



Improving Makassar Merchant Marine Polytechnic Lecturers Performance for Economic Welfare

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ABSTRACT

This study aims to determine and analyze the effect of the level of performance utility on the performance of lecturers at the Maritime Sciences Polytechnic Makassar, South Sulawesi, in order to encourage economic conditions. The research approach is a quantitative method with an explanatory approach. From the population data, the Slovin formula was used to obtain a sample of 100 respondents. These results indicate that the path coefficient between variables, namely work utility, has no positive and significant effect on lecturer performance. Work utility does not have a significant effect indicating that lecturers are already at the optimal point at work, so they need additional incentives to improve economic welfare.

Keywords: Economic Welfare, Path Analysis, Work Utility.

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INTRODUCTION

State Universities are required to have adequate analysis in order to meet their needs and achieve their performance. Human resources are one of the main determinants of organizational progress. Therefore, human resources must be led and managed properly in order to have competence, commitment and satisfaction as well as high performance for the progress of the organization. In addition, human resources are also required to become professional personnel (Soedarmayanti) in Ahmad 2016). Therefore, the performance of an institution or organization is determined by the performance of human resources.

In the opinion of Afandi (2018), performance is the result of work that can be achieved by a person or group of people in a company in accordance with their respective authorities and responsibilities in an effort to achieve organizational goals illegally, not violating the law and not contrary to morals and ethics . In article 1 paragraph 2 of Law Number 14 of 2005 concerning Teachers and Lecturers it is explained that Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and art through education, research, and community service. Lecturers have positions as professionals at the level of higher education who are appointed in accordance with statutory regulations, Article 2 paragraph (2) acknowledgment of the position of lecturers as professionals as referred to in paragraph (1) is evidenced by an educator certificate. Therefore, teachers and lecturers have very strategic functions, roles, and positions in national development in the field of education (Law No. 14 of 2005 concerning Teachers and Lecturers). Performance is the result of a process that refers to and is measured over a certain period of time based on pre-determined terms or agreements.

According to Sutrisno (2016) Performance is the result of an employee's work in terms of quality, quantity, working time, and cooperation to achieve the goals set by the organization. Mangkunegara (2017) Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him . Viewed from the side of the goal, performance is a continuous activity in producing goals (Warriten, 2007). In other words, performance is an activity carried out in a planned and sustainable manner which is the embodiment of action to produce goals. Thus performance is defined as the result of the actualization of goals.

The phenomenon of the performance condition of the Makassar Marine Science Polytechnic Lecturer shows that the lecturer's performance is classified as low, as evidenced by the level of work attendance and completion of the main tasks given that are not as expected. Especially in the field of research and community service. Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, requires lecturers to be professional, that lecturer professionalism can be shown in the pedagogic dimension, personality dimension, social dimension, and professional dimension, all of which are contained in the Tridharma of Higher Education, namely teaching, research and community service.

The Makassar Shipping Science Polytechnic is a shipping diploma IV vocational higher education which is under the auspices of the Transportation Human Resources Development Agency of the Ministry of Transportation. The Makassar Shipping Science Polytechnic has 3 Study Programs, including Nautical Study Program, Engineering Study Program and Sea Transportation and Port Management Study Program as well as training and upgrading from ANT/ATT V to ANT/ATT I. PIP Makassar has 2 campuses, namely

the main campus which is located on the student army road. Makassar and Campus 2 on Jalan Salodong. The description of the performance of PIP lecturers in Makassar is still below the national standard or still low. Research is an integral part of higher education. Together with education-teaching, and community service, research are the three main components of the Tri Dharma of Higher Education. Lecturers are required to do research. Without doing research, a person cannot be called a complete lecturer.

This condition can be explained as a representation of the low competence, commitment, satisfaction, and performance of lecturers so that it has an impact on the low performance of lecturers at the Makassar Shipping Science Polytechnic, the success or failure experienced by most organizations. The phenomenon that will affect the performance of the Makassar Marine Science Polytechnic lecturer in particular is because some of the lecturers lack competence. Real conditions show that lecturers within the Makassar Shipping Science Polytechnic still lack competence. A high professional attitude will become a human being who has high self-actualization. McClelland in Moeheriono (2014) says that competence is a basic personal characteristic that is a determining factor for a person's success or failure in doing a job or in a certain situation. This approach is commonly known as the US Approach or defined as behavioral competence. Furthermore, according to the perspective of the French Approach, competence is a collection of several elements of a person's psychology, namely by using "self-image" as the basis. Moeheriono (2014).

In Law Number 14 of 2005 concerning teachers and lecturers. It was explained that every lecturer was required to have pedagogic competence to be able to develop knowledge through lesson planning, teaching and learning activities

and learning achievement. Lecturers are required to have professional competence in accordance with their field of expertise and skills. Empirical facts show that competence has a positive and significant effect on individual performance. This statement is shown in a study conducted by Widyatmini and Hakim (2012) who conducted their research on 95 Depok City Health Service employees, the equipment used to prove the research hypothesis using linear regression analysis techniques with the help of SPSS software.

This finding is different from the research findings of Patulak et al. (2013) which shows that the competencies possessed by employees are not significant in increasing employee performance due to low employee skills, knowledge and work attitudes so that they cannot improve their performance at work. Participate in various personality training activities such as ESQ in the formation of good character and behavior, and encourage each lecturer to be able to socialize with the internal and external environment, in order to make lecturers as human resources needed and needed by lecturers at the Makassar Marine Science Polytechnic. According to Spencer and Spencer (2007) that competence is a professional ability that is paid by the state according to the pedagogic, professional, personality, and social abilities possessed to realize organizational goals. Lecturer competence has an important meaning for lecturers in increasing their satisfaction and performance.

The things described above are also supported by several previous studies which provide recommendations that competence affects satisfaction and performance, namely the research of Deddi Pandaleko (2016) with research recommendations that competence has an effect on performance. Periansyah Zainuddin, et al (2016) recommend that lecturer competence has a positive and significant effect on job satisfaction

and lecturer performance. Endang Styaningdiyah, et al (2014) recommend that competence has a significant effect on employee performance. Yudi Supiyanto (2015) recommends that competence has a significant effect on employee satisfaction and performance. From the results of research conducted by H. Muhammad Arifin (2015) recommends that competence has a positive and insignificant effect on job satisfaction and lecturer performance. And therefore efforts to improve the performance of lecturers in realizing their main tasks and functions are by increasing the competence of lecturers, namely pedagogic competence, personality competence, social competence and professional competence.

The higher a person's organizational commitment to the main tasks and main functions of the organization as a place to carry out their duties, the more likely they are to produce good performance, if supported by their competence and motivation. Therefore, Meyer (2009) suggests that individual commitment to the organization is assessed from the totality of affective, normative and ongoing commitments to achieve organizational goals. High organizational commitment is needed in an organization, because the creation of high commitment will affect a professional work climate. Triharso's opinion (2012) reveals that organizational commitment is an attitude that reflects employee loyalty to the organization from a continuous process when organizational members express their concern for the organization and its continuous success and progress. Furthermore, Istijianto (2010) argues that commitment is a person's dedication or devotion to his work and he views it as a necessity and very important in his life.

The opinion of Robbins and Judge (2013) suggests that organizational commitment is defined as a condition in which an employee favors a particular organization and its goals and desires to

maintain membership in the organization. Triharso (2012) organizational commitment is a condition when a lecturer employee sided with a particular organization and its goals and desires to maintain its membership in that organization. The opinion of the experts above, said that organizational commitment is a sense of trust in the values of the organization, as well as loyalty to the organization to work and have a strong desire to survive in the organization. Employee commitment is an attitude or form of a person's behavior towards the organization in the form of loyalty and the achievement of the vision, mission, values and goals of the organization. Job satisfaction is born from a high commitment in realizing employee performance. When commitment goes well as expected between leaders and staff or between superiors and subordinates, it will create satisfaction which leads to increased performance (Allen and Mayer, 1997). Low/weak commitment and inadequate competence of employees or employees will cause dissatisfaction both personally and in institutions or institutions/ organizations, and will have an impact on decreasing employee performance and organizational performance.

This shows that the organizational commitment of the lecturers does not all have the same commitment to realize the affective, normative, continuous, and perspective commitments that affect the performance of the lecturers. Therefore, it is necessary to apply the totality theory of commitment from Smith and Meyer (2009) which states that organizational commitment is the totality of the behavior of organizational members to advance, enforce the rules, achieve and realize organizational goals. It was further explained that the commitment that was built within an organization and carried out seriously can affect the satisfaction and performance of the organization. Based on the opinions of the experts mentioned

above, it can be concluded that commitment is very influential on the satisfaction and performance of employees or lecturers.

The opinion above is supported by several previous studies which provide recommendations that commitment affects performance, namely the research of Endang Styaningdiah et al (2016). Yudi Supiyanto (2016), Andi Akil, Salim et al (2016) Murgianto, Sitti Ulasmi and Suherman (2016), I Putu Purnama Putra et al (2016), Sofie Miyer (2012), George Tand (2012), show commitment to have a positive and significant to performance. However, some researchers, namely Dian Sanusi (2011) and Harprianti (2010) recommend that commitment has a negative and significant effect on performance and Fanny Mile (2010) recommends that commitment has a negative and insignificant effect on performance. The difference in these findings gives impetus to the authors to re-examine the commitment variable to employee satisfaction and performance. In addition to the competence and commitment factors, another factor that is no less important is the job satisfaction of the lecturers. Human resources as caliphs on this earth are creatures who are satisfied (human satisfied) in relation to work and organization. Satisfaction comes from the basic word 'satisfied' which can be equated with the words happy, like, proud, as expected, as desired. The opposite of satisfaction or satisfaction is disappointed, dissatisfied, or a reflection of dislike, displeasure. Thus, discussing satisfaction also means mentioning one's attitudes, feelings and perceptions about a thing or situation that is experienced or felt.

Satisfaction in its development has become a scientific study in the field of human resource management. Job satisfaction is one of the important aspects that need to be considered in an effort to increase the ability of an organization's human resources, because with the perceived job satisfaction, an

employee is able to work optimally (Nilvia in Wijono S, 2007). A respondent will have different assumptions behind it from other respondents. One response stated that he was satisfied because the salary he received was high, while another respondent answered that he was satisfied because the interaction between the leader and his fellow subordinates was so intimate. Here it appears that there are differences in assumptions, which should have the same parameters so that there is no bias (Sibarani, 2006). Vecchio's research results (Sibarani, 2006) show that the relationship between performance and job satisfaction. In this regard, Sibarani (2006) cites a number of studies that have found the consequences of job satisfaction on other variables. Chaterina Melina Taurisa, Intan Ratnawati (2012) the results of her research recommend that job satisfaction has a positive and significant effect on employee performance, job satisfaction has a positive and significant effect on organizational performance.

This is in accordance with the results of research conducted by Chaterina Melina Taurisa, Intan Ratnawati (2012) who found that job satisfaction has a positive and significant effect on organizational commitment, and organizational commitment has a positive and significant effect on employee performance. Meanwhile, according to other studies, namely Bateman and Strasser (1984) and several previous studies that have been stated above, it is stated that commitment precedes job satisfaction. And the results of his research recommend that commitment has a positive effect on employee satisfaction and performance. Based on the descriptions above, researchers are interested in conducting research related to what has been described, so the title of this research is These are : The Effect of Commitment, Competence on Satisfaction and Performance of Lecturers of Marine Science Polytechnic Makassar , South

Sulawesi.

An advanced and developing organization always makes commitment as a measure of the success of organizational goals. Rivai (2006) in human resource management commitment plays an important role in achieving organizational goals. Every organization needs individual human resources who have commitments such as enthusiasm for work, integration, transparency and a code of ethics. The principle of organizational commitment related to morale according to Rivai (2006) that commitment is built on the principle of morale in the form of encouragement from within, psychology of potential and the existence of a work ethic that spurs a person to develop his enthusiasm as a commitment to achieving organizational goals.

Competence is a part of management science that needs to be observed to see the success of an individual human resource and the achievement of organizational goals in improving their performance. Welgrait (2008:19) states that competence is an important element in individual human resources to improve their performance in achieving organizational goals. Lecturer competence is closely related to the implementation of education carried out by the government in providing an ability for each lecturer to have competence according to his profession.

Job satisfaction means understanding whether you are satisfied or not after undergoing work activities. Assessment of job satisfaction cannot be assessed without going through the process of work activities because assessing satisfaction depends on the work results achieved. Delfi (2007) states that job satisfaction is assessing one's feelings about the work results achieved. The results of this work can cause a person to feel satisfied if he succeeds in carrying out his work activities properly and feels dissatisfied if he is disappointed with the

work achieved.

METHODOLOGY

Survey research can be used for explorative, descriptive and explanatory purposes, namely to provide an explanation of causality and hypothesis testing, evaluation, prediction or prediction of a particular event in the future operational research and development of indicators indicators in the social field. The population in this study were all lecturers at the Makassar South Sulawesi Shipping Science Polytechnic, totaling 171 lecturers. The research sample is part of the population taken as a data source and can represent the entire population. Seeing the large number of population, the sampling using Statified Proportional Random Sampling technique with the determination of the sample based on the slovin formula. With a total sample of 106 but the total research instrument that returned was 100. The data collection techniques used in this research are library research, field research. To test the research instrument using validity and reliability tests. The instruments used in research can be said to be valid or valid if they are able to measure what they want to measure and can reveal data from the variables studied regularly. While the instrument reliability test can be said to be reliable if the measuring instrument leads to constancy or consistency, where the level of reliability shows the extent to which the measuring instrument can be relied upon and trusted.

This study uses data analysis methods using Smart PLS software version 2.0.m3 which runs on computer media. According to Jogiyanto and Abdillah (2009) PLS (Partial Least Square) is a variant-based structural equation analysis (SEM) that can simultaneously test structural models. Measurement models are used to test validity and reliability tests, while structural models are used to test causality (testing hypotheses with predictive

models). There are several reasons that cause PLS to be used in this study. In this study the reasons are: first, PLS (Partial Least Square) is a method of data analysis based on the assumption that the sample does not have to be large, that is, the number of samples less than 100 can be analyzed, and the residual distribution. Second, PLS (Partial Least Square) can be used to analyze theories that are still said to be weak, because PLS (Partial Least Square) can be used for predictions. Third, PLS (Partial Least Square) allows an algorithm to use series analysis of ordinary least squares (OLS) so that the efficiency of olgarithmic calculations is obtained (Ghozali, 2006). Fourth, in the PLS approach, it is assumed that all variance measures can be used to explain. The data analysis method in this study is divided into two, namely the Descriptive Statistical Method and the Inferential Statistical Method. Data analysis in this study is a structure equation model (SEM) with a variance based or component based approach with Partial Least Square (PLS). The reasons for using Partial Least Square (PLS) statistical analysis are: The number of samples of the Partial Least Square study is a powerful analytical method because it can be applied to all data scales, and does not require many assumptions and the sample does not have to be large (Solimun, 2007). It is recommended that the number of samples be at least 30 to 100 cases (Ghozali, 2006). PLS is a powerful

analytical method because it can be used to obtain a powerful structural model for prediction purposes.

There are several relationships between variables that do not yet have a strong and new theoretical basis based on statements from previous research results and testing propositions. Solimun (2007) argues that apart from being able to be used as a confirmation of a theory, Partial Least Square can also be used to establish a relationship between variables that do not yet have a theoretical basis to test propositions. This study uses a variable with a reflective indicator, (Partial Least Square), especially for estimating the variance of the endogeunous construct and its manifest variables. Reflective indicators with other specificities are construct indicators that can also be formed with formative indicators (Solimun, 2007 and Ghozali, 2008).

Partial Least Square Statistics has a model that can accommodate the influence between variables (in the inner model) and measure variables (in the outer model). The results of the inner model test are the inner weight coefficient and the outer model results.

RESULT AND DISCUSSION

Partial Least Square (PLS) develops the Structure Equation Model (SEM) as an alternative for situations where the theory is weak and or the available indicators do not meet reflective measurements.

**Table 1
Direct Path Coefficient**

	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Work Utility Behavior - > Work Lecture	-0.060	-0.009	0.125	0.479	0.632

Data Source: Processed 2021

The coefficient of determination is part of the overall variable in the dependent variable which is explained by variations in the independent variable. The coefficient of determination of the research variables:

**Table 2.
R Square**

	R Square	R Square Adjusted
Work Utility Behavior → Work Lecturer	0.513	0.498

Data Source: Processed 2021

While the value for the lecturer performance variable is 0.513, which means that the lecturer performance variable can be explained by the commitment variable, competence variable and job satisfaction variable by 51.3% while the remaining 48.7% is influenced by other variables not included in the research model.

The discussion of research variables is carried out based on the loading factor and causality relationship of each latent variable, taking into account various theories and previous empirical research. The goal to be achieved is the comprehensive application of the relationship between commitment, competence and job satisfaction on the performance of lecturers. Policy or decision makers, especially at the Makassar Shipping Science Polytechnic, in the future need to consider the suitability of the direction and balance between commitment, competence, satisfaction and lecturer performance. Organizational commitment has a positive and significant effect on lecturer job satisfaction at the Marine Science Polytechnic Makassar, South Sulawesi. The results of the analysis show that the organizational commitment variable has a positive and significant effect on lecturer job satisfaction at the Makassar Shipping Science Polytechnic, South Sulawesi with a path coefficient value of - 0.3 32 and a significant level (p-value) of 0.043 (<0.05). This means that

organizational commitment has a significant effect on lecturer performance and the T-statistic is 2.024 . Thus the hypothesis which states that there is a positive and significant effect of organizational commitment on the performance of lecturers at the Shipping Science Polytechnic is accepted. This shows that the better the organizational commitment of the lecturer, the job satisfaction of the lecturer will increase.

Organizational commitment from a lecturer is needed in increasing their job satisfaction, it can be concluded that the commitment here is directly proportional to the satisfaction value experienced by the lecturer. In the first hypothesis which states that there is an influence of organizational commitment on job satisfaction of lecturers at the Marine Science Polytechnic of Makassar, South Sulawesi. Organizational commitment has a positive and significant effect on Lecturer Performance at the Marine Science Polytechnic Makassar, South Sulawesi. The results of the analysis show that the organizational commitment variable has a positive and significant effect on the performance of lecturers at the Marine Science Polytechnic of Makassar, South Sulawesi with a path coefficient value of 0.575 and a significant level (p-value) of 0.000 (<0.05). This means that organizational commitment has a significant effect on lecturer job satisfaction and the T-statistic is 4.612 .

Thus, the hypothesis which states that there is a positive and significant effect of organizational commitment on lecturer job satisfaction at the Marine Science Polytechnic Makassar, South Sulawesi, concludes that the proposed hypothesis is accepted. This shows that the better the organizational commitment of the lecturer, the job satisfaction of the lecturer will increase.

Self-actualization commitment, namely a lecturer is committed to improving personal quality in carrying out the teaching and learning process, is an indicator that can provide satisfaction for lecturers. Meanwhile, the one with the lowest score is the normative commitment of a lecturer who is committed to carrying out organizational rules with. This means that in carrying out tasks in the organization, lecturers are less committed to completing them. This is because the feeling of satisfaction in completing the work so that the lecturer remains committed to work well. It does not mean that it cannot improve performance, but that performance can increase significantly by the way the lecturer completes his work. Judging from the loading factor value, the highest value is seen in the third indicator, namely continuous commitment, meaning that the lecturer has a good commitment in realizing an organizational goal. With a good commitment, it turns out that it will have an impact on improving the performance of the lecturer. Good organizational commitment is able to make lecturers carry out their duties and responsibilities in accordance with the regulations applied by the Makassar Marine Science Polytechnic, South Sulawesi.

Competence has a positive and significant effect on job satisfaction of lecturers at the Polytechnic of Shipping Sciences in Makassar, South Sulawesi. The results of the analysis show that the competence variable has a significant effect on lecturer satisfaction at the

Makassar Shipping Science Polytechnic with a path coefficient value of 0.262 and a significant level (p-value) of 0.043 (<0.05). This means that competence has a significant effect on lecturer job satisfaction and the T-statistic is 2.026. Thus the hypothesis which states that there is a positive and significant influence of competence on the performance of lecturers at the Polytechnic of Shipping Sciences is accepted. This shows that the better the competence possessed by the lecturer, the lecturer's performance will increase. Pedagogic competence, namely the abilities and skills possessed by lecturers in carrying out the teaching and learning process, is an indicator that can provide its own satisfaction to lecturers. Based on the analysis of the relationship between variables, it was found that the competence of the lecturers had a positive and significant relationship with the satisfaction of the lecturers. This means that the competence of the lecturer in this case has mastered and is able to design the learning process in order to carry out the obligations, namely the Tri Dharma of Higher Education so as to be able to contribute to increasing the job satisfaction of the lecturer. Competence accompanied by a great will, so that job satisfaction to achieve the desired goals can be realized. Competence has a positive but not significant effect on Lecturer Performance at the Marine Science Polytechnic Makassar, South Sulawesi. The results of the analysis show that the competence variable has a positive but not significant effect on the performance of lecturers at the Marine Science Polytechnic of Makassar, South Sulawesi with a path coefficient value of 0.262 and a significant level (p-value) of 0.053 (> 0.05). This means that competence has no significant effect on lecturer performance and the T-statistic is 1.937. Thus the hypothesis which states that there is a positive but not significant effect of competence on the performance

of lecturers at the Shipping Science Polytechnic is accepted. This shows that the better the competence possessed by the lecturer, the lecturer's performance will increase.

Job satisfaction has a positive and insignificant effect on Lecturer Performance at the Makassar Shipping Science Polytechnic. The results of the analysis show that the job satisfaction variable has a positive but not significant effect on the job satisfaction of lecturers at the Makassar Shipping Science Polytechnic with a path coefficient value of -0.060 and a significant level (p-value) of 0.053 (>0.05). This means that job satisfaction has no significant effect on performance lecturers and T-statistic of 1,937 . Thus the hypothesis which states that there is a positive and significant effect of job satisfaction on the performance of lecturers at the Polytechnic of Shipping Sciences is rejected. This shows the better job satisfaction possessed by lecturers but is not able to provide an increase in lecturer performance.

The results of the analysis show that the organizational commitment variable has a positive but not significant effect on lecturer performance which is mediated by lecturer job satisfaction at the South Sulawesi Marine Science Polytechnic with a path coefficient value of 0.020 and a significant level (p-value) of 0.580 (>0.05). . This means that organizational commitment has no significant effect on lecturer performance mediated by job satisfaction and a T-statistic of 0.553. Thus, the hypothesis which states that there is a positive and significant effect of organizational commitment on lecturer performance is mediated by job satisfaction of lecturers at the Shipping Science Polytechnic is rejected. This shows that the better the organizational commitment, the better the performance of lecturers, even though it has been mediated by job satisfaction.

The results of the analysis show that the competence variable has a positive but not significant effect on lecturer performance which is mediated by lecturer job satisfaction at the South Sulawesi Marine Science Polytechnic with a path coefficient value of -0.016 and a significant level (p-value) of 0.656 (>0.05). . This means that competence has no significant effect on lecturer performance mediated by job satisfaction and T-statistic of 0.446. Thus the hypothesis which states that there is a positive and significant effect of competence on lecturer performance mediated by job satisfaction of lecturers at the Shipping Science Polytechnic is rejected. This shows that the better the competencies possessed by the lecturers, the less effect on improving the performance of the lecturers even though it has been mediated by job satisfaction .

Lecturer competence has no direct effect on performance, lecturer competence does not affect performance even though it is through job satisfaction. This shows that it is not enough for a lecturer to only have intelligence (knowledge, skills, or experience), but the lecturer must also be satisfied with his work. The location of satisfaction is if it is not supported by the organization, there is no support from the leadership and there is no equitable distribution of justice. Salary is one of the most important things in lecturer job satisfaction, the standard of salary given varies from one university to another, so that some lecturers take a lot of time to find and work other side jobs. In addition to the expected salary that is not appropriate, organizational support in the form of work safety guarantees is also very necessary, the fact is that not all universities apply the same regulations to their lecturers, for example lecturers who are not part of a higher education foundation usually cannot guarantee work safety or health insurance. , therefore sometimes creates a feeling of dissatisfaction in each lecturer.

The existence of guaranteed work safety or health insurance makes lecturers satisfied so that the impact on improving the performance of the lecturers.

CONCLUSION

Changes in attitudes, behavior and paradigms to improve lecturer performance through providing opportunities for lecturers to show better achievements than before as well as increasing awards and recognition for work performance through feedback received by lecturers. The Makassar Shipping Science Polytechnic should have a strategic plan for the next 5 years, in particular the recruitment and development plan for lecturers and staff. Based on the data, most of the lecturers are approaching retirement age of around 50 years, so they need new lecturers. Increase the provision of incentives that are more proportional to the level of work, academic positions/classes that are adjusted to the ability of each university. This research can be developed in the future by re-examining the consistency of other variables as mediation and similar research can be carried out to get a more comprehensive picture of competence, commitment, job satisfaction and lecturer performance at the Makassar Shipping Science Polytechnic.

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