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**The City of Tidore Kepulauan in Indonesia: Lecturer Performance in Private Higher Education**

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**Abstract**

This study aims to examine the effect of competence, compensation and work motivation on lecturer performance, and examine the effect of internal quality assurance in moderating the effect of competence, compensation and work motivation on lecturer performance. The sample in this study was 174 lecturers from private universities in the City of Tidore Kepulauan, Indonesia. This study uses a quantitative approach and uses the SmartPLS analysis tool. The results showed that compensation has an important role in improving lecturer performance, while competence and work motivation do not have an important role in improving lecturer performance. Internal quality assurance does not moderate the effect of compensation and work motivation on lecturer performance. A unique finding is that internal quality assurance weakens the influence of competence on lecturer performance, whereas initially competence does not affect lecturer performance. In addition, compensation which initially affected lecturer performance, after being moderated by internal quality assurance, did not affect lecturer performance.

**Keywords:** Competence, Compensation, Work Motivation, Lecturer Performance

**1. Introduction**

Higher education as an educational institution has a very large role in efforts to develop human resources and increase the nation's competitiveness (Romani-Dias et al., 2019; Sulistyan & Budiyanto, 2019). In order for this strategic and large role to be carried out properly, human resources must have superior quality (Hermawati et al., 2019; Sulistyan, Lukiana, et al., 2022; Yong et al., 2019). The government has mandated in the Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System in article 3, it is stated that national education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life. The aim is to develop students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and

responsible country.

Higher Education is one of the instruments of national education and is a vehicle for experts (Naik et al., 2021), is expected to be able to become a center for the implementation and development of science and technology that is optimal for its students, as a scientific community that is full of noble ideals and is able to contribute to development (Miranda et al., 2021). In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in article 1 paragraph (2), Lecturers are professional educators and scientists with the main task of transferring, developing and disseminating science, technology and art through education, research and community service . This understanding mandates that the role of the lecturer is as the spearhead in the learning process so that educational goals are achieved.

Lecturers have a very strategic role in all activities in Higher Education (Wahyudi et al., 2020). In the era of globalization, a lecturer is not only required to be sensitive in his field of knowledge but also required to be able to communicate (verbally and in writing) (Jafar et al., 2020), as well as mastering information and communication technology (Goh & Sigala, 2020), has a wide range (Halberstadt et al., 2019), sensitive to changes and developments that occur in the outside world (Franco et al., 2018), and others. Lecturers have strategic roles and positions, and are responsible for national education (Wilkins & Neri, 2018).

In connection with this role, it shows that the performance of lecturers at private tertiary institutions in the City of Tidore Kepulauan in implementing their duties and responsibilities, both in the fields of education, research and community service is still low and needs to be improved. This result is evidenced by the results of field observations, as can be seen in the following figure:

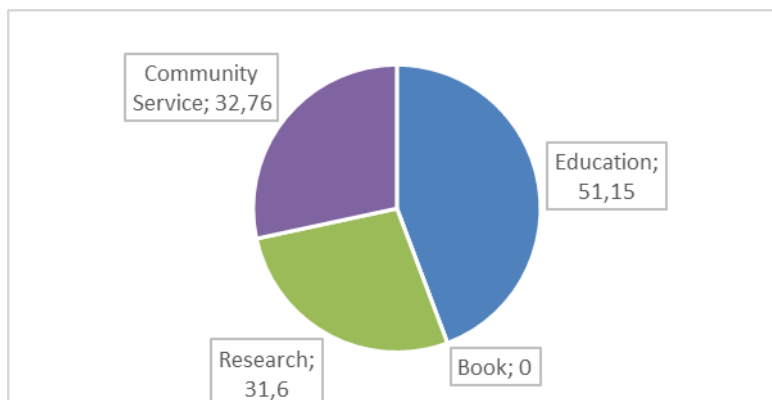


Figure 1. Lecturer Performance at Private Universities in the City of Tidore Kepulauan  
 Sumber: Data Processed (2022)

Based on the picture above, it shows that the campus world should be a center of productivity for the development of scientific work in the form of quality writing like textbooks. Lecturers as instructors have the opportunity to concoct ideas that are set forth in books because they have access to a broad and varied source of information, ranging from access to international journals to offers from publishers. However, motivation and busyness sometimes become an obstacle for lecturers to write textbooks, and financial support from tertiary institutions does not yet exist so

that lecturers' motivation to make textbooks is increasingly lacking.

Intrinsic motivation is the most decisive thing for lecturers to make textbooks because it is supported by the desire to obtain credit scores for promotions, increases in position allowances while extrinsic motivation is to gain recognition, satisfaction to contribute and practice the knowledge gained and obtain charity so that lecturers have motivation to make textbooks.

In addition, the elements of learning are strongly influenced by two important aspects, namely learning methods and learning media. Both of these aspects are useful in improving the quality of learning. From this aspect it shows that it has not been realized properly, this is due to the low motivation of lecturers to prepare and update Semester Learning Plans (RPS), the lack of availability of learning media such as laptops and Liquid Crystal Display (LCD) in lecture halls. Learning media is a learning aid that can have a significant effect on both lecturers and students, which in turn will help effectively and efficiently the learning process.

In the field of research, it shows that the number of lecturers carrying out the intended activities, both individually and as a group, is still low due to several factors (1) Weak ability to prepare research proposals, (2) research relevance does not match the needs of the community, so that the research carried out cannot contribute to solving problems in society, it will be difficult to find funds from sponsors and from the government, (3) lack of funds available from foundations that shelter them, and (4) weak research culture on campus. The field of community service also has the same constraints, in addition to the absence of a budget allocation prepared by the higher education management (foundation), it is also not supported by lecturer motivation as a form of loyalty to duties and responsibilities, both individually and in groups. Some lecturers carry out research and community service, but they are only limited to taking care of the academic level and have not been used as a target for the performance of the lecturers themselves. Research and community service that has been carried out by lecturers needs to be improved and published in accordance with their fields and must be supported by funding that can increase lecturer motivation to carry out scientific research and community service, and then apply it in the teaching and learning process so as to produce quality graduates and compete in the world of work.

To achieve effective performance, many factors influence including ability (Singh et al., 2020), motivation (Paais & Pattiruhu, 2020; Wahyudi, 2022), support (Suhermin, 2022; Sulistyan et al., 2020), job satisfaction and organizational commitment (Pratama et al., 2022). Individual performance is influenced by ability (Bansal et al., 2019), compensation (Zaeni et al., 2022), technology (Sulistyan, Carito, et al., 2022), work environment and leadership (Sulistyan, 2017). Whereas in this study only use the factors of competence, compensation, work motivation as variables that can affect lecturer performance. The reason the author uses competency, compensation and motivation factors is because the three factors referred to are the most basic problems experienced by lecturers in carrying out their duties and responsibilities as professional educators, both in the fields of education, research and community service at private tertiary institutions in Tidore City Island.

The purpose of this study was to examine the effect of competence, compensation, and work motivation on the performance of lecturers at private tertiary institutions. Besides that, it also

tests the internal quality assurance system that can strengthen or weaken the influence of competence, compensation, and work motivation on the performance of lecturers at private tertiary institutions. This research will be useful for tertiary institutions in placing an internal quality assurance system in an effort to improve lecturer performance. An important contribution from this research will help private tertiary institutions in the City of Tidore Kepulauan to find and solve problems regarding low competence, compensation, and work motivation on lecturer performance and the importance of the Higher Education Internal Quality Assurance System to be implemented in strengthening institutional development.

### *1.1 Literature Review*

The theory used as the basis for this research is the Psychological Perspective theory. This theory is a synthesis of various scientific views related to behavioral psychology and cognitive psychology. Luthans (2011) through his study of organizational behavior, said that the guide to studying behavior in organizations is to use a stimulus-response approach. This model was then developed into S-O-B-C (Stimulus-Organism-Behavior-Consequences) assuming the same as the S-O-R model (Ming et al., 2021). The advantage given by the S-O-B-C model is that there are consequences which show the orientation to be achieved through work behavior. Every behavior is directed to increase performance. Based on the psychological perspective theory that adheres to the S-O-R model (Tang et al., 2019) which was then developed by Luthans into the S-O-B-C model, motivation, compensation and competence can be placed as a stimulus (S) for the formation of lecturer performance as a response (R/B) which is based on the motives and attitudes that develop within the organization (O) individual lecturers.

Lecturer performance as a response to the S-O-R model is the focus of this study. In connection with the lecturer's duties in carrying out the task, the lecturer's performance can be seen from competence, compensation, motivation. work The study of performance cannot be separated from the factors that can influence it. In accordance with the scope of the research conducted and referring to the opinions of experts including those expressed by Robbins and Judge (2017). Mathis and Jackson (2006), then the factors used as the basis of the study are work motivation, competence and compensation. If it is applied in the S-O-R model from a psychological perspective theory as the main theory then this factor is placed as a stimulus (S). Conceptually it has been explained that motivation is a force factor that drives a lecturer who creates and directs behavior. This urge to behave can be triggered by an external stimulus or born from within the person.

#### *1.1.1 The Effect of Competence on Lecturer Performance*

Competence is a combination of knowledge, ability, and application in carrying out tasks in the field (Sedyastuti et al., 2020). Lecturer competency standards are divided into three interrelated components, namely learning management, professional development, and academic mastery (Ismail et al., 2022). Whereas in the Law of the Republic of Indonesia Number 14 of 2005 states that professional lecturers must have four competencies namely pedagogic competence, professional competence, social competence and personality competence, these four competencies are mutually integrated with lecturer performance. A lecturer who is able to understand and implement the values embodied in every aspect of competence will produce good

performance as a form of success in implementing the tri dharma of higher education. According to Rizki and Sulistyan (2022), Lecturer performance is a measure of the success of a lecturer which describes the achievement of goals and objectives in carrying out and carrying out their duties through the tridharma of higher education, education and teaching, research and community service. This is consistent with research which states that competence has a significant and significant effect on performance (Ngatimun et al., 2021; Saban et al., 2020; Zaeni et al., 2022). The results differ from the research by Rosmaini and Tanjung (2019) which says that competency has no effect on lecturer performance. From the description and explanation above, the hypothesis that the author proposes is:

H1: Competence has a significant effect on lecturer performance

#### 1.1.2 The Effect of Compensation on Lecturer Performance

The right compensation system and in accordance with the wishes of all parties, the lecturer will work optimally because he will get the expected reward (Rizki & Sulistyan, 2022). Compensation is the total of all rewards received by lecturers in exchange for the services they have provided (Sitopu et al., 2021). Another opinion suggests that compensation is the number of packages offered by the organization to workers in return for using their power (Rizki & Sulistyan, 2022). Compensation is one of the dominant factors in encouraging someone to improve their performance. Providing proper compensation in tertiary institutions will attract qualified people to join, retain qualified lecturers and motivate lecturers to improve their performance. A direct or indirect compensation system can guarantee the welfare of lecturers and at the same time can be a driving force for improving work performance. Research shows that the relationship between compensation and performance is positive, meaning that the better the compensation received by the lecturer, the better the lecturer's performance will be (Zaeni et al., 2022). This is different from the findings of Gunawan and Sunardi (2016), which show that compensation has no effect on lecturer performance. From the description and explanation, the hypothesis that the author proposes is:

H2: Compensation has a significant effect on lecturer performance

#### 1.1.3 The Effect of Work Motivation on Lecturer Performance

Motivation can encourage someone to improve their performance (Sulistyan, 2017), both in the field of education, research and community service, the higher the lecturer's perception of motivation, the higher the lecturer's performance in carrying out their duties and responsibilities. On the other hand, the lower the motivation of a lecturer, the lower the performance. As revealed by Rizki and Sulistyan (2022), that motivation is a force that exists within a person, which can be developed alone or developed by a number of forces from outside. Robbins and Judge (2017) expressing motivation has the same meaning as motive, namely a driving force or stimulus to do something. Motivation is an encouragement within the lecturer to carry out an activity or task in order to be able to achieve performance in accordance with organizational goals. The results of research conducted by Sudirman et al. (2021) which states that motivation is not related to performance. However, other findings show that work motivation plays an important role in improving performance (Niati et al., 2021). From the description and explanation, the hypothesis that the author proposes is:

H3: Work motivation has a significant effect on lecturer performance

#### 1.1.4 The Internal Quality Assurance System Moderates the Influence of Competence, Compensation, and Work Motivation on Lecturer Performance

Competence is one of the demands of quality competition that is unavoidable. Lecturer competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by lecturers in carrying out professional duties with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students through the field of education. Compensation is everything that lecturers receive as remuneration for their work. The driving factor that causes humans to work is because there are needs in humans that must be met, in other words, humans work to sell their energy, thoughts and also the time they have to tertiary institutions in the hope of getting appropriate rewards. motivation is the willingness to make a high level of effort to achieve organizational goals conditioned by the ability of the effort to satisfy the needs of a number of individuals.

The professionalism of a lecturer is one of the benchmarks in the internal quality assurance system. Professionalism must be a cultural value owned by lecturers to present the best work in carrying out their duties and responsibilities. The achievement of lecturer professionalism is not only the responsibility of the lecturer, but is a shared responsibility between lecturers and universities. Tertiary institutions must be able to prepare institutional aspects, institutional governance, facilities and infrastructure as well as support for quality human resources who have the competencies expected, both by higher education institutions and the lecturers themselves.

Competence, compensation, and work motivation of lecturers in carrying out their duties and responsibilities will be strong if supported by good quality standards, and vice versa will weaken if the quality standards of competence, compensation, and work motivation are not met. The process of teaching and learning, research and community service will not run effectively if it is not supported by a good and sustainable Internal Quality Assurance System. From the description and explanation, the hypothesis that the author proposes is:

H4: The internal quality assurance system moderates the effect of competency on lecturer performance

H5: The internal quality assurance system moderates the effect of compensation on lecturer performance

H6: The internal quality assurance system moderates the effect of work motivation on lecturer performance

The conceptual framework in this study can be seen in the following figure:

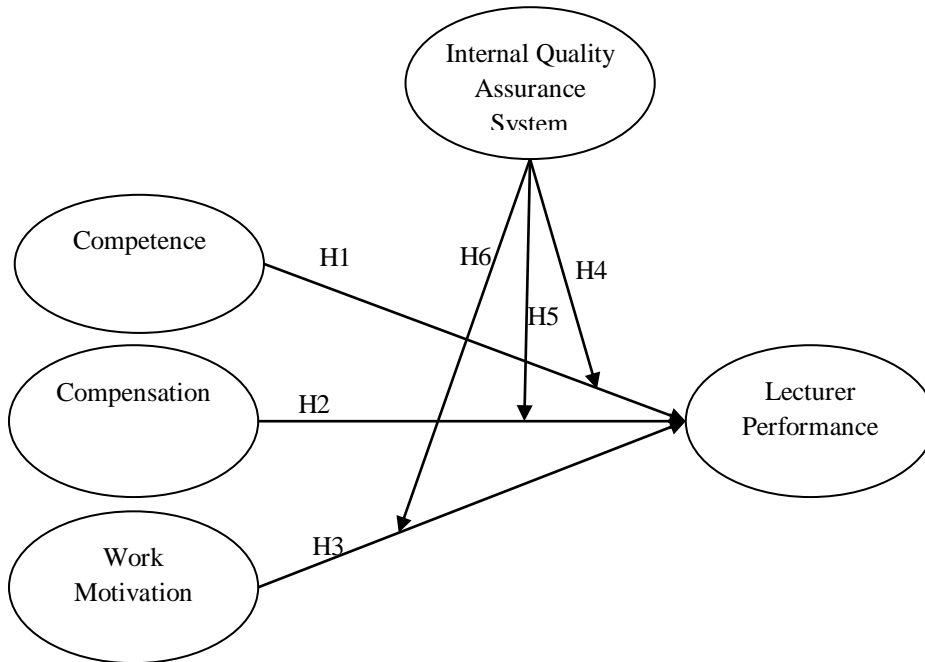


Figure 2. Conceptual Framework

Source: Data Processed (2022)

**2. Method**

This research is a quantitative research that will examine the relationship between three exogenous variables, one moderating variable and one endogenous variable. Exogenous variables are competence, compensation, and work motivation. The moderating variable is the internal quality assurance standard. The population used was 174 people from private universities in the City of Tidore Kepulauan. We use a census sampling technique in which the entire population is sampled.

The indicators used in the competency variables were developed from previous research, namely pedagogic competence, personal competence, professionalism and social competence (Rusilowati & Wahyudi, 2019). The compensation indicator is the result of the development of previous research consisting of financial and non-financial compensation (Nguyen et al., 2020). The work motivation indicators developed are in the form of achievement, recognition, responsibility, promotion, growth (Robbins & Judge, 2017). The internal quality assurance system results from the development of previous research in the form of education standards, research and community service (Grossi et al., 2019). Performance is measured using ability, initiative, timeliness and quality of work (Astutik & Suhermin, 2022; Sulistyan, 2017).

The data were obtained from the results of distributing questionnaires which were tabulated and measured using a Likert scale. The questionnaire distributed has been tested for validity and reliability. Data analysis was carried out using descriptive statistical analysis and inferential statistics (Ferdinand, 2014). Descriptive statistics provide an overview of the respondent's data. The results of inferential statistics were analyzed using Partial Least Square (PLS).

**3. Results**

Respondents in this study were 174 lecturers at private universities in the City of Tidore Kepulauan, Indonesia. The results of data collection show the results of descriptive statistical analysis which are analyzed from the aspects of age, education, functional position, and years of service. The results of the analysis are as follows:

Table 1. Respondent Description

Description	Frequency	Prosentase
<b>Age</b>		
20-30 years	35	20,11
31-40 years	78	44,83
41-40 years	40	22,99
More than 50 years	21	12,07
<b>Education</b>		
S1	9	5,17
S2	154	88,51
S3	11	6,32
<b>Funtional</b>		
Lecturer	82	47,13
Assistant Professor (Asisten Ahli)	77	44,25
Assistant Professor (Lektor)	15	8,62
<b>Years of service</b>		
Less than 1 years	6	3,41
1-5 years	77	44,25
6-10 years	41	23,56
11-15 years	35	20,12
More than 16 years	15	8,62

Source: Data Processed (2022)

Based on table 1, it shows that lecturers are dominated by ages 31-40 years, namely 78 people (44.83%). The education level of the majority of lecturers is Masters Degree as many as 154 people (88.51%). There are still many functional positions for lecturers who have the status of teaching staff, do not yet have functional positions. From the length of work, it shows that most are 1 to 5 years, namely 77 people (44.25%).

The results of the model evaluation of all the variable indicators analyzed, the following results are obtained:



Table 2. Model Evaluation Results

Variabel Indikator	Loading Factor	Discriminant Validity				Internal Quality Assurance	Composite Reliability
		Lecturer Performance	Compensation	Competence	Work Motivation		
Competence Pedagogic	0,707	0,363	0,129	0,754		0,840	
Competence Personality	0,821						
Competence Professionalism	0,734						
Social	0,749						
Compensation		0,248	0,869			0,860	
Financial	0,946						
Compensation Non-Financial	0,785						
Compensation							
Work Motivation		0,551	0,453	0,373	0,753	0,839	
Achievement	0,731						
Confession	0,810						
Responsibility	0,685						
Promotion	0,795						
Internal Quality Assurance		0,562	0,206	0,237	0,404	0,779	
Education	0,821						
Research	0,737						
Community service	0,776						
Lecturer Performance		0,713				0,802	
Ability	0,598						
Initiative	0,735						
Punctuality	0,841						
Quality of Work	0,654						

Source: Data Processed (2022)

Based on the results of the analysis in table 2, it shows that all indicators have a loading factor of more than 0.60, so it can be concluded that all indicators meet the criteria. The discriminant value indicates that the compensation and performance of lecturers has a greater indicator value than other variable indicators. That is, if the indicators of each of these variables are greater than the correlation with the other latent variables, then these indicators reflect the latent variables. Based on the analysis results prove that all indicators reflect their latent variables. Judging from the composite reliability value, it shows that all variables have a good composite reliability value. This also shows that there is stability and internal consistency of good indicators.

The results of hypothesis testing are explained in the table as follows:

Table 3. Hypothesis Testing Results

Hypothesis	Direct Effect	Indirect Effect
Competence has a significant effect on lecturer performance	Not Sig=0,230	
Compensation has a significant effect on lecturer performance	Sig=0,015	
Work motivation has a significant effect on lecturer performance	Not Sig=0,310	
Internal quality assurance system moderates the effect of competency on lecturer performance		Sig=-0,031
Internal quality assurance system moderates the effect of compensation on lecturer performance		Not Sig=0,151
Internal quality assurance system moderates the effect of work motivation on lecturer performance		Not Sig=-0,076

Source: Data Processed (2022)

#### 4. Discussion

Hypothesis testing shows that competence has no significant effect on lecturer performance. This means that good competence does not necessarily mean that the lecturer has good performance too. The results of this study support the research conducted by Rosmaini and Tanjung (2019), which shows that competence does not affect performance. There is a difference from previous research which states that competency actually influences performance (Ngatimun et al., 2021; Saban et al., 2020; Zaeni et al., 2022). Lecturers' mastery and understanding of pedagogic competence, personal competence, professional competence and social competence do not play an important role in efforts to improve lecturer performance.

Testing the second hypothesis shows that compensation has a significant effect on performance. This means that with high compensation, the lecturer's performance will also be high. These results support the research conducted by Zaeni et al. (2022) which shows that compensation plays an important role in improving performance. In contrast to the findings which state that compensation has no significant effect on performance (Gunawan & Sunardi, 2016).

Compensation has an important role with indicators of financial and non-financial compensation shown. Lecturers at private tertiary institutions in the City of Tidore Kepulauan, stated that the high compensation greatly supported them in completing the tridharma tasks. It is undeniable that lecturers in carrying out their duties require funds to complete them. In addition, the form of non-financial compensation in the form of promotions and awards is very good in achieving lecturer performance.

The results of testing the third hypothesis indicate that work motivation has no significant effect on performance. This means that high motivation does not play an important role in improving lecturer performance. These results support the research conducted by Sudirman et al. (2021) which states that motivation is not related to performance. Other findings show that work motivation plays an important role in improving performance (Ananta & Suhermin, 2022; Niati et al., 2021). The existence of work motivation as indicated by achievement, recognition, responsibility, promotion, growth has not been able to improve lecturer performance. Lecturer achievements are shown by the achievement of tridharma activities and the achievement of other supporting activities. Recognition can be a motivation for lecturers in the form of recognition of what has been done. Motivation in the form of lecturer responsibilities is manifested in the form of education, research, and community service. Finally, the motivation is manifested in the form of promotion to structural positions in tertiary institutions.

There are unique findings from the results of internal quality assurance in moderating the effect of competence, compensation, and work motivation on lecturer performance. Competence does not directly have a significant effect on lecturer performance, but after being strengthened by internal quality assurance, competence plays an important role in increasing or decreasing lecturer performance. Judging from the results directly indicate that compensation has a significant effect on lecturer performance. However, after being moderated by internal quality assurance, compensation has no significant effect on lecturer performance. From the results of the influence of motivation on lecturer performance, it shows that internal quality assurance is not able to strengthen or weaken lecturer performance.

## **5. Conclusion**

Based on the research results, it can be concluded that only compensation has an important role in improving lecturer performance, while competence and work motivation do not have an important role in improving lecturer performance. Internal quality assurance does not moderate the effect of compensation and work motivation on lecturer performance. A unique finding is that internal quality assurance weakens the effect of competency on lecturer performance.

Suggestions from the research results are that a lecturer must have the ability to prepare and manage learning and have the ability to understand the characteristics of students. Lecturers must have the ability to control themselves in various situations and conditions and be able to set an example in behavior so that they have authority as a personal lecturer. Lecturers must have the ability to keep up with science and technology developments and mastery of the latest issues in order to access the latest references in the field being taught. Lecturers must have the ability to communicate, get along easily among colleagues, employees and students and be willing to accept criticism, suggestions and opinions of others.

It is recommended for future researchers to develop other variables that can affect lecturer performance. This is to broaden the discussion of factors that can be used to optimize the performance of lecturers at private tertiary institutions in the City of Tidore Kepulauan. Future researchers are expected to use a linking method approach between qualitative research and quantitative research so that conclusions can be drawn more easily and comprehensively.

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