Impact of Motivation and Tenure on Lecturer Competence and Performance

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ABSTRACT

This study aims to analyze the influence of motivation and tenure on lecturer competence, which impacts lecturer performance at Universitas Indonesia Maju. The research uses a quantitative approach with a survey method. The sample consists of lecturers who have NIDN at Universitas Indonesia Maju. The variables studied include motivation, tenure, competence, and lecturer performance. Data were collected through a questionnaire that was tested for validity and reliability. The results show that motivation and tenure significantly influence lecturer competence. Furthermore, lecturer competence significantly impacts lecturer performance. Data analysis indicates that achievement motivation and longer tenure tend to enhance lecturer competence in pedagogical, personality, social, and professional aspects. High competence positively contributes to the implementation of the Tridharma of Higher Education, including teaching, research, and community service. The study concludes that efforts to improve motivation and effectively manage tenure can enhance lecturer competence and performance, ultimately improving the quality of education at Universitas Indonesia Maju.

1. INTRODUCTION

Education is a fundamental aspect of national development, aimed at enhancing human dignity and improving the quality of human resources. The direction of education is encapsulated in government policies, particularly through Law No. 20 of 2003 on the National Education System, which underscores that national education serves to develop the ability and form the character and civilization of a dignified nation. The ultimate goal is to foster an educated population capable of playing an active role as agents of change in both national and international spheres. To this end, improving the quality of education is paramount for all educational institutions (Hasibuan, 2017).

Higher education institutions are strategic in developing human resources. As institutions tasked with delivering education and teaching, higher education aims to shape students into individuals who meet the expectations outlined in Law No. 20 of 2003, Chapter II, Article 3. This law states that "national education aims to develop students' potential to become persons of faith and piety to God Almighty, possessing noble character, health, knowledge, competence, creativity, independence, and becoming responsible democratic citizens" (Nawawi, 2017).

Achieving quality education requires lecturers who demonstrate high performance, competence, and motivation in their duties and responsibilities. Lecturers are a crucial component in the higher education system, significantly influencing an institution's competitiveness. The quality of teaching staff directly correlates with the overall quality of the university. It is undeniable that lecturers are a valuable asset for higher education institutions as they provide high-quality services to students, which in turn helps the institution meet its established standards (Chandara et al., 2022).

A lecturer's performance is often evaluated by their ability to work in alignment with their competencies. Competence, in this context, refers to the skill to execute tasks and responsibilities accompanied by the necessary expertise and knowledge. Lecturer competence is defined as a set of intelligent and responsible actions required by society for one to be considered capable of performing

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specific tasks within their field. A lecturer is deemed competent when they possess pedagogical, professional, personality, and social competencies (Fadli & Faddila, 2020).

The competence of lecturers is vital in enhancing the quality of learning and academic achievement among students. However, there are instances where lecturers' competence is perceived as inadequate, particularly in pedagogical, professional, personality, and social aspects. A significant factor contributing to this inadequacy is the lack of institutional support for lecturer competence development. Such support can take the form of training, guidance, or the provision of resources to aid lecturers in improving their competencies. Additionally, a lack of motivation among lecturers to develop their competencies can also result in suboptimal performance. Insufficient competence among lecturers can negatively impact the quality of learning and academic achievement of students, making it crucial to find ways to enhance lecturer competence. Efforts to improve competence could include providing training and guidance as well as offering incentives and recognition for lecturers who successfully enhance their competencies (Sutrisno, 2018).

In the educational process, lecturers play a vital role. According to Law No. 14 of 2005 on Teachers and Lecturers, Article 1, paragraphs 2 and 4, "Lecturers are professional educators and scientists whose primary duties are to transform, develop, and disseminate knowledge, technology, and art through education, research, and community service." Thus, lecturers must possess four key competencies: (1) pedagogical competence (the ability to manage student learning), (2) personality competence (the ability to exhibit stable, noble character, wisdom, and authority while serving as role models for students) , (3) social competence (the ability to communicate and interact effectively with students, fellow lecturers, parents, and the surrounding community), and (4) professional competence (the ability to master the subject matter extensively and deeply) (Suwanto, 2018).

To qualify as a lecturer, one must possess professional competence, which enables the individual to impart knowledge to others effectively. According to research by Nento (2018), issues in education, including those related to lecturers' professional competence, work motivation, performance, equity, relevance, productivity, effectiveness, efficiency, and the quality of education, are fundamentally determined by the performance of educational practitioners, particularly lecturers as the front line in managing education and teaching. Lecturers hold functional positions that must be grounded in professional competence to execute their professional authority. With professional competence, lecturers are expected to perform their duties well, which should result in good performance (Nento, 2018).

There is a direct correlation between performance and quality, particularly in higher education, where quality is partly measured by the performance of lecturers in fulfilling their duties. Lecturer performance varies widely and can be influenced by both internal and external factors. According to Budiawan (2020), performance appraisal is crucial for both employees and organizations. For employees, performance evaluation is beneficial for career development, while for organizations, it plays a vital role in decision-making. Therefore, information about lecturers' performance and characteristics is essential for evaluating and improving educational processes and outcomes (Budiawan, 2020).

In education, lecturer performance is critical as it directly impacts the quality of learning and students' academic achievements. Zahraini (2014) states that good lecturer performance can positively influence students' academic performance, teaching, research, and community service. Conversely, poor lecturer performance can degrade the quality of education and undermine public trust in educational institutions (Zahraini, 2014).

Achieving a set target is closely linked to performance, particularly the performance of lecturers within their institutions. Numerous factors can influence performance, such as motivation, length of service, and competence. As noted by Kusuma (2017), various factors can trigger a decline in an individual's performance, including the motivation they possess, the length of their service, and their competence (Kusuma, 2017). Hazriyanto et al. (2019) assert that lecturer performance can be visibly demonstrated in education, proven by diplomacy in teaching, attendance in research, publications in journals, and reports from community service activities. However, these activities will only materialize if a lecturer fully understands and embraces them as obligations rather than burdens, highlighting the

urgency of lecturer performance and its impact on institutions and other stakeholders (Hazriyanto et al., 2019).

For institutions, the overall performance of lecturers significantly influences various areas, including accreditation and the quality of educational services. For example, the performance of lecturers in teaching can influence students' knowledge and emotions, and indirectly, students become effective promoters of the educational institution. Furthermore, research indicates that lecturers' performance in research and community service significantly contributes to the university's reputation. The results of lecturers' research can be observed in national and international journals, while the outcomes of community service can be seen in mentoring or training provided to the community, thereby enhancing the institution's popularity (Wahyudi, 2020).

Poor lecturer performance can negatively impact the quality of education and public trust in educational institutions. One factor contributing to weak lecturer performance is the lack of motivation. According to Robbins and Judge (2017), motivation is an internal force that drives individuals to act or engage in activities to achieve desired goals or needs. Positive motivation can lead to the successful achievement of goals within a job. Well-formed motivation positively influences an individual's decisions in their work (Robbins & Judge, 2017).

Motivation is essential for a lecturer's work to be completed optimally. Full motivation from within an individual is necessary to encourage enthusiasm, enabling them to perform their duties seriously and perfectly. As a result, such an individual will strive to complete their tasks as effectively and efficiently as possible (Istiantara, 2019).

According to Damanik (2018), motivation is a crucial factor influencing competence. Motivation can be defined as a state within an individual that drives the desire to engage in activities to achieve set goals. It is often described as an internal and external force that influences an individual's actions and behavior. Motivation is an organizational need inherent in an individual, acting as an inner drive to behave and act in specific ways, including the motivation of lecturers in higher education institutions. As educators, lecturers are continually expected to enhance their competence through activities such as seminars and advanced studies (Damanik, 2018).

Wahyuni (2019) also notes that motivation is the process of providing work motives to employees so that they are willing to work effectively and efficiently to achieve the desired goals. This provision of work motives aligns with Maslow's hierarchy of needs, which includes physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. When these needs or desires and expectations are met, employees will experience satisfaction. When an individual feels satisfied with the fulfillment of their needs at work, their loyalty to the organization will automatically increase (Wahyuni, 2019).

Loyalty is often associated with tenure. Generally, individuals with longer tenures have more experience, while those with shorter tenures have less. Pangestuti (2019) explains that tenure or work experience is the expertise or ability acquired by an individual in a specific field of work over a certain period, viewed from various aspects such as intelligence, both from external and internal sources of experience (Pangestuti, 2019).

According to Schermerhorn, Hunt, and Osborn (2010), "Tenure reflects the number of years or months an individual has spent working in a particular job or organization." For a lecturer, tenure is essential for continually honing their skills and competencies, particularly those developed through the Tri Dharma of Higher Education and assignments. Several factors can hinder the fulfillment of lecturer competence despite having a long tenure. In this context, achieving the obligations of the Tri Dharma of Higher Education, including teaching, research, and community service, is essential. Failure to fulfill these obligations can directly lead to a decline in lecturer competence and, consequently, the overall quality of the university (Istikhomah et al., 2017).

Universitas Indonesia Maju (UIMA) is a private university located in Lenteng Agung, South Jakarta. UIMA, which recently changed its name from Advanced Indonesian School of Health Sciences (STIKIM), offers six faculties and 19 study programs across various fields. The institutional

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transformation and the addition of new study programs have led to an increase in the number of lecturers across these programs.

UIMA aims to become a nationally competitive university in the development of science and technology through community engagement by 2041. Achieving this vision requires support from qualified and quantitatively adequate lecturers who are actively working towards this goal. However, an initial observation or preliminary study at Universitas Indonesia Maju revealed that lecturers' performance in several study programs has not yet reached a satisfactory level. This issue is proven by the failure to meet the Tri Dharma obligations in nine out of the 19 study programs, as indicated in the performance evaluation data (UIMA, 2023).

The data suggests that the underperformance in Tri Dharma obligations is likely due to inadequate lecturer competence, as shown by the preliminary study on lecturers at Universitas Indonesia Maju. This study indicates that while some competencies, such as professional competence, are rated as good, others, particularly social competence, are considered lacking. The social competence deficiency is suspected to be due to insufficient motivation. With adequate motivation, lecturers are likely to feel more enthusiastic about their work, leading to better competence and performance (UIMA, 2023).

Therefore, this research seeks to explore the impact of motivation and tenure on lecturer competence and its subsequent effect on performance at Universitas Indonesia Maju. The findings are expected to provide valuable insights into how these factors contribute to the overall quality of education at the institution and offer recommendations for enhancing lecturer performance.

2. METHOD

This study employed a quantitative research approach to examine the influence of motivation and tenure on lecturer competence and its subsequent impact on lecturer performance at Universitas Indonesia Maju. The research design was structured around a survey method, allowing for the collection of data from a specific population of lecturers who possess NIDN (National Lecturer Identification Number) at Universitas Indonesia Maju. The survey method was chosen for its effectiveness in capturing quantitative data related to the variables under study, including motivation, tenure, competence, and performance, which are crucial for understanding the dynamics within the academic environment of the university.

Data collection was conducted using a structured questionnaire, which was distributed to the lecturers participating in the study. The questionnaire was designed to measure key indicators of motivation, tenure, competence, and performance. Before deployment, the questionnaire underwent a rigorous process of validation and reliability testing to ensure that the instruments were both accurate and consistent in capturing the intended data. The validation process involved expert reviews and pilot testing, where feedback was used to refine the questionnaire items. The reliability of the instrument was assessed using statistical methods to confirm its stability and consistency over time.

The sample for this study was selected using a purposive sampling technique, focusing on lecturers who met specific criteria, such as having a minimum tenure of one year and holding an official NIDN. This sampling method was employed to ensure that the participants had sufficient experience and professional recognition, which were essential for providing relevant and reliable data. The sample size was determined based on the total population of lecturers at the university, aiming to achieve a representative sample that would allow for generalizable results. Data analysis was carried out using statistical software, where descriptive and inferential statistics were applied to explore the relationships between the variables.

The data analysis process involved several stages, including data cleaning, coding, and the application of appropriate statistical tests. Descriptive statistics were used to summarize the data and provide an overview of the respondents' characteristics, while inferential statistics, such as regression analysis, were employed to test the hypotheses regarding the influence of motivation and tenure on competence and performance. The results were then interpreted to identify significant patterns and

relationships, providing insights into how motivation and tenure contribute to lecturer competence and, ultimately, their performance at Universitas Indonesia Maju.

3. RESULTS AND DISCUSSION

Normality Test

The normality test aims to test whether in the regression model the interfering variables or residuals have a normal distribution. This study uses Kolmogorov-Smirnov statistical analysis on the residual equation with the test criteria being if the probability value> 0.05 then the data is normally distributed and if the probability value <0.05 then the data is not normally distributed. The normality test aims to test whether in the regression model, the dependent variable and the independent variable are normally distributed or not normally distributed. To ensure this assumption, an approach of 2 (two) measuring instruments is carried out, namely by looking at the distribution of residual points following the direction of the diagonal line and looking at the results of the histogram graph. The equation test carried out in this case tests equation 1 motivation (X1) and length of service (X2) against competence (Y) and equation 2 motivation (X1) and length of service (X2) against competence (Y) which has an impact on Performance (Z) where the normality test is processed with SPSS version 26, below:

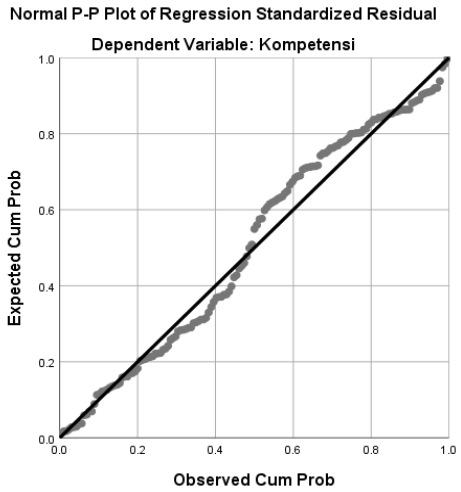

Figure 1. Normal P-Plot Graph of Equation 1
Source: Primary Data, processed with SPSS version 26

In Figure 4.2, the graph above can be seen that the normal probability plot graph shows a normal graph pattern. This can be seen from the points that are spread around the diagonal line and their distribution follows the diagonal line. With the distribution that follows the diagonal line, it can be concluded that the regression model is feasible to use because it meets the normality assumption. In this case, the equation 1 that is tested is motivation (X1) and work period (X2) on competence.

Next is the Kolmogorov Smirnov (KS) Test. The Kolmogorov Smirnov (KS) Test is a statistical test tool used to determine whether a sample comes from a population that has a certain data distribution or follows a certain statistical distribution. The One Sample Kolmogorov-Smirnov Test is used to determine the distribution of data, whether it follows a normal, possion, uniform, or exponential distribution. In this case, to determine whether the residual distribution is normally distributed or not. The residual is normally distributed if the significance value is more than 0.05.

Table 1. Kolmogorov-Smirnov Normality Test Equation 1

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		153
Normal Parameters[a,b]	Mean	0
	Std. Deviation	1.807405
Most Extreme Differences	Absolute	0.071

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	Positive	0.044
	Negative	-0.071
Test Statistics		0.071
Asymp. Sig. (2-tailed)		.055[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Primary Data, processed with SPSS version 26

Based on the output in table 4.16 above, we can see that where the asymp. Sig value is 0.055 ≥ 0.05, then according to the basis for decision making in the Kolmogorov-Smirnov normality test, then in this equation, the standardized residual value is distributed "normally".

Table 2. Kolmogorov-Smirnov Normality Test Equation 2

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		153
Normal Parameters[a,b]	Mean	0
	Std. Deviation	1.453014
Most Extreme Differences	Absolute	0.069
	Positive	0.043
	Negative	-0.069
Test Statistics		0.069
Asymp. Sig. (2-tailed)		.070[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Primary Data, processed with SPSS version 26

Based on the output in table 4.17 above, the normality test with the Kolmogorov-Smirnov method above can be seen that where the asymp. Sig value is 0.070 ≥ 0.05, then in accordance with the basis for decision making in the Kolmogorov-Smirnov normality test, then in this equation, the standardized residual value is distributed "normally".

Multicollinearity Test

Multicollinearity test aims to test whether there is a correlation between independent variables in the regression model. In this study, the variables tested are equation 1 Motivation (X1) and Length of Service (X2) on competence and Multicollinearity test equation 2 Motivation (X1) and Length of Service (X2) on competence that has an impact on Lecturer performance. Multicollinearity test can be seen from the Tolerance (TOL) and Variance Inflation Factor (VIF) values because a good regression model should not have a correlation between independent variables. Multicollinearity test is done by looking at the tolerance value and variance inflation factor (VIF). As a prerequisite, it occurs if:

a) If the VIF value is above 10 or the tolerance value is below 0.10, multicollinearity occurs.
b) If the VIF value is below 10 or the tolerance value is above 0.10, then multicollinearity does not occur.

The results of the multicollinearity test were carried out using SPSS Version 26 with the following results:

Table 3. Multicollinearity Test Results

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF

1	(Constant)	5.271	4.445		1.186	0.238		
	Motivation	0.371	0.092	0.304	4.041	0	0.919	1,088
	Years of service	0.465	0.126	0.277	3,682	0	0.919	1,088

a. Dependent Variable: Competence

Source: Primary Data, processed with SPSS version 26

In table 4.18 above, it shows that the Variance Inflation Factor (VIF) value for the Motivation variable (X1) is obtained at 1.088, for the Length of Service (X2) it is 1.088 so that the VIF value is less than 10 and each independent variable has a tolerance value for the Motivation variable (X1) obtained at 0.919, for Length of Service (X2) it is 0.919 less than 0.1, thus this regression model does not have a correlation between independent variables in the equation itself or there is no multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test is conducted with the aim of testing whether in a regression model there is an inequality of residual variance from one observation to another. One way or technique to detect whether heteroscedasticity has occurred or not is by looking at the scatter plot graph. If the points in the resulting image form a certain regular pattern like a large wave that widens, then narrows, then heteroscedasticity has occurred. However, if the points spread above and below the number 0 on the Y axis without forming a certain pattern, then the model does not experience heteroscedasticity. The results of the heteroscedasticity test in this study were processed using the SPSS version 26 program which can be seen in the following image:

Heteroscedasticity Test Results for Equation 1

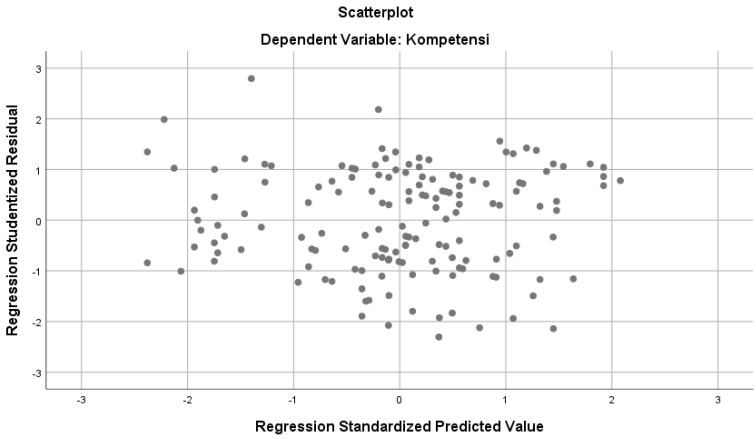

Figure 2. Heteroscedasticity Test Results for Equation 1
Source: Primary Data, processed with SPSS version 26

In Figure 4.6 above, it can be seen that the points on the scatterplot graph do not have a clear distribution pattern and the points are spread above and below the number 0 on the Z axis, thus indicating that there is no heteroscedasticity disturbance in the regression model so that this regression model is suitable for use. In this case, the variables of equation 1 that are tested are motivation (X1) and work period (X2) on competence, which means that this regression model is suitable for use.

Table 4. Results of Glesjer Heteroscedasticity Test Equation 1

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2,489	2.268		1,097	.274
	Motivation	.027	.047	.048	.568	.571

Years of service	.043	.064	.056	.664	.508

a. Dependent Variable: Abs_Res1

Source: Primary Data, processed with SPSS version 26

Based on table 4.22 above, it can be seen that the significance value of the Motivation variable (X1) is 0.571, while the length of service (X2) is 0.508, the value is greater than 0.05. Thus, it can be concluded that there is no heteroscedasticity problem in the regression model.

Heteroscedasticity Test Results for Equation 2

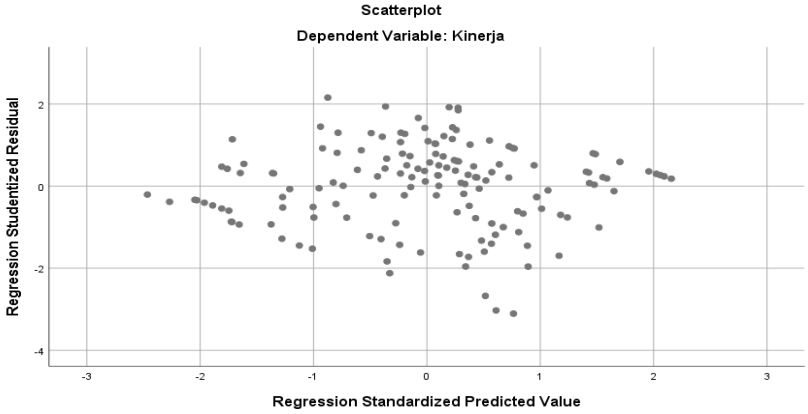

Figure 3. Heteroscedasticity Test Results for Equation 2
Source: Primary Data, processed with SPSS version 26

In Figure 4.7 above, it can be seen that the points on the scatterplot graph do not have a clear distribution pattern and the points are spread above and below the number 0 on the Z axis, thus indicating that there is no heteroscedasticity interference in the regression model so that this regression model is suitable for use.

Table 5. Results of Glesjer Heteroscedasticity Test Equation 2

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.307	2.005		-1.15	0.252
	Motivation	0.004	0.04	0.009	0.111	0.912
	Years Of Service	0.043	0.048	0.074	0.895	0.372
	Competence	0.056	0.038	0.124	1,479	0.141

a. Dependent Variable: Abs_Res2

Source: Primary Data, processed with SPSS version 26

Based on table 4.22 above, it can be seen that the significance value of the motivation variable (X1) is 0.912, the length of service (X2) is 0.372, and the competence (Z) is 0.141 so that the value is greater than 0.05. Thus, it can be concluded that there is no heteroscedasticity problem in the regression model.

Path Analysis

The study used statistical analysis, namely path analysis. This analysis is used to test the influence of intervening variables (Z) where the use of regression analysis to estimate the causal relationship between variables (casual model). Path analysis is an extension of multiple linear regression analysis or path analysis is the use of regression analysis to estimate the chronological relationship between previously determined variables.

Based on the theory. A direct relationship occurs when one variable influences another variable without a third variable mediating (intervening) the relationship between the two variables. An indirect relationship is when there is a third variable mediating the relationship between the two variables.

a) Path Model 1 Equation (Y = a + ß IX1 + ß 2X2 + e)

The path equation in equation 1 in the study explains the influence of Motivation (X1), Length of Service (X2) on Competence (Y), the following is the multiple linear regression equation in this study:

Y = ß + ß IXI + ß 2X2 + e → Y = 5.271+ 0.371+ 0.465

Information:

Y = Competence

X1 = Motivation

X2 = Working period

ß = Coefficient

e = Standard error

This path equation 1 refers to the path diagram imagestructure 1 where this diagram explains the flow of testing the path of equation 1 which tests the variables of motivation (X1) and length of service (X2) which influence competence (Y) as follows:

Structure Diagram 1

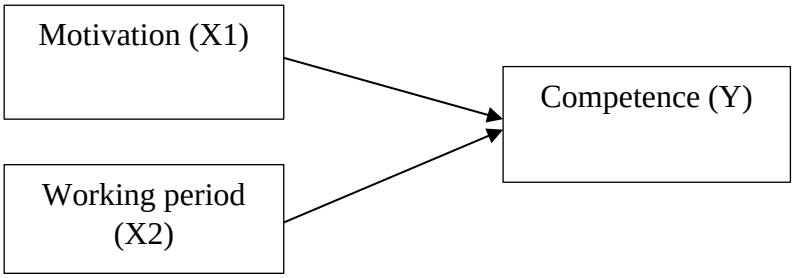

Figure 4. Structure diagram 1

From the structure diagram 1 above, it can be seen that motivation (X1) and work period (X2) have an influence on the competence (Y) of lecturers and the rest is a contribution from other variables that were not examined in this study. Next, pay attention to the path coefficients table equation 1 in this study explaining the influence of Motivation (X1), Work period (X2) on Competence (Y)

Table 6. Path Model Equation 1 Coefficients

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.271	4.445		1.186	0.238
	Motivation	0.371	0.092	0.304	4.041	0
	Years of service	0.465	0.126	0.277	3,682	0

a. Dependent Variable: Competence

Source: Primary Data, processed with SPSS version 26

Referring to the output of Regression Model I in table 4.25 "Coefficients" it can be seen that the significance value of the three variables, namely motivation (X1) = 0.000, length of service (X2) =

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0.000 is smaller than 0.05. This result provides the conclusion that Regression Model I, namely motivation (X1), length of service (X2), has a significant effect on competence (Y).

Furthermore, the R Square value obtained in the Model Summary table is 0.218. This shows that the contribution or contribution of the influence of X1 and X2 on Y is 21.8%, the rest is influenced by other variables that are not included in the study.

Table 7. Path Equation of Model 1 Model Summary

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.466[a]	0.218	0.207	5.605

a. Predictors: (Constant), Tenure, Motivation
b. Dependent Variable: Competence

Source: Primary Data, processed with SPSS version 26

The value of R Square in table 4.24 above the Model Summary is 0.218, this shows that the contribution of the influence of Motivation (X1), Length of Service (X2), to competence (Y) is 21.8% while the remaining 78.2% is the contribution of other variables not included in this study.

Path Model 2 Equation (Z = a+ ß 1XI+ß2X2+ ß 3X3+ ß Y + e)

The path equation in equation 1 in the study explains the influence of motivation (X1), length of service (X2), work environment (X3) and job satisfaction (Y) on employee performance (Z). The following is the multiple linear regression equation in this study:

Z=a + ß 1X1 + ß 2X2 + ß Y + e → Z= 0.616 + 0.485 + 0.348 + 0.124

Information:
Y = Competence
X1 = Motivation
X2 = Working period
Y = Competence
ß = Coefficient
e = Standard error

Structure diagram

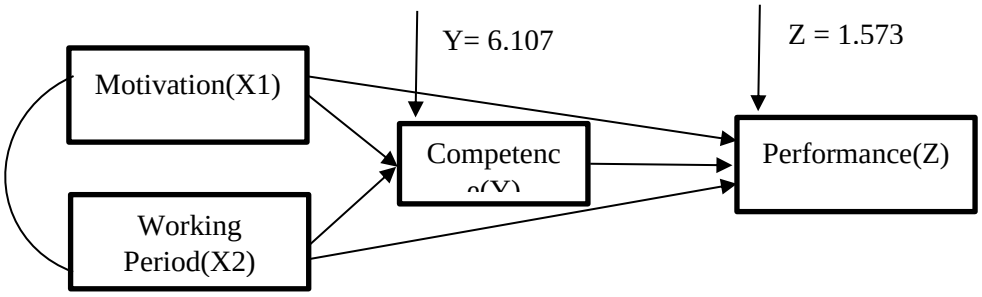

Figure 5. structure diagram 2

From the structure diagram 1 above, it can be seen that motivation (X1) and length of service (X2) and competence have an influence on lecturer performance and the rest is a contribution from other variables that were not examined in this study.

Table 8. Path Model Equation 2

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	0.616	3.213		0.192	0.848
	Motivation	0.485	0.07	0.468	6,971	0
	Years of service	0.348	0.095	0.244	3,671	0
	Competence	0.124	0.059	0.146	2.117	0.001

a. Dependent Variable: Performance

Source: Primary Data, processed with SPSS version 26

Referring to the output of Regression Model 2 in table 4.28 "Coefficients" it can be seen that the significance value of the four variables, namely motivation (X1) = 0.000, length of service (X2) = 0.000, competence (Y) = 0.001 is smaller than 0.05. This result provides the conclusion that Regression Model 2, namely motivation (X1), length of service (X2), competence (Y) has a significant effect on lecturer performance (Z). Furthermore, the R Square value obtained in the Model Summary table is 0.443. This shows that the contribution or contribution of the influence of X1 and X2 on Y is 44.3%, the rest is influenced by other variables that are not included in the study.

Table 9. Path Model 2 Equation

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.666[a]	0.443	0.432	4.033

a. Predictors: (Constant), Competence, Length of Service, Motivation

b. Dependent Variable: Performance

Source: Primary Data, processed with SPSS version 26

The value of R Square in table 4.26 above the Model Summary is 0.443, this shows that the contribution of motivation (X1), work period (X2), and competence (Y) to lecturer performance (Z) is 44.3% while the remaining 55.7% is the contribution of other variables not included in this study. Meanwhile, the value of e1 can be found using the formula e1 = √(1-0.443) = 0.557.

e. Sobel Test

Testing the mediation hypothesis can be done with a procedure developed by the Sobel test. The Sobel test is done by testing the strength of the indirect influence of the independent variable (X) to the dependent variable (Z) through the Intervening variable (Y). The mediation effect indicated by the multiplication of the coefficients (ab) needs to be tested with the Sobel Test formula as follows:

$$Sab = \sqrt{b2Sa2 + a2Sa2 + Sa2Sb2}$$

If the z value < 1.96 then it is stated that it is unable to mediate the relationship between the influence of the independent variable on the dependent variable. And vice versa. If the z value > 1.96 then it is stated that it is able to mediate the relationship between the influence of the independent variable on the dependent variable.

Table 10. Sobel Test Model 1

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1,272	3.235		.393	.695
	Motivation	.531	.067	.512	7,947	.000
	Years of service	.406	.092	.285	4.419	.000

a. Dependent Variable: Performance

Source: Primary Data, processed with SPSS version 26

From the results of the Sobel calculation, the table above obtained a z value of 3.213, because the z value obtained was 3.213> 1.96 with a significance level of 5%, it proves that motivation is able to mediate the relationship between the influence of competence on lecturer performance.

Majalah Ilmiah Bijak Vol 21 , No. 2, September 2024, pp. 441 - 457
doi.org/10.31334/bijak.v21i1.4336

Table 11. Sobel Test Model 2

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.616	3.213		0.192	0.848
	Motivation	0.485	0.07	0.468	6,971	0
	Years of service	0.348	0.095	0.244	3,671	0
	Competence	0.124	0.059	0.146	2.117	0.036

a. Dependent Variable: Performance

Source: Primary Data, processed with SPSS version 26

From table 4.29 the results of the Sobel test show that the coefficient value of Competence on Motivation is 0.512 with a standard error of 0.067 and a significance value of 0.005 then for Motivation it gets a coefficient value of 0.468 with a standard error of 0.070 and a significance value of 0.000. So that significant competence has a direct effect on Motivation as well as significant Motivation has a direct effect on Lecturer Performance. To make it easier to calculate the z value of the Sobel test, you can use the online Sobel calculator by testing the Effect of Motivation (X1) on Lecturer Performance (Z) through Competence (Y) The regression coefficient value of motivation (X1) on lecturer performance (Z) is 3.235 with a standard error of 0.142 and a significance value of 0.000, the following results are obtained:

Table 12. Results of the Sobel Motivation Test

TEST	Results
Sobel test statistic:	5.21628036
One-tailed probability:	0.00000009
Two-tailed probability:	0.00000018

Source: Processed with online calculator (*www.danielsoper.com)*

From the table above, it is known that the One-tailed probability value is 0.00000009 and the Two-tailed probability value is 0.00000018 which is smaller than 0.05, so it can be concluded that motivation influences lecturer performance through competence.

Then the Sobel Test was conducted on the Influence of work period (X2) on Lecturer Performance (Z) through Competence (Y). The regression coefficient value of work period (X2) on lecturer performance (Z) was 3.213 with a standard error of 0.92 and a significance value of 0.000, the following results were obtained:

Table 13. Results of the Sobel Test for work period

TEST	Results
Sobel test statistic:	2.818627
One-tailed probability:	0.002411
Two-tailed probability:	0.004823

Source: Processed with online calculator(*www.danielsoper.com)*

From the table above, it is known that the One-tailed probability value obtained is 0.01393286 and the Two-tailed probability value obtained is 0.02786572 which is smaller than 0.05, so it can be concluded that the length of service has an effect on lecturer performance through competence.

Hypothesis Testing

1) **Partial Test (T Test)**
   Partial test is used to test the influence of motivation (X1), work period (X2), on competence (Y) and lecturer performance (Z) partially. Also to test the influence of competence on lecturer performance (Z) partially. The results of the statistical analysis of the t-test can be seen as follows:

Table 14. Partial Test Results (T-Test) Equation 1

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.271	4.445		1.186	0.238
	Motivation	0.371	0.092	0.304	4.041	0
	Years of service	0.465	0.126	0.277	3,682	0

a. Dependent Variable: Competence

Source: Primary Data, processed with SPSS version 26

Based on the output in the table above, the results of the t-test above, it is known that the regression coefficient values of the independent variables, namely motivation and length of service, are as follows:

a Motivation (X1) Towards Competence (Y)
The t-value of motivation is greater than the t-table value or (4.041 > 1.976) with a significance value of 0.000, which means that this value is less than the significance level of 0.050 or (0.000 < 0.050). So it can be concluded that partially motivation has a significant effect on competence. This means that Ha1 is accepted and Hol is rejected.

b Length of service (X2) to competence (Y)
The t-value of the work period is greater than the t-table value or (3.682 > t-table 1.976) with a significance value of 0.000, which means that this value is less than the significance level of 0.050 or (0.000 < 0.050). So it can be concluded that partially the work period has a significant effect on competence. This means that Ha1 is accepted and Hol is rejected.

Table 15. Partial Test Results (T-Test) Equation 2

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.616	3.213		0.192	0.848
	Motivation	0.485	0.07	0.468	6,971	0
	Years of service	0.348	0.095	0.244	3,671	0
	Competence	0.124	0.059	0.146	2.117	0.036

a. Dependent Variable: Performance

Source: Primary Data, processed with SPSS version 26

c Motivation (X1) Towards lecturer performance (Z)
The t-value of Motivation is more than the t-table value or (6.971 > t-table 1.976) with a significance value of 0.000, which means that this value is less than the significance level of 0.050 or (0.000 < 0.050). So it can be concluded that partially motivation has a significant effect on employee performance. This means that Ha1 is accepted.

d Length of service (X2) on lecturer performance (Z)
The calculated t value of the length of service is greater than the t table value or (3.671 > t table 1.976) with a significance value of 0.000 which means that this value is less than the significance level of 0.050 or (0.000 < 0.050). So it can be concluded that partially the length of service has a significant effect on employee performance. This means that Ha1 is accepted.

e Competence (Y) Towards Lecturer Performance (Z)
The t-value of work performance is more than the t-table value or (2.117 > t-table 1.976) with a significance value of 0.036, which means that this value is less than the significance level of 0.050 or (0.036 < 0.050). So it can be concluded that partially competence has a

Majalah Ilmiah Bijak Vol 21 , No. 2, September 2024, pp. 441 - 457
doi.org/10.31334/bijak.v21i1.4336

significant effect on lecturer performance. This means that Ha1 is accepted and Hol is rejected.

2) Simultaneous Test (F Test)

The F test is used to test the influence of independent variables, namely motivation (X1), length of service (X2) simultaneously or simultaneously on the dependent variable, namely competence (Y) and to test the influence of independent variables, namely motivation (X1), length of service (X2) simultaneously or simultaneously on the dependent variable, namely lecturer performance (Z) by comparing the F count value with F table. The following are the results of the ANOVA test or F test:
The F table formula is:

(df = k-1) = df1 = 2-1= 1 ⟶ (df2 = n - k) =153- 2-1= 150

Ftable = 2 :150
Ftable = 3.06
With a significance of 5% or 0.05, Ftable = 3.06 is obtained from the statistical table.

Table 16. Simultaneous Test Results (F Test) Equation 1

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39,669	2	19,834	5,992	.003[b]
	Residual	496.54	150	3.31		
	Total	536,209	152			

A. Dependent Variable: Competence
B. Predictors: (Constant), Work Period, Motivation
Source: Primary Data, processed with SPSS version 26

3) Motivation and length of service towards Competence

Based on the Output table 4.31, the results of the Anova test above obtained an Fcount value of 5.992 which is greater than Ftable 3.06 with a significant value of 0.003 which is less than 0.05 or (Fcount > Ftable) and (Fsignificant < 0.05). So it can be concluded that simultaneously motivation and work period together have a significant effect on competence.

Table 17. Simultaneous Test Results (F Test) Equation 2

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76,672	3	25,557	11,866	.000[b]
	Residual	320.91	149	2.154		
	Total	397,582	152			

A. Dependent Variable: Performance
B. Predictors: (Constant), Competency, Work Period, Motivation
Source: Primary Data, processed with SPSS version 26

4) Motivation and length of service on lecturer performance

Based on the Output table 4.32 the results of the Anova test above obtained the Fcount value of 11,866 which is greater than Ftable 3.06 with a significant value of 0.000 which is less than 0.05 or (Fcount > Ftable) and (Fsignificant < 0.05). So it can be concluded that simultaneously, work period motivation and competence together have a significant effect on lecturer performance.

5) Coefficient of Determination

The analysis of the determination coefficient test aims to show how far the independent variable can explain the dependent variable.

Table 18. Results of the Determination Coefficient Test for Equation 1

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.466[a]	0.218	0.207	5.605

a. Predictors: (Constant), Tenure, Motivation
b. Dependent Variable: Competence

Source: Primary Data, processed with SPSS version 26

Based on table 4.33, the coefficient of determination R Square (R2) = 0.218 is obtained, then KD = R2 x 100% = 0.218 x 100% = 21.8%. So it can be concluded that motivation and work period have an effect of 21.8% on competence while the remaining 78.2% is influenced by other variables not examined in this study.

Table 10. Results of the Test of the Determination Coefficient of Equation 2 Summary Models

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.666[a]	0.443	0.432	4.033

a. Predictors: (Constant), Competence, Length of Service, Motivation
b. Dependent Variable: Performance

Source: Primary Data, processed with SPSS version 26

Based on table 4.35, the coefficient of determination R Square (R2) = 0.432 is obtained, then KD = R2 x 100% = 0.432 x 100% = 43.2%. So it can be concluded that work period motivation and competence have an effect of 43.2% on lecturer performance while the remaining 56.8% is influenced by other variables not examined in this study.

4. CONCLUSION

Based on the research findings, several conclusions can be drawn regarding the influence of motivation and tenure on lecturer competence and their subsequent impact on performance at Universitas Indonesia Maju. The study demonstrates that both motivation and tenure play significant roles in shaping the competence of lecturers. High levels of motivation, particularly in the areas of achievement and professional growth, were found to directly enhance the competence of lecturers across various dimensions, including pedagogical, professional, personality, and social competencies. Similarly, longer tenure was associated with increased competence, as lecturers with more extended periods of service tend to accumulate valuable experience and skills that contribute to their overall effectiveness in fulfilling their academic responsibilities.

Furthermore, the research highlights that lecturer competence is a critical determinant of performance, particularly in the implementation of the Tridharma of Higher Education, which includes teaching, research, and community service. Lecturers who exhibit high levels of competence are better equipped to deliver quality education, conduct meaningful research, and engage effectively with the community, thereby enhancing the reputation and academic standards of the university. This finding underscores the importance of continuous professional development and institutional support in maintaining and improving lecturer competence.

The study also revealed that there are areas where lecturer competence at Universitas Indonesia Maju can be further strengthened. Despite the overall positive correlation between motivation, tenure, and competence, certain aspects, such as social competence, were found to be lacking among some lecturers. This deficiency is likely influenced by lower levels of motivation in specific areas, such as affiliation and power. Addressing these motivational gaps through targeted interventions, such as

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professional development programs and motivational incentives, could significantly enhance lecturer competence and, by extension, their performance.

In conclusion, the findings of this study emphasize the crucial role of motivation and tenure in developing lecturer competence, which in turn significantly impacts their performance. The results suggest that for Universitas Indonesia Maju to achieve its vision of becoming a nationally competitive university, it must invest in strategies that foster lecturer motivation and effectively manage tenure. Such efforts will not only improve the quality of education offered but also enhance the overall institutional performance, contributing to the university's long-term success and recognition.

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