect on the educational personnels' organizational commitment of Jakarta Mercu Buana University. This shows that if the work motivation of employees is increased, so the employees' organizational commitment will increase too. Motivation has an important role, someone wants to work hard to achieve optimal results because they have strong motivation. The existence of motivation on employees will make the employees work to achieve organizational goals so that it can give rise to employees' organizational commitment. Based on the results of the correlation among dimensions of the motivation variable on the dimensions of the organizational commitment variable, the highest correlation value is found in the dimension of intrinsic motivation towards the dimension of normative commitment that is equal to 0.499. This shows that giving intrinsic motivation such as work it self, advancement, responsibility, appreciation and achievement can increase the obligation feelings to be with employer. Based on the results of the questionnaire related to motivation variable, especially intrinsic motivation show that the advancement dimension is a factor with the lowest average value of the other dimensions of intrinsic motivation. This shows that giving motivation for advancement in the form of employee career development is rated low among other dimensions of intrinsic motivation. According to the data obtained from the Human Resources Bureau of Jakarta Mercu Buana University regarding the implementation of training which become the first step to improve employee knowledges, skills and competencies to support employees career development it is noted that in 2015 there were 2 trainings held, namely Word Press Training with 14 participants and Leadership Training "The Whole Person Leadership" with 39 participants. In 2016, the University of Mercu Buana carried out Office Administration Training "Digital Document Management" with 41 participants and Prime Customer Service Skill Training with 26 participants. Whereas in 2017 there were 4 trainings, namely Advance Service Excellence Training Program with 30 participants, Service With a Heart Training (Batch 1 and 2) with 80 participants, Information and Communication Technology Training (for Operators and Network) with 10 participants and

Information and Communication Technology Training (for Programmer) with 10 participants. Based on these data it is evident that the implementation of the training is still felt to be not maximal and all the educational personnels of Mercu Buana University have not all gotten the opportunity to get training that is able to support the development of their careers. Therefore, organizations should increase the opportunity for employees to get training and development programs so that employees can improve their knowledges, expertises and skills to handle various types of assignments and can support opportunities for employees promotion. The existence of motivation to the advancement in the form of career development makes employees feel valued and he will work harder and make employees loyal to the organization, this loyal attitude will make employees decide to continue working for the organization, this will form a high commitment of employees to the organization where he works.

LMX, job satisfaction and motivation simultaneously have a significant effect on the educational personnels' organizational commitment at the Jakarta Mercu Buana University. Enhancement of organizational commitment cannot be separated from the role of the leader. The existence of a close relationship and good interaction between leaders and employees is one way that can provide work motivation to employees so that employees feel valued. Motivated employees will work hard to do their jobs well for the success of the organization. Hard work is carried out because there is an urge to get satisfaction for employees in their jobs so that job satisfaction and motivation are things that are closely related to employees' commitment to the organization.

6. CONCLUTIONS AND SUGGESTIONS

6.1. Conclusions

Based on the results of the research and discussion regarding "The effect of LMX, job satisfaction and motivation on the educational personnels' organizational commitment of Jakarta Mercu Buana University" then some conclusions can be drawn as follows:

- 1) LMX has positive and significant effect on educational personnels' organizational commitment of Jakarta Mercu Buana University.
- 2) Job satisfaction has positive and significant effect on educational personnels' organizational commitment of Jakarta Mercu Buana University.
- 3) Motivation has positive and significant effect on educational personnels' organizational commitment of Jakarta Mercu Buana University.
- 4) LMX, job satisfaction and motivation simultaneously have significant effect on the educational personnels' organizational commitment of Jakarta Mercu Buana University.

6.2. Suggestions

Based on the results of the research, discussion and conclusion that have been described previously, then some suggestions that can be put forward by the authors are as follows:

1. To increase employees' organizational commitment in relation to LMX in order to the organization does the following:
 - a. The supervisors routinely coaching subordinates every

week. This aims to guide, train, convey current working conditions and help resolve obstacles in achieving work targets.

- b. The supervisors conduct regular counseling with subordinates. With this counseling activity, it is hoped that it can be a solution for employees when they need advices and positive inputs regarding work or personal problems that can disrupt their work activities.
 - c. Doing a morning briefing every day for at least 10 minutes can be filled by briefing about the work schedule, work agenda and target for today by giving a check sheet of what targets have been achieved or that must be reached and evaluation for job that has been done, delivering criticism and suggestions and ending with a praying.
 - d. Every 6 months the leaders evaluates the performance of each subordinates internally in his department which functions to evaluate the work of their subordinates.
2. To increase employees' organizational commitment in relation to job satisfaction in order to the organization does the following:
- a. HR Management provides socialization of promotion information per person. Not only the procedure for developing a career, but the openness of reason and real calculations per person who has got a promotion. With the real example presented, other employees will be motivated to work better.
 - b. Support from superiors in the form of written recommendations is one of supporting career development, so that it requires an increase and understanding of fairness of all superiors.
3. To increase employees' organizational commitment in relation to motivation in order to the organization does the following:
- a. Organization should increase the chance of employees to get training in order to improve the knowledges, skills and expertises of employees to support employees career development and also to prepare employees when they are transferred or face promotion for higher positions.
 - b. Provide scholarship for outstanding employees to continue their education that can support employees for the development of their careers.
4. In the light of the independent variables in this study are very important in influencing employee organizational commitment, it is expected that the results of this study can be used as a reference for future researchers to develop this research by considering other variables, especially organizational culture, percieved organizational support, job characteristics, organizational justice or other variables outside the variables that have been included in this study. This is useful to find out to what extent these variables affect organizational commitment.

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