

The Influence of Commitment, Job Competency and Career Development towards Job Satisfaction and Its Implications on the Performance of the Maritime Colleges' Permanent Lecturers in Jakarta

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Abstract: This research background was the desire to improve the performance of the maritime colleges' permanent lecturers in Jakarta. the purpose of this study was to determine: the influence of commitment, job competence, career development independently (partially) or jointly (simultaneously) towards job satisfaction of permanent lecturers and, to determine the influence of commitment, job competence, career development and job satisfaction independently (partially) or jointly (simultaneously) as well as its implications on the performance of the maritime colleges' permanent lecturers in Jakarta. The Data analysis techniques in the analysis stages were descriptive analysis, normality test, homogeneity test, validity test, reliability test and structural equation modeling (SEM). The analysis using SEM computer program was linear structural relationship (LISREL). The results of the study were as follows: based on the t-value and F-value proved that the hypothesis stating that commitment, job competence, career development partially or simultaneously had positive and significant influence towards job satisfaction on permanent lecturers, if viewed from the contribution of each exogenous construct, the factor that required attention in order to improve lecturers job satisfaction was commitment factor. The commitment, job competence, career development and job satisfaction partially or simultaneously proved to have positive and significant influence on the performance of the permanent lecturers and when viewed from the contribution of each exogenous construct the factor that required attention in order to improve job satisfaction of the permanent lecturers was job satisfaction factor. The conclusion drawn was to improve the performance of the maritime colleges' permanent lecturers in Jakarta took strong commitment, adequate job competency and career development system run properly for maximum job satisfaction perceived by the permanent lecturers..

Keywords: Commitment, Job Competence, Career Development, Job Satisfaction, Performance, Permanent Lecturers.

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I. INTRODUCTION

According to the Center for Education and Training of Sea Transport as elder member in 2010, resulting in a finding on monitoring/researching on maritime college conducting education of Diploma III, Diploma IV majoring Nautical/Engineering that failure of Competency Exam for ANT-III (Deck) and ATT-III (Engine) caused by Permanent Lecturers performance.

Lecturer performance is a very important factor, because in the performance, there are essential elements in the form of functional and behavioral tasks. The functional tasks related to how well a lecturer completed the ins and outs of the job, especially the completion of the technical aspects of the job. While behavioral tasks related to how well the lecturer overcome conflict, manage time, and empower college students. Maximum performance of the lecturers is needed in a maritime college. However, based on preliminary surveys conducted, found mostly permanent lecturers work targets are not reached in accordance with management's expectations of maritime college. The low performance of permanent lecturers is shown from many complaints delivered by college students, especially in terms of teaching and learning process.

Based on the observations made, the low performance of lecturers is partly due to the low satisfaction of the lecturers. Job satisfaction is a feelings about the work that is the result positive emotional attitude, fun and loves his job. As stated by Umam (2010: 192) job satisfaction is an attitude (positive) of manpower to his work, which comes under the assessment of the employment situation. Similarly, according to the opinion of Robbins (2001:99) job satisfaction is defined as a person's positive of an evaluation of its characteristics. The existence of a high level of job satisfaction is owned by the lecturers, it will make them have positive feelings about the job.

Therefore lecturer job satisfaction is one of the important goals in the management of maritime colleges, because it will affect the performance resulting by the lecturer. The existence of a high level of job satisfaction is owned by the lecturer who works in the maritime college, making lecturer has positive feelings about the job and can affect his behavior. Good work habits that will create employment targets expected to be achieved optimally. Behavior and work performance are forms of performance creation. Thus the job satisfaction will affect the performance.

Considering the importance of performance inside of a college lecturer in maritime, and found a lot of factors that affect it, the writer raised the title of this study is: "The Influence of commitment, job competence and career development towards job satisfaction and its implications on the performance of the maritime colleges' permanent lecturers in Jakarta".

II. LITERATURE REVIEW

1. The permanent lecturers commitment influences towards job satisfaction.

The permanent lecturers commitment influences towards job satisfaction because the permanent lecturer commitment remains an important factor in the organization of the maritime college. With the strong and high commitment of lecturer will make a lecturer has a positive outlook to the institution where he teach places and has high consistency in positive behavior, therefore high commitment makes lecturer will work as closely as possible. Maximum work achieved by a lecturer is as a form of commitment to maritime college will cause self-satisfaction.

A strong commitment leads to the behavior of members in accordance with the organization's member organizations are expected as rare to absent, lower transfer to other organizations, and higher productivity (Umam, 2010:258). According to Quest quoted by Soekidjan, (2009:85) behavioral indicators of commitment can be seen in employees are:

- a. Adjustment efforts,
- b. Loyalty model,
- c. Actively support,
- d. Make personal sacrifices,

High commitment is the impact of job satisfaction that is felt by a lecturer. The existence of lecturer who has a strong commitment to make a lecturer has a positive outlook to the institution where he teaches and has a high consistency in positive behavior.

2. The permanent lecturers job competence influences towards job satisfaction

Competence or ability is a combination of knowledge, skills, values and attitudes reflected in the habits of thinking and acting (in Mulyasa Gordon, 2002:34). Appreciation of the of human resource job competence is necessary because it will affect the effectiveness of business activities (Schuller and Jackson, 2006:134). Valued human resources will work wholeheartedly to provide the best for the organization.

Through extensive research, Hart in Riyanto (2004:70) found 15 elements in the competence of employees, namely:

1. The performance orientation
2. The analytical thinking
3. To have ability in an uncertainty condition
4. Decision making
5. Leadership
6. Networking
7. verbal communication
8. Self stimuli and initiative
9. Persuasive
10. Planning and organizing
11. self awareness and self development
12. Teamwork
13. Levels of knowledge and skills
14. Written communication

According to Mathis and Jackson (2005: 241), competency is a base characteristic that correlation of individual or team performance achievement. Job competencies are the basic characteristics that may be associated with increased performance of individual employee or team. Grouping job competence (knowledge) consists of knowledge, skills, and abilities.

3. The Permanent lecturers career development influences towards job satisfaction

The Permanent lecturers career development influences towards job satisfaction as a very important career development program for the lecturers who are in the maritime college. Career development is defined as the process of improving the ability of an employee that implemented to realize the career planning

(Hadari Nawawi, 2008). Career development indicators by Wahyudi (2006:162), they are:

- a. Assessment and Evaluation
- b. Job Performance
- c. Educational Background
- d. Training Experience
- e. Work Experience
- f. Loyalty to the company

4. Commitment, job competence and career development on the Permanent lecturers simultaneously influence towards job satisfaction.

Job satisfaction is basically something that is individual. Each individual has a different level of satisfaction. The more aspects of the work in accordance with the individual are the higher level of satisfaction felt by the individual. Similarly, the existing lecturers in the maritime college, job satisfaction of the lecturers are influenced by several factors.

Job satisfaction is a positive emotional attitude, fun and loves her job. As stated by Umam (2010: 192) job satisfaction is an attitude (positive) manpower to his work, which comes under the assessment of the employment situation. Independent variables of job satisfaction are the elements that lead to employment or affect job satisfaction according to Robbins (2001: 132) consists of:

- a. The work itself
- b. Wage and promotion
- c. working conditions
- d. Peers and superiors
- e. Correspondence between work and personality

5. The Permanent lecturers commitment influences towards performance of Permanent lecturers
The existence of a strong commitment to work will impact higher. The higher performance is a form of existence of job satisfaction. On the contrary, lack of commitment will affect job dissatisfaction. So it can be said that the existence of job dissatisfaction can be based by low commitment that will have implications for the performance.

Commitment is defined as a strong acceptance within the individual towards goals and values of the organization, so that the individual will strive and work and have a strong desire to remain in the organization (Umam, 2010:259).

6. The Permanent lecturers job competence influences the performance of Permanent lecturers
Ability is defined as the knowledge and skills mastered by someone who has become part of him, so he can do the behaviors of cognitive, affective and psychomotor as well as possible.

Ability can also be interpreted as the mastery of a task, skill, attitude, and appreciation required for the success. So it can be said that the ability includes tasks, skills, attitudes and appreciation owned by an employee to be able to carry out tasks in his job.

Competence is as the existing capacity of the person who can make a person able to fulfill what is required by the job in an organization so that the organization is able to achieve the expected results (Hutapea et al, 2008:4). All kinds of job competence in non-academic areas are the ability to generate innovative ideas, management skills, speed of learning networks, successfully predicting the performance of individual employees in their work. According to Werther (2006:299): "Competency is a capability perspective and people knowledge, especially to impact on the ability for a business in need via minimize cost and optimalization services to customers more for less".

By Spencer & Spencer, (2003:83), Competency define as people based characteristic and implication on job effectiveness. Job competencies can be divided into two (2) categories "threshold" and "differentiating" according to employee performance used to predict job performance of employees. namely:

- a. Threshold competencies
- b. Differentiating competencies

7. The Permanent lecturers career development influences the performance of permanent lecturers
Career development is defined as the process of improving the ability of an employee implemented to realize the career planning (Hadari Nawawi, 2008).

Starting from this definition, the purpose of career development is to realize the organization's activities in assisting the employee perform an analysis of the capabilities and interests, in order to adapt to their needs, to develop themselves in an attempt to improve the ability required in line with the organization requirements, in giving opportunities for employees to fill the positions in the organizational structure.

8. The Permanent lecturers job satisfaction influences the performance of Permanent lecturers
The more high the job satisfaction of the lecturers will be the more opportunities in career advancement. This is in accordance with the opinion of Moekijat (2005: 36) which states that:

"In the implementation of responsibilities of career development should be accepted rather than promotion to a higher position, but a successful career of an employee progress in work, a sense of satisfaction in every job entrusted by the organization"

Furthermore Robbins (2001:177) also noted the impact of the sense of dissatisfaction of an employee which is divided into four, namely exit, voice, loyalty, and neglect. Exit behavior and neglect affect the performance of the company in general, namely productivity, absenteeism, and resignation. While voice and loyalty leads to attitudes and behaviors that are constructive, such as trying to develop a pleasant working conditions, or wait for improved conditions for the existence of trust and loyalty to the company.

While job satisfaction itself is actually a reflection of the attitude of employees towards work and its environment, can be measured by looking at aspects of the job such in Minnesota Satisfaction Questionnaire (MSQ) is described as an aspect of work activity, independence, diversity, social status, human relations from superiors, superiors technical skills, moral values, security, social services, authority, ability utilization, compensation, company policies, promotion, responsibility, creativity, working conditions, co-workers, recognition, and pride.

9. Commitment, job competence, career development and job satisfaction of the permanent lecturers simultaneously influence towards the performance of Permanent lecturers Performance can be defined as the level of success in the task as well as the ability to achieve the intended purpose. This is in accordance with the opinion of Umam (2010:16) states that performance is a record of the effects produced on a job function or activity for a certain period associated with organizational goals. Employee performance is defined as the work of an employee, a management process or an organization as a whole, in which the work must be shown proof in a concrete and measurable. (compared to the standard that has been determined according to the results of the work).

Mangkunagara (2005:67) defines employee performance as follows: "Employee performance is a result of the quality and quantity of work is achieved by an employee in carrying out their duties in accordance with the responsibilities assigned to him". While Bernardin and Russel (2003:397), say that "the performance of an employee depends on the ability, work effort and job opportunities can be judged from the output". Timpe (2005:112), suggests that the performance of the employee (job performance) is: "The level of performance of the individual employee, the desired outcome of individual behavior.

Every maritime college in Jakarta always wants a better work from the permanent lecturers, so the maritime colleges in Jakarta always review the performance / work achievement of the permanent lecturers to be able to fix it if there is a lecturer who commit an error or deviation from the work .

It is likely that the positive relationship between high achievement motive and performance achievement. High achievement motive is an urge within the permanent lecturers to perform an activity / task as well as possible to be able to achieve the performance of permanent lecturers with the predicate praiseworthy.

III. METHODOLOGY

Conceptual Framework

Based on the above statement, the writer constructs a temporary response that is formulated in the following hypothesis:

- Hypothesis 1
There is influence of the permanent lecturers commitment towards job satisfaction
- Hypothesis 2
There is influence of the permanent lecturers job competence towards job satisfaction
- Hypothesis 3
There is influence of the permanent lecturers career development towards job satisfaction
- Hypothesis 4
There is influence of commitment, job competence and career development working of the permanent lecturers simultaneously towards job satisfaction
- Hypothesis 5
There is influence of the permanent lecturers commitment towards the performance of permanent lecturers
- Hypothesis 6
There is influence of the permanent lecturers job competence towards the performance of permanent lecturers
- Hypothesis 7
There is influence of the permanent lecturers career development towards the performance of permanent lecturers
- Hypothesis 8
There is influence of the permanent lecturers job satisfaction towards the performance of permanent lecturers

- Hypothesis 9
There is influence of commitment, job competence, career development, and job satisfaction of the permanent lecturers simultaneously towards the performance of Permanent lecturers

IV. ANALYSIS AND DISCUSSION

Table. 1 Validity Test of Commitment Formation Variable

Variable	Standarized Loading Factors $\geq 0,50$	Significancy
2ndCFA Commitment		
K1	0,80	Significant
K2	0,92	Significant
K3	0,86	Significant
K4	0,75	Signifikan

Table. 2 Validity Test of Job Competence Formation Variable

Variable	Standarized Loading Factors $\geq 0,50$	Significant
2ndCFA Job Competence		
K1	0,91	Significant
K2	0,94	Significant
K3	0,90	Significant

Table. 3 Validity Test of Career Development Formation Variable

Variable	Standarized Loading Factors $\geq 0,50$	Significance
2ndCFA Career Development		
K1	0,86	Significant
K2	0,84	Significant
K3	0,90	Significant

Table 4 Validity Test of Job Satisfaction Formation Variable

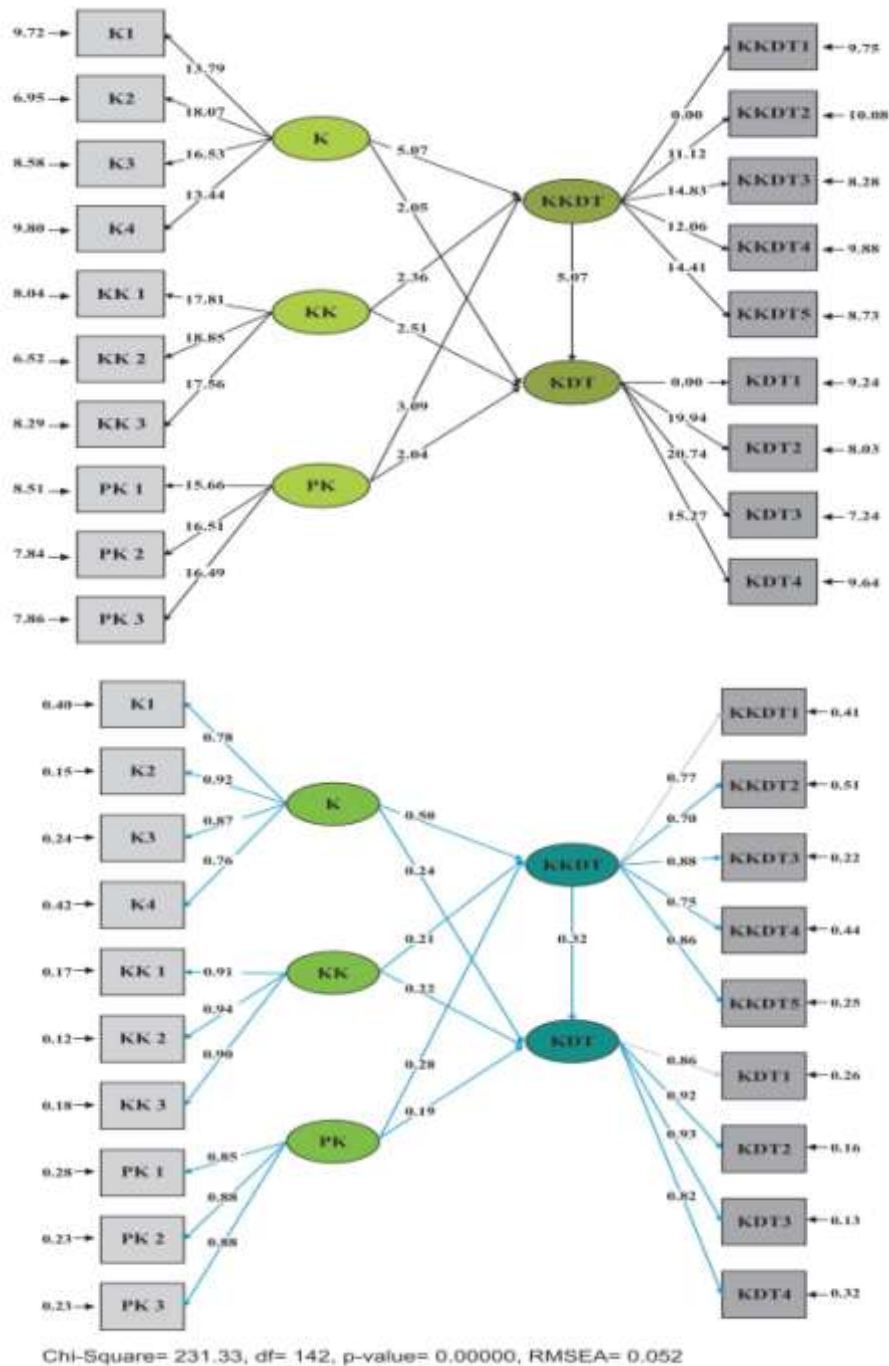
Variable	Standarized Loading Factors $\geq 0,50$	Significance
2ndCFA Job Satisfaction		
KKDT1	0,77	Significant
KKDT2	0,73	Significant
KKDT3	0,88	Significant
KKDT4	0,75	Significant
KKDT5	0,86	Significant

Table 5 Validity Test of Lecturer Performance Formation Variable

Variable	Standarized Loading Factors $\geq 0,50$	Significance
2ndCFA Performance		
KDT1	0,86	Significant
KDT2	0,93	Significant

KDT3	0,93	Significant
KDT4	0,81	Significant

Structural Model Test



If seen all of the estimated value of Goodness of Fit Structural Model has good value, so that the overall conclusion that estimated structural model is acceptable, so that relationship can be said as various construct to the variables is structural relationships. GOF evaluation of the proposed research model can be seen in the following table:

Table 6 The result of Goodness of Fit Model Structural

Model Accuracy Index	Expected Range	Model Index	Description
Chi-Square P ≥ 0,05	Small value or Can be accepted if P ≥ 0,05	231,33 0,00000	Chi-Square table 140,169 Good and acceptable
GFI	≥ 0,90	0,90	Good
RMSEA	≤ 0,05	0,042	Good
RMR	≤ 0,05	0,030	Good
CFI	≥ 0,90	0,99	Good
IFI	≥ 0,90	0,99	Good
TLI/NNFI	≥ 0,90	0,99	Good
NFI	≥ 0,90	0,99	Good
AGFI	≥ 0,90	0,97	Good

Table 7 Summary of Hypothesis Test

Hypothesis	Path	Correlation	Description
H ₁	Commitment → Job Satisfaction	0,50	accept H ₁
H ₂	Job Competence → Job Satisfaction	0,21	accept H ₂
H ₃	Career Development → Job Satisfaction	0,28	accept H ₃
H ₄	Commitment, Job Competence and Career Development → Job Satisfaction	0,938	accept H ₄
H ₅	Commitment → Performance	0,24	accept H ₅
H ₆	Competence → Performance	0,22	accept H ₆
H ₇	Career Development → Performance	0,19	accept H ₇
H ₈	Job Satisfaction → Performance	0,32	accept H ₈
H ₉	Commitment, Job Competence, Career Development, and Job Satisfaction → Performance	0,921	accept H ₉

Table 8 Summary of Evaluation of Structural Model Coefficients and Relation to the Research Hypothesis

No	Description	Estimation	R ²	Conclusion
1	Influence of Commitment towards job satisfaction on permanent lecturers	0,50	0,25	Significant H ₁ accepted, H ₀ not accepted
2	Influence of Job competence towards job satisfaction on permanent lecturers	0,21	0,044	Significant H ₂ accepted, H ₀ not accepted
3	Influence of Career development towards job satisfaction on permanent lecturers	0,28	0,078	Significant H ₃ accepted, H ₀ not accepted
4	Influence of Commitment, job competence, and career developmentsimultaneously towards job satisfaction on permanent lecturers	0,938	0,88	Significant H ₄ accepted, H ₀ not accepted
5	Influence of Commitment towards performance on permanent lecturers	0,24	0,057	Significant H ₅ accepted, H ₀ not accepted
6	Influence of Job competence towards performance on permanent lecturers	0,22	0,048	Significant H ₆ accepted, H ₀ not accepted
7	Influence of career development towards performance on permanent lecturers	0,19	0,036	Significant H ₇ accepted, H ₀ not accepted
8	Influence of job satisfaction towards performance on permanent lecturers	0,32	0,102	Significant H ₈ accepted,

				H ₀ not accepted
9	Influence of commitment, job competence, career development and job satisfaction simultaneously towards performance on permanent lecturers	0,921	0,85	Significant H ₀ accepted, H ₀ not accepted

Table 9 Structural Equation on Job Satisfaction

Table 10 Structural Equation on Performance

For the first endogenous variable is job satisfaction appeared to be significantly influenced by the commitment and job competence and career development. Three variables contribute to job satisfaction by 88% so there is still a 12% other factors that influence job satisfaction.

The second endogenous variables, namely the performance appeared to be significantly influenced by the factors of job satisfaction, commitment and job competence and career development. The fourth contribution of these variables on the performance by 85%, so there is still 15% of other factors that influences performance.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Commitment proved positive and significant influence towards job satisfaction on the Permanent lecturers with the acquisition of 5.07 t-value > t table 2.021, the most dominant dimension in influencing commitment was to emulate loyalty dimension and weight 18.07. The most influential indicator was to maintain the good name of the college, and the regression value of 0.50 and a coefficient of determination of 0.25 which indicated that commitment contributed 25% of the Permanent lecturers on job satisfaction improvement.

Job competence proved positive and significant influence towards job satisfaction on the permanent lecturers, with the acquisition value of 2.36 t-value > t table 2.021, the most dominant dimension in influencing job competence was skill dimension and weight 18.85. The most influential indicator was to uphold the professionalism of teaching, and the regression value of 0.21 and a coefficient of determination equal to 0.044 indicating that the job competence contributed 4% of job satisfaction improvement on the permanent lecturers.

Career development proved positive and significant influence towards job satisfaction on the permanent lecturers, with the acquisition value of 3.09 t-value > t table 2.021, the most dominant dimension in influencing career development was the dimension of the educational background and experience with weight 16.51. The most influential indicator was education level, and the regression value of 0.28 and a coefficient of determination of 0.078 which suggested that career development contributed 7.8% of job satisfaction improvement on the permanent lecturers.

Commitment, job competence and career development simultaneously proved positive and significant influence towards job satisfaction on the permanent lecturers, with the acquisition of 77.1 F count > F table 3.88 with coefficient of determination of 0.88, which showed that commitment, job competence and career development contributed 88% of job satisfaction improvement on the Permanent lecturers. While the most dominant variable influencing was commitment to the value of regression was 0.50, with the acquisition of t value 5.07 > 2.021, the most dominant dimension influencing commitment was loyalty model dimension and weight 18.07, with the most influential indicator was keeping the good name of college parties.

Commitment proved positive and significant influence towards performance on the Permanent lecturers, with the acquisition value of 2.05 t value > t table 2.021, the most dominant dimension in influencing commitment was loyalty model dimension and weight 18.07. The most influential indicator was to maintain the

good name of the college, and the regression value of 0.24 and a coefficient of determination of 0.057 which showed that the commitment contributed 5.7% to performance improvement on the permanent lecturers.

Competence proved positive and significant influence towards performance on the permanent lecturers, with the acquisition value of 2.51 $t > t$ table 2.021, the most dominant dimension in influencing job competence was skill dimension and weight 18.85. The most influential indicator was to uphold the professionalism of teaching, and the regression value of 0.22 and a coefficient of determination equals to 0.048 indicating that job competence contributed 4.8% of performance improvement on the Permanent lecturers.

Career development proved positive and significant influence towards performance on the permanent lecturers, with the acquisition of 2.04 t value $> t$ table 2.021, the most dominant dimension in influencing career development was the dimension of the educational background and experience with weight 16.51. The most influential indicator was level of education, and the regression value of 0.19 and a coefficient of determination of 0.0361 which suggested that career development contributed 3.61% of performance improvement on the Permanent lecturers.

Job satisfaction proved positive and significant influence towards performance on the permanent lecturers, with the acquisition of 2.37 t value $> t$ table 2.021, the most dominant dimension in influencing was support dimension with weight 14.83. The most influential indicator was family support, and the regression value of 0.32 and a coefficient of determination of 0.102 which indicated that job satisfaction contributed 10.2% of performance improvement on the permanent lecturers.

Commitment, job competence, career development and job satisfaction simultaneously proved positive and significant influence towards performance on the permanent lecturers, with the acquisition of 42.5 F count $> F$ table 3.88, with a coefficient of determination value of 0.85 which indicated that commitment, job competence and career development contributed 85% of the performance improvement on the permanent lecturers. While the most dominant variable influencing performance on the permanent lecturers was job satisfaction with regression value of 0.32 with t count 2.37 t value $> t$ table 2.021 and the dimensions of the most dominant dimension in influencing job satisfaction was support dimension and weight 14.83, with the most influential indicator was family support.

B. Suggestions

Theoretical suggestions:

1. Commitments related to job satisfaction as the dominant factor influencing, the lecturers's commitment must be maintained primarily seeks to emulate loyalty with respect all the decisions of college, proud to be a college lecturers in the workplace, develop interpersonal relationships with superiors, maintain the good name of the college in teaching workplace, try to teach well to keep the image of the college.
2. Performance related to job satisfaction as the dominant factor influencing, should receive the most attention. Lecturers job satisfaction can be increased because of the support from family, support from college staff, appreciated and respected by head of college, support from fellow lecturers, get the solution of problems encountered from teachers, but other factors need attention such as involvement in decision making, reward, compliance with employment personality, the nature of the work itself.

Practical suggestions:

1. The research was conducted at the maritime college Permanent lecturers, is only one element of Tri Dharma of Higher Education is an element of education and teaching, so that another person or other maritime colleges can do research on the performance of Permanent lecturers in the elements of research and community service.
2. Many other factors that influence the performance of the permanent lecturers in addition to the variables in this study, such as leadership, decision-making, motivation, lecturers compensation, and other factors to be investigated further, there may be other factors other than those in this study have a dominant influence to improve the performance of the permanent lecturers of maritime colleges in Jakarta.
3. The results could also be applied to other maritime colleges, such as the level of maritime colleges and polytechnic colleges, private or state. Therefore, this research is expected to continue with a different object, so that the benefits of this research will be more extensive.
4. The research was only conducted in the maritime colleges in Jakarta, that also further research can be conducted in the location of the other provinces in Indonesia.

Managerial implications

Based on the analysis of structural models through hypothesis testing managerial implications of the study can be used as follows:

1. The permanent lecturers job satisfaction will increase if they have a high commitment, while the lecturers's commitment will increase as they attempt to imitate loyalty, follow and execute all policies, respect all

leadership decisions, accept and carry out important policies, be proud to be a lecturers, develop interpersonal relationships, maintain the good name, try to teach well at maritime college. Another thing that needs to be done to increase the commitment is to do the adjustment, support actively and self-sacrificing.

2. Job satisfaction increases when lecturers have high job competence, while job competence can be increased if they have the skill to be able to deftly control the unfortunate circumstances, have power to face problems during teaching, improve skills for teaching, seek feedback in the face of constraints in teaching, uphold professionalism during teaching. Another thing that needs to be done in improving the job competence of the permanent lecturers is to increase knowledge and skills.
3. The Permanent lecturers job satisfaction will increase when lecturers gain a clear career development, while career development of lecturers can be increased by improving the educational background and experience through improving education of the permanent lecturers to a higher level, improving the experience as a lecturer, a sense of hope to better position in workplace. Other things that need to be done in improving lecturers career development are assessment improvement and evaluation as well as loyalty.
4. Commitment, job competence and career development influence on job satisfaction, commitment has the greatest influence towards job satisfaction on the permanent lecturers. So the commitment needs to be a major concern, whereas the lecturers's commitment will increase if they attempt to emulate loyalty, follow and execute all policies, respect all leadership decisions, accept and carry out important policies, be proud to be a lecturers, develop interpersonal relationships, maintain the good name, try to teach well at maritime college. Another thing that needs to be done to increase the commitment is to do the adjustment, and actively supports the self-sacrificing. Although the work competency and career development are not the main things in achieving job satisfaction when viewed simultaneously, things related to job satisfaction than job competence and commitment are the career development needs attention by colleges, among others, such as knowledge improvement, skills and abilities, making an assessment and evaluation for lecturers career development, and others.
5. The permanent lecturers performance will improve if they have a high commitment, while the lecturers's commitment will increase if they try to emulate loyalty, follow and execute all policies, respect all leadership decisions, accept and carry out important policies, be proud to be a lecturers, develop interpersonal relationships, maintain good name, try to teach well at maritime college. Other things that need to be done to increase the commitment are to do the adjustment, actively support and self-sacrificing.
6. The permanent lecturers performance will improve if lecturers have high job competence, while job competence will improve if they have skills to deftly control the unfortunate circumstances, have the power to face problems during teaching, improve skills for teaching, seek feedback in facing obstacles in teaching, respect for the professionalism of teaching. Another thing that needs to be done in improving job competence on the permanent lecturers is to improve knowledge and skills.
7. The permanent lecturers performance will improve if lecturers gain a clear career development, career development can be increased by improving the educational background and experience through improving education to a higher level, improving the experience as a lecturer, the hope of a better position to in the work. Another thing that needs to be done in improving lecturers career development is assessment and evaluation improvement as well as loyalty.
8. Performance of the permanent lecturers will improve if the permanent lecturers job satisfaction improved. The permanent lecturers job satisfaction can be improved if the support given to the lecturers is more, which can lead to satisfaction for the lecturers who will have an impact on their performance. With the support of family lead to lecturers morale, the support from college staff will help smoothness of teaching, the support and respect from head of maritime college, a sense of comfort for Permanent lecturers, the support of fellow lecturers to solve problems in teaching. Areas for improvement in job satisfaction are involvement in decision making, appreciation, fitness work with personality, and the work itself.
9. Commitment, job competence, career development and job satisfaction influence the performance of Permanent lecturers, job satisfaction is the most dominant influencing the performance of Permanent lecturers. Job satisfaction mediates much to commitment, job competence and career development towards performance of that job satisfaction should receive primary attention. While job satisfaction improves when lecturers are involved in decision-making on campus, appreciation in the teaching, support given by the staff college, work conformance with personality, and the freedom of expression in implementing campus teaching.

Descriptive analyses of the study are as follows:

1. The lecturers commitment to the college need to be improved with continued adjustment to college policies and regulations. Establish a good relationship with college organizer, maintain the image and reputation of the college, etc.

2. Lecturers job competence improvement is needed in order to create qualified lecturers. job competence improvement including knowledge and skills improvement.
3. The college party should be a motivator and facilitator that lecturers can develop a profession in each educational unit. Lecturers career development needs to be done by doing some considerations such as fidelity and loyalty to the college party, consideration of background and experience of lecturers work, and above all make assessment and evaluation of the feasibility of the career development of college lecturers.
4. Lecturers satisfaction becomes important which should be a study of college, due to the presence of lecturers satisfaction will result better quality of teaching. Thus the need for the appreciation given to lecturers for the devotion given, as well as the provision of support to the lecturers engage in taking a campus policy will be able to make lecturers feel comfortable and satisfied while working at the college.
5. College Leadership ranks needs to create the psychological conditions that can increase commitment and job satisfaction of the lecturers so the lecturers feel proud of being lecturer and not as side job
6. In order to improve the performance of lecturers, it is necessary to create a conducive working atmosphere in college, improve lecturers working attitude, conduct a review and changes to ways of working or teaching and continue to promote the spirit of lecturers in teaching and discard feelings if teaching is a burden.

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