

The Influence Of Leadership Behavior, Organizational Climate, Intrinsic Motivation, And Engagement As Mediating Variables On The Performance Of Permanent Lecturers: A Study In A Private University In Region III Of Special Region Of Jakarta

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ABSTRACT: *This research aims to explicate the influence of leadership behavior, organizational climate, intrinsic motivation, and engagement as mediating variables on permanent lecturers' performance (a study in a private university in region 3 of special region of Jakarta). This is an explanatory research which describes a relationship between the research variables. The object of this research was investigated 3 times in a private university in region 3 of special region of Jakarta, with one homogeneous factor: Faculty of Economics, Management Program, Bachelor's Degree Level, with the number of students as many as 2,000 and has achieved an "A" accreditation level. The analysis unit employed in this research consisted of 150 permanent lecturers. The analysis instrument used to test 10 hypotheses employed in this research was Generalized Structured Component Analysis (GSCA). The result of the analyses showed that there were 4 out of the 10 hypotheses tested which were found to be influential and significant while the other 6 hypotheses were found to be insignificantly influential. The hypotheses which were empirically proven in this research were (1) The Influence of Leadership Behavior on the Organizational Climate, (2) The Influence of Leadership Behavior on the Engagement, (3) The Influence of Organizational Climate on the Engagement, and (4) The Influence of Organizational Climate on the Performance of Permanent Lecturer. Meanwhile, the hypotheses which were empirically not proven in this research were (1) The Influence of Leadership Behavior on the Intrinsic Motivation, (2) The Influence of Leadership Behavior on the Performance of Permanent Lecturer, (3) The Influence of Organizational Climate on the Intrinsic Motivation, (4) The Influence of Intrinsic Motivation on the Engagement, (5) The Influence of Intrinsic Motivation on the Performance of Permanent Lecturer, and (6) The Influence of Engagement on the Performance of Permanent Lecturer.*

KEYWORDS: *Leadership Behavior, Organizational Climate, Intrinsic Motivation, Engagement, and Performance of Permanent Lecturer*

I. INTRODUCTION

A fundamental issue for a private university in the special region of - or specific areas of the capital - Jakarta (hitherto referred as DKI Jakarta) is its performance quality which is very low. The quality of the university and the leader as well as the lecturers is the seminal factors which are considered to be essential to be thoroughly examined. By doing so, it is then expected that factual and empirical information be explored and identified in order to elucidate fundamental issues that cause the low quality of output of the private university, especially by focusing on the effectiveness of management process of the university in regard to the performance of its permanent lecturers. Therefore, with all existing challenges and potentials, the university may attempt to perform strategically by focusing on the leadership behavior, organizational climate and objective intrinsic motivation as one manifestation of formulating the focus, direction and essence of enjoyable district through engagement as one mediating variable especially in higher education.

In this regard, Indonesian Directorate General of Ministry of Education and Culture, conducts continuous supervisions of quality control to both Public University and Private University, in attempt to prepare them for international work field. These two systems of bureaucracy (Public and Private), along with their own distinctive policies and instruments, may negotiate their own quality and strategy in producing good quality and quantity of graduates. Efforts given by a private university in region III of special region of Jakarta to produce graduates with national and international standard are encountered with some issues existing in various degrees. These degrees of issues can actually be anticipated by the leaders of a private university especially that in the region III of special region of Jakarta with various policies.

The encountered challenges and expected results can be quite high. Hence, there is a need of solution that makes it possible for that private university to be able to overcome the issues.

A theory proposed by Yukl (1996) explains that the condition in the field can determine leadership behavior which gives the direction for the performance of the staff. In relation to the place or condition, Bass (1981) summarizes the influence of leadership in regard to individual characteristics, behavior, influence on others, interaction pattern, role relationship, and people perception towards authority and influence.

The performance of lectures is an initial apparatus for a successful achievement of purpose of a university. This includes the private university and its graduates that are expected to be able to give a breakthrough in labor field market in international level without disregarding a well-established character and personality.

Based on the above explanations, the writers are motivated to conduct research on the performance of permanent lecturers of a private university in region III of special region of Jakarta by focusing on the leadership behavior, organizational climate, intrinsic motivation and engagement as the mediating variables.

II. LITERATURE REVIEW AND HYPOTHESES

1. Leadership Behavior

Leadership behavior is an important activity in an organization, but to find and become a leader who is able to bring any progress for the organization is not easy. This is also stated by Gordon (1991) that not every person can be an effective leader in an organization. An effective leader is a leader whose members can feel that their needs are fulfilled either it is a need of work, motivation, recreation, health, clothes, food, places or other kinds of needs that they deserve to get. This means that all the employees' needs are well-fulfilled. Such situation describes a positive relationship between the leader and all members of the organization. According to Boles (1980), leadership can be defined as follows: "Leadership is a process, or series of actions, in with one or more persons exert influence, authority, or power over one or more other in moving in social system toward one or more of our primary system goals".

The social system meant by Boles is the fulfillment of needs, productivity, innovation and maintenance of a social system organization. Meanwhile, According to Winardi (1999), leadership is defined as "a relationship in which one person who is the leader may influence others to cooperate voluntarily in attempt to achieve the leader's desired outcome". Terry (1998), further, expresses that "leadership is an activity of influencing others so that they try to achieve the group's purposes". According to Uchyana (1975) the definition of leadership is given certain limitations as follows: "leadership shows someone's activity process in leading, guiding, influencing, or controlling others' mind, feeling, or behavior". From the above various perspectives on leadership, in general, there is a notion that leadership is still focused on the personality figure of a leader. However, according to Hersey and Blanchard (1993), which is then developed later by Wirawan (2002), leadership is more specifically defined. It is said that leadership style as a behavioral pattern of a leader in influencing the followers. Behavioral pattern is not seen from a static viewpoint but from a dynamic viewpoint. This is because someone's leadership style can change and it is dependent on the followers and situations. Further, Wirawan (2002) says that leadership style is a collection of several leadership behaviors, they are: (a) behavior of analyzing characteristics; (b) behavior of choosing and using authority; (c) behavior of choosing and using influencing technique; (d) behavior of using personal characteristics; (e) behavior of analyzing the results of influencing; and (f) behavior of evaluating the leadership results. However, leadership is not only related to the style performed by the leader as there is not any single leadership style that can be applied consistently in various organizational situations. Therefore, the application of leadership styles is no more than an issue of leadership ability in treating all levels of personnel humanely, such that all available tasks can be realized on time and has a quality that is complied with the standard set.

In an educational institution, leadership is an extremely essential element as explained by Peters and Austin (1985) that every institution needs to have a leader who has vision and mission, holds a close relationship with the students, has a broad perspective and innovative breakthrough, is familiar, and has a high level of working spirit. Results of a leadership in a university will be clearly seen in how the leader determines/makes a decision using the viewpoint of fundamental policies consideration in a decision making, the working behavior benchmark and standard benchmark in conducting supervision.

The behavior of a university leader in managing the organization effectively is by conducting an active role in staff development activities, teaching performance improvements, leadership performances, direct

teachings to lecturers, convincing the idea that the lecturers' performance in the classroom is evaluated, and being able to be an effective leading figure. An instructional leader is encouraged to have an ability to professionally move everyone in the institution, especially those in the private university. Still in regard to the educational leadership, Collons (1995) proposes characteristics or features of a leader, which consist of: (a) ability to communicate, (b) ability to solve problems, (c) awareness of needs, (d) flexibility, (e) intelligence, (f) responsibility, (g) social skills, and (h) self- and environmental- awareness. Discussing the theory of leadership behavior, we inextricably cannot omit discussing the contingency leadership theory and situational leadership theory which generate the Fiedler (1965) model with 3 critical indicators: authority, structure, and relationship between leaders and their subordinates.

The measurement of leadership behavior variables is based on the theory proposed by Greenleaf (1999), that cover: (a) listening behavior, (b) empathy behavior, (c) healing behavior, (d) awareness behavior, (e) persuasive behavior, (f) conceptualization behavior, (g) forecasting ability behavior, (h) serving ability behavior, (i) commitment to human development behavior, and (j) building/empowering behavior.

2. Organizational Climate

Work climate in an organization is a circumstance that exists in an organization which is created by prevailing interpersonal relationship. This relationship pattern is sourced from the relationship between the lecturers or maybe between the lecturers and the head of department/dean/rector or otherwise the relationship between the head of department/dean/rector and the lecturers. The relationship pattern between the lecturers and the head of department/dean/rector constructs a new type of leadership style which is applied by the head of department/dean/rector in undergoing their leadership functions. The most important subsystem of an organization is the human subsystem. This is because the success or failure of an organization in achieving its purpose and maintaining its existence is mostly determined by the human factor. Therefore, in conducting their activities, humans who work in that organization have to be compensated with various stimuli and facilities which can improve the work need and desire.

Hoy and Miskel (2001) express that there is a behavior in each organization has a function that is not simple since inside it there are some individual needs and organizational purposes that want to be achieved together. The relationships among the elements inside it are highly dynamic, they bring with themselves unique behaviors from their home characterized with a range of unique symbol, value, and motivation.

Next, Hersey and Blanchard (1998) remark that activities completed by humans can run well if the situation and condition are supportive and make the activities to be undergone possibly well. Hence, it can be concluded that the condition of the working district and work climate in an organization has to be created as such, so that the lecturers feel comfortable in doing their main jobs and functions. A supporting district or climate will push the lecturers to perform more optimally in accordance with their interest and ability. According to Theodore (1996), a less supportive working district such as the physical condition of the work and imbalance relationship between lecturers contributes to the bad performance. Meanwhile, Davis and Newstrom (1996) remark that organizational climate is one human district where the lecturers can do their jobs. Robe Stringer (1984) states that work climate is a collection of people's perceptions in the district where they work. Thus, this research shall then employ the indicators of organizational climate as what is stated by Hoy and Miskel (2001), which comprise: supportive, directive, restrictive, collegial, intimate, and disengaged. These indicators form various types of work climates which are: open climate, engaged climate, disengaged climate, and closed climate.

3. Intrinsic Motivation

Simply, Hersey and Blanchard (1995) posit that motivation is a willingness to do something, while motive is a need, willingness, encouragement, or impulse. Robbins (2001) defines motivation as "The process that account for an individual's intensity, direction, and persistence of effort toward attaining a goal". Based on various research findings on motivation, there are many kinds of theories about human that can be developed and motivation is suggested to be a complex phenomenon, which characteristically differentiates humans from other creatures. Stoner (1982) classifies several motivation theories into 3 categories, they are: (a) content theory, (b) process theory, and (c) reinforcement theory.

- a. Content theory: focuses on "what" motivation is, emphasizes on the importance of recognizing a factor inside an individual which drives them to act. This theory attempts to satisfy kinds of needs that make humans to act.
- b. Process theory: focuses on the "how" and "in what purpose" an individual motivates and is motivated.

- c. Reinforcement theory: emphasizes on techniques of studying behavior. It emphasizes on how the actions that were taken in the past influence the actions that are about to be taken in a learning process cycle.

In this sense, content theory consists of (1) Intrinsic Motivation Theory (Herzberg); (2) Three McClelland Social Motives; (3) Performance Motive from Hermans; (4) Hierarchical Needs Theory A. Maslow; and (5) ERG Theory (Aldefefer).

4. Engagement

According to Saks (2006), engagement is building a different and unique self which consists of cognitive, emotional, and behavioral components that are related to the individual performance role. One thing noted by Crainer (2009) is that engagement has come into a popular term, but is defined in many ways, he remarks that engagement is differently discussed as a self-commitment, work commitment or engagement. Kahn (1990) is one of the first people to propose the engagement concept. He defines engagement as a self-entity who puts himself as a member of an organization to play his/her role, and the individual engagement employs and reveals physical, cognition, and emotion that consistently play a role in working. Robinson et al. (2004) considers engagement as a positive attitude had by the staff toward organization and its value. In regard to the understanding engagement, Fleming and Asplund (2007) state that it is an ability to hold heart, mind, and soul of the staff of the organization in order to fix intrinsic willingness and passion to achieve a certain goal. Schaufeli et al. (2002) defines engagement as a positive thought in completing tasks that is related to mind and accompanied with spirit, dedication, and involvement. This research then employs the engagement theory developed by Harter (2002) and Gibbons (2006) of which indicators are the (a) readiness to dedicate oneself to the job, (b) ability to think about new things to work more (c), spirit in completing the task. Eagerness with the following indicators: (a) eagerness to motivate oneself to achieve success, (b) eagerness to work hard or extra hard, (c) effort to improve work performance without expecting for return. Last, pride with the following indicators (a) work as the source of self pride, (b) work is conducted completely and totally, (c) pride when bestowing one's soul to the work.

5. Performance

Vision and mission of an organization is the fundamental benchmark to achieve purposes of the organization. In the organization of higher education or University, one of the fundamental benchmarks to achieve the purposes of the organization lies on the lecturers' hands. Therefore, the performance of lecturers in each private university is highly required in order to achieve the purpose of the organization. Performance is defined by Hadari (2003) using a work term is a result of completing a task either it is physical or material or non-physical or immaterial. Performance is also understood as work achievement or work results (work demonstration). The assessment used for performance of each member of staff highly relates to the work ability of that person in completing tasks given to him. For example, talking about the performance of lecturers cannot be separated from the quality of the lecturers themselves.

It is a plus point for educational subject who has a degree of importance within the educational subject himself as the main/first user of the educational results while parents as the second user, laboring market as the third user, and lecturer or staff as the person who involves in that education himself, who is the actual user of that educational subject himself. According to a proposal made by Sanusi (1987), the term quality substantively covers 2 main things: feature and level/rank. Feature is something that explains the condition of a thing and level shows its position in a scale. Hence, lecturers' performance is the lecturers' ability to do their jobs or tasks in completing their duty. This is mainly applicable in conducting the Tri Dharma University or the "Three Principles of Higher Education".

6. Hypotheses

The hypotheses to be tested in this research are:

- H1: Leadership Behavior significantly influences Organizational Climate
- H2: Leadership Behavior significantly influences Intrinsic Motivation
- H3: Leadership Behavior significantly influences Engagement
- H4: Leadership Behavior significantly influences Lecturers' Performance
- H5: Organizational Climate significantly influences Intrinsic Motivation
- H6: Organizational Climate significantly influences Engagement
- H7: Organizational Climate significantly influences Lecturers' Performance
- H8: Intrinsic Motivation significantly influences Engagement
- H9: Intrinsic Motivation significantly influences Lecturers' Performance
- H10: Engagement significantly influences Lecturers' Performance

III. RESEARCH METHODS

In this research, a quantitative approach is conducted using a means of analysis called Generalized Structured Component Analysis (GSCA) proposed by Hwang and Takane in 2004. This research is conducted in 3 universities named Trisakti University, Tarumanegara University, and Gunadarma University and the research respondents are permanent lecturers from the Faculty of Economics of each university. Questionnaires are then distributed to the lecturers with the following allocation as such: Trisakti University as many as 50 questionnaires, Tarumanegara University as many as 50 questionnaires, and Gunadarma University as many as 50 questionnaires. For the data collection process, this research employs the Likert Scale to measure someone's of group's behavior, opinion, and perception in regard to the social phenomena that have been specifically determined by the researchers previously.

IV. FINDINGS AND DISCUSSIONS

To ensure a high-quality product, diagrams and lettering MUST be either computer-drafted or drawn using India ink.

Table 1: Direct Influence of GSCA Model

Hypothesis	Influence between variables	Coefficient	P-Value	Description
H1	Leadership Behavior > Organizational Climate	0.694	0.000	Significant
H2	Leadership Behavior > Intrinsic Motivation	0.176	0.084	Insignificant
H3	Leadership Behavior >Engagement	0.148	0.003	Significant
H4	Leadership Behavior > Performance	0.010	0.930	Insignificant
H5	Organizational Climate > Intrinsic Motivation	0.175	0.204	Insignificant
H6	Organizational Climate >Engagement	0.614	0.000	Significant
H7	Organizational Climate > Performance	0.318	0.038	Significant
H8	Intrinsic Motivation >Engagement	0.026	0.643	Insignificant
H9	Intrinsic Motivation > Performance	-0.068	0.502	Insignificant
H10	Engagement > Performance	0.030	0.734	Insignificant

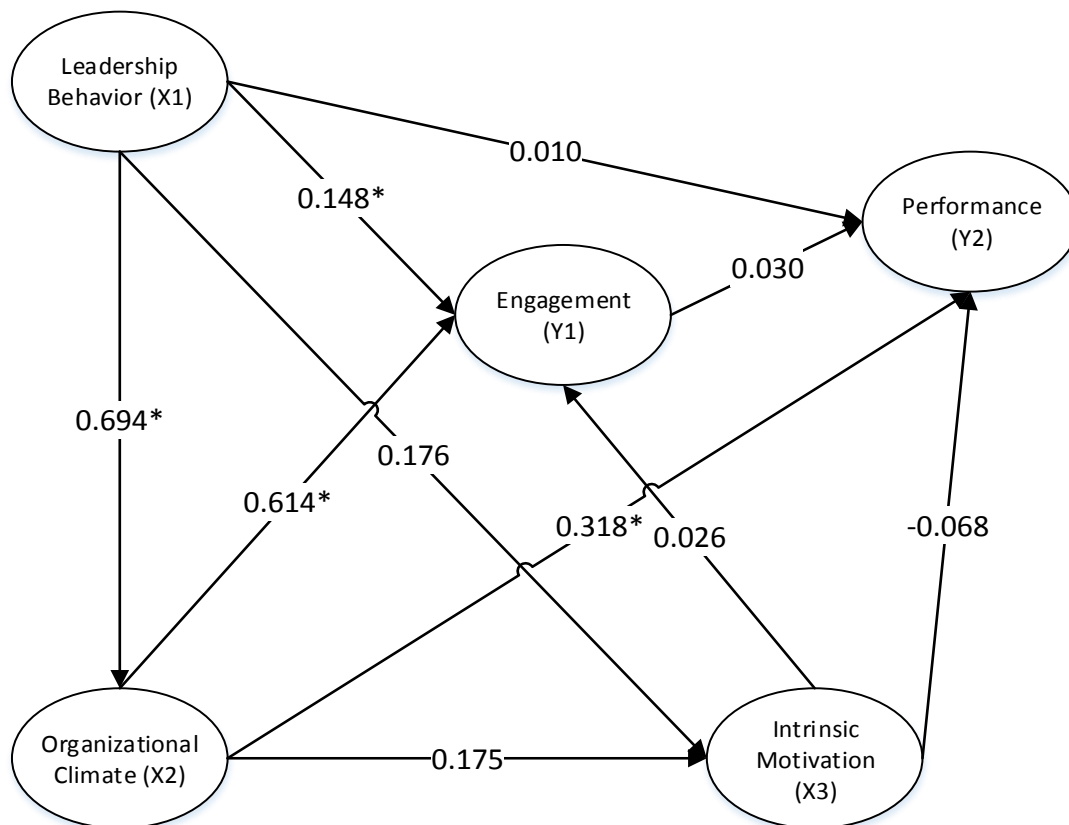


Figure 1. Diagram of the Results of Research Hypothesis Model

Structural Model testing results can be explained as follows:

- The coefficient number of the influence of the Leadership Behavior on the Organizational Climate was 0.694, with the t-test value of 16.927 and P-value of 0. Because t-test > t-table (16.927>1.98) and P-value < 0.05 (0<0.05), It can be concluded that the influence of the Leadership Behavior on Organizational Climate was significant. This means that the better the Leadership Behavior the better the Organizational Climate.

- b. The coefficient number of the influence of the Leadership Behavior on the Intrinsic Motivation was 0.176, with the t-test value of 1.743 and P-value of 0.084. Because $t\text{-test} < t\text{-table}$ ($1.743 < 1.98$) and $P\text{-value} > 0.05$ ($0.084 > 0.05$), It can be concluded that the influence of Leadership Behavior on Intrinsic Motivation was insignificant. This means that the better or worse the Leadership Behavior did not affect much on the Intrinsic Motivation.
- c. The coefficient number of the influence of the Leadership Behavior on the Engagement was 0.148, with the t-test value of 3.02 and P-value of 0.003. Because $t\text{-test} > t\text{-table}$ ($3.02 > 1.98$) and $P\text{-value} < 0.05$ ($0.003 < 0.05$), it can be concluded that the influence of the Leadership Behavior on the Engagement was significant. This means that the better the Leadership Behavior the better the Engagement.
- d. The coefficient number of the influence of the Leadership Behavior on the Lecturers' Performance was 0.01, with the t-test value of 0.088 and P-value of 0.93. Because $t\text{-test} < t\text{-table}$ ($0.088 < 1.98$) and $P\text{-value} > 0.05$ ($0.93 > 0.05$), it can be concluded that the influence of Leadership Behavior on the Lecturers' Performance was insignificant. This means that the better or worse the Leadership Behavior did not affect much on the Performance of Permanent Lecturers.
- e. The coefficient number of the influence of the Organizational Climate on the Intrinsic Motivation was 0.175, with the t-test value of 1.277 and P-value of 0.204. Because $t\text{-test} < t\text{-table}$ ($1.277 < 1.98$) and $P\text{-value} > 0.05$ ($0.204 > 0.05$), it can be concluded that the influence of Organizational Climate on the Intrinsic Motivation was insignificant. This means that the better or worse the Organizational Climate was not affect much on the Intrinsic Motivation.
- f. The coefficient number of the Organizational Climate on the Engagement was 0.614, with the t-test value of 10.586 and P-value of 0. Because $t\text{-test} > t\text{-table}$ ($10.586 > 1.98$) and $P\text{-value} < 0.05$ ($0 < 0.05$), it can be concluded that the influence of the Organizational Climate on the Engagement was significant. This means that the better the Organizational Climate the better the Engagement.
- g. The coefficient number of the Organizational Climate on the Lecturers' Performance was 0.318, with the t-test value of 2.092 and P-value of 0.038. Because $t\text{-test} > t\text{-table}$ ($2.092 > 1.98$) and $P\text{-value} < 0.05$ ($0.038 < 0.05$), it can be concluded that the influence of the Organizational Climate on the Lecturers' Performance was significant. This means that the better the Organizational Climate the better the Lecturers' Performance.
- h. The coefficient number of the Intrinsic Motivation on the Engagement was 0.026, with the t-test value of 0.464 and P-value of 0.643. Because $t\text{-test} < t\text{-table}$ ($0.464 < 1.98$) and $P\text{-value} > 0.05$ ($0.643 > 0.05$), it can be concluded that the influence of the Intrinsic Motivation on the Engagement was insignificant. This means that the better or worse the Intrinsic Motivation did not affect much on the Engagement.
- i. The coefficient number of the Intrinsic Motivation on the Lecturers' Performance was -0.068, with the t-test value of 0.673 and P-value of 0.502. Because $t\text{-test} < t\text{-table}$ ($0.673 < 1.98$) and $P\text{-value} > 0.05$ ($0.502 > 0.05$), it can be concluded that the influence of the Intrinsic Motivation on the Lecturers' Performance was insignificant. This means that the better or worse the Intrinsic Motivation did not affect much on the Permanent Lecturers' Performance.
- j. The coefficient number of the Engagement on the Lecturers' Performance was 0.03, with the t-test value of 0.341 and P-value of 0.734. Because $t\text{-test} < t\text{-table}$ ($0.341 < 1.98$) and $P\text{-value} > 0.05$ ($0.734 > 0.05$), it can be concluded that the influence of the Engagement on the Lecturers' Performance was insignificant. This means that the better or worse the Engagement did not affect much on the Permanent Lecturers' Performance.

The findings of this research gives significant contributions to the Permanent Lecturers of Private Universities in the Operates Region III Jakarta, especially regarding the influence of Leadership Behavior, Organizational Climate, Intrinsic Motivation, and Engagement on the Performance of Permanent Lecturers

- a. The result of this study showed that Leadership Behavior significantly influenced the Organizational Climate. This suggested the Leadership Behavior especially in the private universities to give examples and models to all the structural leaders as leaders as well as permanent lecturers through indicators such as listening, providing empathy, having a healing behavior, awareness behavior, persuasive behavior, conceptualization behavior, forecasting/predicting ability behavior, serving ability behavior, commitment to human growth and empowerment behavior, such that the leader in the entity of a private university has a conducive and prominent organizational climate in achieving the mission and vision.
- b. The result of this study showed that Leadership Behavior influenced the Intrinsic Motivation, although insignificantly. This is expected to be an input for leaders who also work as permanent lecturers of all levels in the private universities to apply leadership behavior optimally through indicators such as listening, providing empathy, having a healing behavior, awareness behavior, persuasive behavior, conceptualization behavior, forecasting/predicting ability behavior, serving ability behavior, commitment to human growth and empowerment behavior, in order that the private universities' leaders as well as permanent lecturers be

- more selective in recruiting permanent lecturers. This means that the intrinsic motivation aspect is prerequisite when the lecturer decides to be a permanent lecturer in the private university.
- c. The result of this study showed that the Leadership Behavior significantly influenced the Engagement. This is considered as a contribution for all leaders in the private universities, who also work as lecturers to positively improve their Leadership Behavior and dare to do innovations that give positive influences on the condition of Permanent Lecturers' Engagement., in order that the lecturers still have a high level of dedication, loyal to the private university where he works and holds a responsibility of all contributions that are done by the private university where the lecturer works.
 - d. The result of this study showed that the Leadership Behavior influenced the Performance of the Permanent Lecturers, although insignificantly. This is expected to be an input for leaders who also work as permanent lecturers of all levels in the private universities to apply leadership behavior optimally through indicators such as listening, providing empathy, having a healing behavior, awareness behavior, persuasive behavior, conceptualization behavior, forecasting/predicting ability behavior, serving ability behavior, commitment to human growth and empowerment behavior, in order that all the leaders who also work as lecturers in the private university can give models to all the lecturers in the private university as well as achieve the mission and vision of the private university. This being so, the university can have a maximum level of the Permanent Lecturers' Performance in compliance with the periodical certification assessment and can fulfill the "Three Principles of Higher Education" or Tridharma University.
 - e. The result of this study showed that the Organizational Climate influenced the Intrinsic Motivation, although insignificantly. This is expected to be an input for organizations in the university district to create a climate that is more conducive and caring to avoid things that make the permanent lecturers feel bounded to innovate as permanent lecturers in the university. This covers the aspect of supportive, collegial, intimate, directive, restrictive, and disengaged, such that the requirements explained in the recruitment process that a permanent lecturer shall have a strong Intrinsic Motivation without any intervention can be fulfilled in order to achieve the private universities' mission and vision.
 - f. The result of the study showed that Organizational Climate significantly influenced the Engagement level. This gives a contribution to the lecturers to initiate and maintain a more conducive Organizational Climate, in order to stimulate the improvement of the Engagement level.
 - g. The result of the study showed that the Organizational Climate significantly influenced the Performance of the Permanent Lecturers. This is expected to be an input for all the leaders in the university district, among them are the Head of Study Program who also works as a lecturer to be able to create an Organizational Climate through indicators such as supportive, collegial, intimate, directive, restrictive, and disengaged, so that the lecturers can have a positive Performance of Permanent Lecturers in achieving the "Three Principles of Higher Education" or Tridharma University as well as to fulfill the assessment criteria for lecturer certification.
 - h. The result of this study showed that Intrinsic Motivation insignificantly influence the Engagement level. This suggested that the lecturers were more aware that Intrinsic Motivation is not a main issue to determine the Engagement level toward the private university in which the lecturers work. This can be seen from the following indicators: need for achievement, need for affiliation, and need for power indicators, so it can be included that there is another factor to improve the Engagement level beside the Intrinsic Motivation.
 - i. The result of this study showed that Intrinsic Motivation insignificantly influenced the Lecturers' Performance. This suggested an idea that the Intrinsic Motivation was not the main determining factor in improving the Performance of Permanent Lecturers maximally. The indicators for this relationship are need for achievement, need for affiliation, and need for power indicators, so it can be concluded that the lecturers had the maximum Performance needed to fulfill the daily or periodical responsibility for lecturer certification by fulfilling the responsibilities stated in the "Three Principles of Higher Education", which was not only because the low level of Intrinsic Motivation but also another factor.
 - j. The result of this study showed that the Engagement insignificantly influenced the Permanent Lecturers' Performance. This showed that the Engagement as lecturers was not a determining factor to improve the Performance of Permanent Lecturers optimally. This can be seen from the indicators of Engagement: readiness, consent/willingness, and pride. This means that when a permanent lecturer has a high level of Performance it was determined but another factor outside the Engagement indicators in attempt to comply with the responsibilities stated in the "Three Principles of Higher Education".

V. CONCLUSION

Based on the results of the study explained above, the researchers found several suggestions that can be used as guidelines for higher education leaders, especially private universities and to develop knowledge for the permanent lecturers, researchers, even for the sake of Public University and Private University, The Indonesian Ministry of Education and Culture through the Operates Region of each province, it can be suggested that:

- a. There is a need of improvement in the lecturers recruitment system to fulfill the needs of private universities
- b. There is a need of review on the policies of the lecturers' prosperity

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