

Determinants of Motivation and Its Implications Toward the Performance of Lecturers at Private Colleges in Manado

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Determinants of Motivation and Its Implications Toward the Performance of Lecturers at Private Colleges in Manado

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Abstract

The purpose of this study was to find out and analyze the influence of competence, organizational culture, and career development on motivation and the influence of competence, organizational culture, career development, and motivation on the performance of lecturers at private colleges in Manado, both partially and simultaneously. The methods used in this study are descriptive and explanatory survey with a sample size of 200 respondents; data collection was done using a questionnaire instrument with a Likert scale and structural equation modeling analysis technique with the Lisrel 8.80 program. The results showed partially that competency, organizational culture, and career development had positive and significant effect on motivation. Competence, organizational culture, and career development simultaneously have positive and significant effect on motivation. But when viewed partially, it turns out that competence has the most dominant influence on motivation. Partially, competency, organizational culture, career development, and motivation have positive and significant effect on lecturer performance. Competence, organizational culture, career development, and motivation simultaneously have positive and significant effect on the performance of lecturers. But when viewed partially, it turns out that career development has the most dominant influence on lecturer performance.

Keywords: competence, organizational culture, career development, motivation, lecturer performance

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1. Introduction

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Lecturer is professional educator and scientist with transforming, developing, and disseminating science, technology, and art through education, research, and community service as the main job. As stated in the Law of Republic of Indonesia Number 14 of 2005 about Teachers and Lecturers article 1 paragraph 2. Based on this statement, lecturer has a very important role as the spearhead of the overall implementation of education process.

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Lecturer performance is a very decisive factor for the success of a university in carrying out its mission, lecturer performance is a driving force for the success of goals that want to be achieved by university. Mangkunegara (2006) provides an explanation that performance is the result of work in quality or quantity that achieved by an employee (lecturer) in carrying out their duties in accordance with responsibilities given to him.

The phenomenon in field shows that lecturer performance in Private Colleges in Manado is still low. This can be seen from the results of preliminary research conducted by researcher in 2017 on performance of 50 lecturers in Private Colleges in Manado. Viewed from education and teaching aspects shows a low score on guiding students items, scientific reports, making papers, and other academic activities; renew lecture materials regularly; and discuss the exam results with students as positive feedback. Judging from research aspect shows a low score on making scientific reports items or appropriate research based on scientific content; present papers in scientific discussion, seminars in major, faculties, regional, national and international; writing scientific books; and design and conduct research both group and independently. Judging from community service aspect shows a low score on giving training items, counselling to the community regarding the use of specialization fields or those related to community development in general; and writing community service.

Researchers also conducted preliminary research on the factors that affect low performance of 50 lecturers of Private Colleges in Manado, which showed problems in lecturer competence, organizational culture, career development, and motivation aspects. Viewed from lecturer competence aspect, shows a low score on items like suitability in background of the field expertise with the subjects taught; understanding about lecturer profession; and achievement of predetermined performance targets. Viewed from organizational culture aspect, showing a low score on items like prioritizing the principle work is worship; promote honest and open attitude in work; and responsive to problems; respect each other colleagues. Viewed from lecturer career development aspect, shows a low score on items like experience in the field, length of time in work, promotion for certain positions, opportunities for self-development, opportunities for courses according to areas of expertise, mentors and sponsors. Viewed from work motivation aspect shows a low score on items like sanction for late, opportunities to improve education levels; and opportunities to get a class to teach in the next semester.

The purpose of this research is to find out and analyze the influence of competence, organizational culture, and career development on lecturer motivation and the influence of competence, organizational culture, career development, and motivation on lecturer performance in Private Colleges in Manado.

27 2. Literature Review

2.1. Competence

The results of Sari Ika Rinawati and Kusni Ingsih research (2013) showed the direct influence of competence on motivation and direct influence of competence on employee performance. The results of Kamaruddin et al. research (2015) showed the influence of competence on work motivation of Islamic University lecturers at Kopertis Wilayah VIII in West Sulawesi and South Sulawesi.

The results of research conducted by Hyung-Jung (2004) showed that efforts to improve employee competencies have an impact on performance. The results of Rina and Aditya Halim research (2017) showed the influence of competence on lecturer performance of Private Colleges in Makassar City. The results of Bukman Lian research (2017) showed the influence of competence on lecturer performance of PGRI University in Palembang.

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Based on the results of these studies, the authors suspect that there is an influence of lecturer competence on work motivation and lecturer performance in Private Colleges in Manado.

H1: Competence has an effect on lecturers motivation in Private Colleges in Manado

H5: Competence has an effect on lecturers performance in Private Colleges in Manado

2.2. Organizational culture

The results of Koesmono (2005) study showed that organizational culture influences work motivation and performance partially. According to Mangkunegara (2006), if the organizational culture has met the criteria of an ideal organizational culture, it will make all members of the organization work professionally and achieve maximum results in quality and quantity. So that it is suspected that organizational culture has a positive effect on performance.

The results of Rina and Aditya Halim research (2017) showed the influence of organizational culture on lecturer performance of Private Colleges in Makassar City, but the results of research conducted by Darsana (2013) showed that organizational culture does not have a significant influence on employee performance and organizational citizenship behavior variables can mediate the influence of organizational culture on

employee performance. From the study of the theory, it is suspected that there is an influence of organizational culture on lecturers performance at Private Colleges in Manado. The results of Bukman Lian research (2017) showed the positive influence and significant of organizational culture on lecturer performance of PGRI University in Palembang.

Thus, it can be assumed that the college's organizational culture influences work motivation and lecturer performance. In other words, the better the organizational culture of colleges will further increase work motivation and lecturers performance at Private Colleges in Manado.

H2: Organizational culture has an effect on lecturer motivation at Private Colleges in Manado

H6: Organizational culture has an effect on lecturer performance at Private Colleges in Manado

2.3. Career development

The results of research conducted by Radea (2008) showed that there is a positive and significant relationship between career development programs and work motivation of employees of PT PLN (Persero) Pikitring Jawa, Bali and Nusra Pokitring, West Java. Career development programs are carried out effectively so work motivation will be high. The results of Nina and Sopian research (2013) showed the influence of career development on teacher performance of SMA Negeri 16 Palembang.

Thus, it can be presumed that the development of colleges influences work motivation and lecturer performance. In other words, the better career development will increase work motivation and the performance of lecturers at Private Colleges in Manado.

H3: Career development has an effect on lecturer motivation at Private Colleges in Manado

H7: Career development has an effect on lecturer performance at Private Colleges in Manado

2.4. Motivation

The results of research conducted by Thamrien (2009) showed that work motivation has a direct positive effect on lecturer performance. If work motivation is improved, it will improve lecturer performance. The results of Rina and Aditya Halim research (2017)

showed the influence of work motivation on lecturer performance of Private Colleges in Makassar City. The results of Ratih et al. research (2017) showed the influence of work motivation on lecturer performance of Private Colleges in Bandung. The results of Suryaman (2018) showed the influence of work motivation on lecturer performance of Private Colleges in Banten.

If a lecturer has high motivation, then it will encourage them to have good performance, fulfillment of economic and social needs will affect performance. The higher the motivation, the higher the performance of lecturers at Private Colleges in Manado.

H8: Work motivation has an effect on lecturer performance at Private Colleges in Manado

2.5. Performance

The results of Sari Ika Rinawati and Kusni Ingsih (2013) research show the direct influence of competence on motivation and direct influence of competence on employee performance. The results of research conducted by Hyung-Jung (2004) show that efforts to improve employee competencies have an impact on organizational performance and competitiveness. The results of Rina and Aditya Halim research (2017) showed the influence of competence, organizational culture and work motivation simultaneously on lecturer performance of Private Colleges in Makassar City. The results of Bukman Lian research (2017) showed the influence of competence and organizational culture simultaneously on lecturer performance of PGRI University in Palembang.

The organizational culture of higher education institutions that are formed, strong, dynamic, committed and consistent in the culture of writing scientific papers and conducting research will improve lecturer work motivation and lecturer performance. The results of Koesmono (2005) study showed that organizational culture influences work motivation and performance partially. According to Mangkunegara (2006), if the organizational culture has met the criteria of an ideal organizational culture, it will make all members of the organization work professionally and achieve maximum results in quality and quantity. So that it is suspected that organizational culture has a positive effect on performance.

The results of research conducted by Darsana (2013) showed that organizational culture does not have a significant influence on employee performance and organizational citizenship behavior variables can mediate the influence of organizational culture on employee performance. From the study of the theory, it is suspected that there is an influence of organizational culture on the lecturers performance at Private Colleges in

Manado. The results of research conducted by Sari Ika Rinawati and Kusni Ingsih (2013) showed that motivation becomes a variable that mediates between competence on employee performance.

The results of research conducted by Radea (2008) show that there is a positive and significant relationship between career development programs and work motivation of employees of PT PLN (Persero) Pikitring Jawa, Bali and Nusra Pokitring, West Java. Career development programs are carried out effectively so work motivation will be high. The results of Nina and Sopian research (2013) showed the influence of competence, organizational culture and career development simultaneously on teacher performance of State Senior High School 16 Palembang. The results of Bukman Lian research (2017) showed the influence of competence and organizational culture simultaneously on lecturer performance of PGRI University in Palembang.

H4: Competence, organizational culture, and career development simultaneously have an effect on lecturers motivation at Private Colleges in Manado

H9: Competence, organizational culture, career development, and work motivation simultaneously have an effect on lecturers performance at Private Colleges in Manado

3. Methodology

The population in this study were lecturers at private colleges in Manado. There are 200 lecturers as a sample, taken by proportional random sampling technique. This study uses the structural equation modeling analysis technique with Lisrel 8.80 program.

4. Results and Discussion

Before analyzing the data using SEM, measurement of suitability of the model using LISREL must be seen first, so as to obtain a measure of the model as follows.

Based on Table 1 above, six suitability measures obtained have a good fit model index, namely GFI, FI, AGFI, IFI, and CFI. Whereas the three model suitability indexes are below the measure of good suitability, but still within the marginal fit scope, namely RMSEA, NNFI, and RFI.

Full model using Lisrel 8.80 program acquired two models, the *standardized* models and *t-value* models, as shown in Figures 1 and 2 below.

where:

TABLE 1: Suitability size model.

Goodness of Fit Statistics (GOF)	Expected Size	Estimation Result	Conclusion
Absolute Fit Size			
GFI	GFI > 0.90	0.91	Good Fit
RMSEA	RMSEA < 0.08	0.15	Marginal Fit
Incremental Fit Size			
NNFI	NNFI > 0.90	0.89	Marginal Fit
NFI	NFI > 0.90	0.92	Good Fit
AGFI	AGFI > 0.90	0.93	Good Fit
RFI	RFI > 0.90	0.84	Marginal Fit
IFI	IFI > 0.90	0.94	Good Fit
CFI	CFI > 0.90	0.94	Good Fit

Note: Marginal Fit is the suitability condition of the measurement model under the criteria of absolute fit, and incremental fit, but can still be forwarded to further analysis, because it is close to the criteria of good fit size (Hair, Andersen, Tatham, and Black, 1998).

Source: Processing Results with LISREL 8.80.

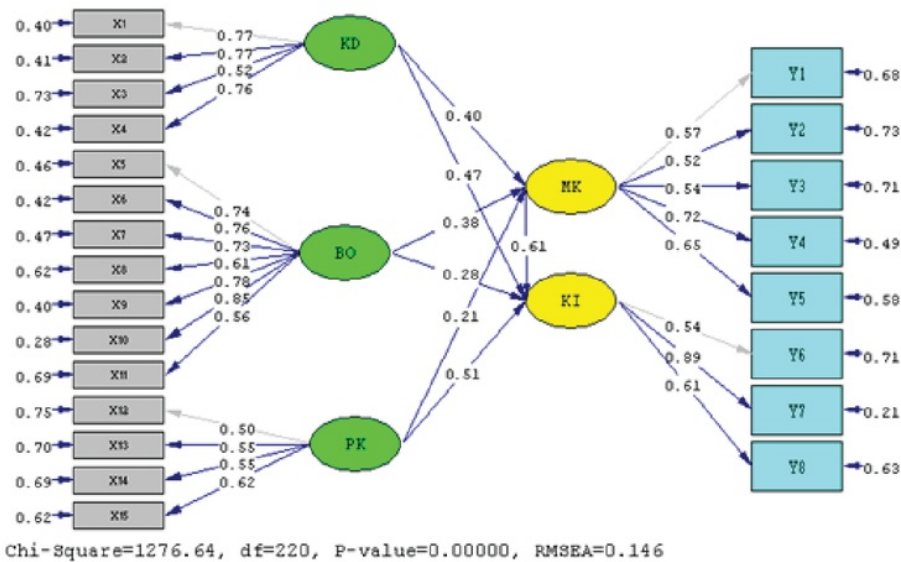


Figure 1: Full model (standardized).

- KD = Lecturer Competence
- BO = Organizational Culture
- PK = Career Development
- MK = Work Motivation

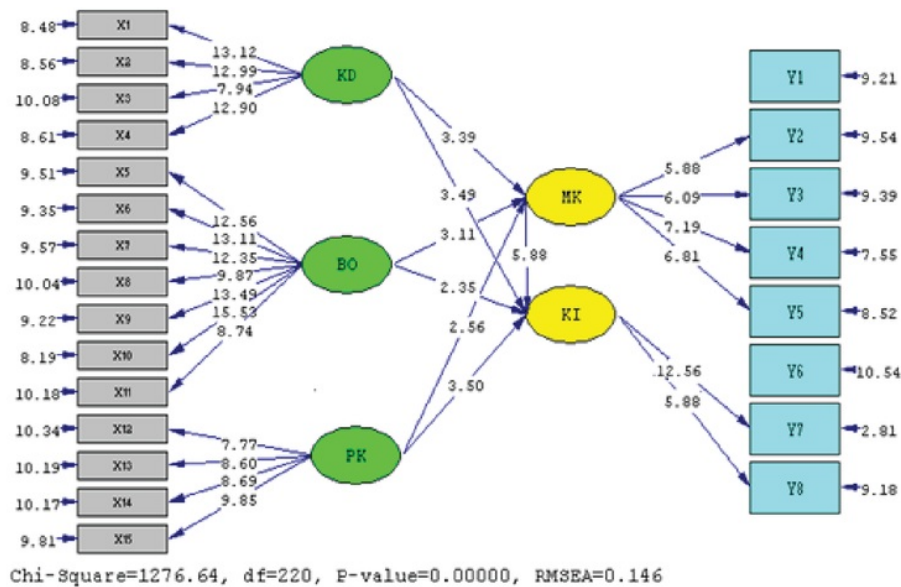


Figure 2: Full model (t-value).

4.1. The effect of competence, organizational culture, and career development on motivation

The influence of competence, organizational culture, and career development together on motivation can be seen in the following structural equation:

$$\begin{aligned}
 MK &= 0.40 * KD + 0.38 * BO + 0.21 * PK, \text{ Errorvar.} = 0.38, R^2 = 0.62 \\
 & \quad (0.12) \quad (0.12) \quad (0.082) \quad (0.016) \\
 & \quad 3.39 \quad 3.11 \quad 2.56 \quad 38.75
 \end{aligned}
 \tag{1}$$

(Structural Equation 1, source: Output LISREL 8.80)

Based on Figures 1 and 2, and structural equation 1 above, it can be seen that the influence of Competence on Motivation with the influence of 0.40 and with the t-value (3.39 > 1.96), **the first hypothesis (H1) is accepted**. So that the competence partially proved to have a significant effect on motivation. This shows that the motivation reflected by Discipline (Y4) will increase if lecturer has the competencies reflected by Pedagogics (X1) and Personality (X2).

Based on Figures 1 and 2, and structural equation 1 above, it can be seen that the influence of Organizational Culture on Motivation with the effect of 0.38 and with t-value (3.11 > 1.96), then the second **hypothesis (H2) is accepted**. So that organizational culture

is partially proven to have a positive and significant effect on motivation. This shows that the motivation reflected by the Discipline (Y4) dimension will increase if lecturer has an Organizational Culture (BO) reflected in the Aggressive (X10) dimension.

Based on 1, 2, and structural equation 1 above, it can be seen that the influence of Career Development on Motivation with the effect of 0.21 and with the *t*-value (2.56 > 1.96), then **the third hypothesis (H3) is accepted**. So that career development is partially proven to have a positive and significant effect on motivation. This shows that the motivation reflected by Discipline (Y4) dimension will increase if lecturer has career development reflected by the right Research (X15) dimension.

Based on Figures 1 and 2, and structural equation 1 above, it can be seen that the contribution of Competence, Organizational Culture, and Career Development to Motivation is 62% and with an F count (38.75 > 3.84), then **the fourth hypothesis (H4) accepted**. So that Competence, Organizational Culture, and Career Development simultaneously proved to be positively and significantly influential on Motivation with a contribution of 62%, while the remaining 38% was the influence of other factors. This shows that the lecturer motivation reflected by the Discipline (Y4) will increase if the lecturer has Competencies reflected by the Pedagogical (X1) and Personality (X2) dimensions supported by Organizational Culture which is reflected by Aggressiveness (X10) and by conducting appropriate Research (X15) in Career Development.

Dominant lecturer competence influences work motivation compared to organizational culture and career development. Therefore lecturer competence in pedagogics and personality becomes very important.

4.2. The effect of competence, organizational culture, career development, and motivation on lecturer performance

The influence of Competencies, Organizational Culture, Career Development, and Motivation together on Lecturer Performance can be seen in the following structural equation:

$$\begin{array}{cccccc}
 KI = 0.61 * MK & + & 0.47 * KD & + & 0.28 * BO & + & 0.51 * PK, & \text{Errorvar.} = & 0.25, R^2 = & 0.75 \\
 (0.10) & & (0.13) & & (0.12) & & (0.15) & & (0.011) & \\
 5.88 & & 3.49 & & 2.35 & & 3.50 & & 68.18 & (2)
 \end{array}$$

(Structural Equation 2, source: Output LISREL 8.80)

Based on Figures 1 and 2 and structural equation 2 above, it can be seen that the influence of Competency on Lecturer Performance with t -value (3.49 > 1.96), then **the fifth hypothesis (H5) is accepted**. So that competence is partially proven to have an effect on Lecturer Performance.

The results of hypothesis (H5) testing above indicate that Competency has a positive and significant effect on Lecturer Performance, as well as based on the results of testing the first hypothesis (H1) that Competency has a direct effect on Motivation then based on the results of the eighth hypothesis (H8) testing that Motivation affects Lecturer Performance. Thus, Competence influences Lecturer Performance directly or indirectly through Motivation, but indirect influence through Motivation is more important. Referring to the type mediating (intervening) theory of Todd D et al. (2007), the Motivation of private colleges in Manado is full mediating which mediates the influence of Competence on Lecturer Performance. This shows that lecturers who have high competence, especially their extensive knowledge, both formally (as a doctor) or non-formal, especially pedagogic competence and personality can improve high performance reflected in the Research Performance (Y7) dimension, especially making work scientific and adapt scientific books.

Based on Figures 1 and 2 and structural equation 2 above, it can be seen that the influence of Organizational Culture on Lecturer Performance with the t -value (2.35 > 1.96), then **the sixth hypothesis (H6) is accepted**. So that the Organizational Culture is partially proven to have an effect on Lecturer Performance.

The results of testing the hypothesis (H6) above shows that Organizational Culture has a direct effect on Lecturer Performance (0.28), as well as based on the results of testing the second hypothesis (H2) that Organizational Culture directly affects Motivation (0.38) then based on the results of the eighth hypothesis (H8) testing that motivation affects performance (0.61). Thus, more Organizational Culture influences Lecturer Performance indirectly or through Motivation is more dominant, so motivation plays a role as a mediating between Organizational Culture and Lecturer Performance. Referring to the type mediating (intervening) theory of Todd D et al. (2007), the Motivation of Private Colleges Lecturer in Manado is full mediating which mediates the influence of Organizational Culture on Lecturer Performance. This shows that the organizational culture that is reflected by the dimensions of aggressiveness (X10) in implementation (Tridharma of Higher Education) can improve high performance which is reflected by the Research Performance (Y7) dimension, especially making scientific works and adapting scientific books.

Based on Figures 1 and 2 and structural equation 2 above, it can be seen that the effect of Career Development on Lecturer Performance with an influence of 0.51 and with t -value ($3.50 > 1.96$), **the seventh hypothesis (H7) is accepted**. Thus, it can be concluded that Career Development partially proved to have a significant effect on Lecturer Performance. This shows that the Lecturer Performance reflected by the Research Performance (Y7) dimension will increase if a good Career Development is reflected by the Research (X15) dimension.

Based on Figures 1 and 2 and structural equation 2 above, it can be seen that the influence of Motivation on Lecturer Performance with the influence of 0.61 and with t -value ($5.88 > 1.96$), then **the eighth hypothesis (H8) is accepted**. Thus, it can be concluded that the partial Motivation proved to have a significant effect on Lecturer Performance. This shows that Lecturer Performance reflected by the dimensions of Research Performance (Y7) will increase if they have high motivation reflected by the Discipline (Y4) dimension, especially obeying the rules and understanding the rules in the implementation of Tridharma of Higher Education.

Based on Figures 1 and 2 and structural equation 2 above, it can be seen that the influence of Competency, Organizational Culture, Career Development, and Motivation simultaneously on Lecturer Performance with a contribution of 75% and with a calculated F value ($68.18 > 3.37$), then **the ninth hypothesis (H9) is accepted**. Thus, Competency, Organizational Culture, Career Development, and Motivation simultaneously proved to have an effect on Lecturer Performance with a contribution of 75%, while the remaining 25% was the influence of other factors.. This shows that the lecturers' performance reflected by the Research Performance (Y7) dimension will increase if they have high Motivation reflected by the dimension of Discipline (Y4), where Motivation will be high if supported by high competence reflected by the Pedagogic (X1) and Personality (X2) dimensions, and supported by Organizational Culture that is reflected by Aggressiveness (X10) and Career Development reflected by the Research (X15).

Based on the results of the study above, the research findings obtained that the performance of lecturers research at private colleges in Manado will be well developed if the lecturers have the passion for discipline in conducting the Tridharma of Higher Education, supported by career development through research, and pedagogic and personality competencies, as well as having aggressiveness, both ways of thinking and behaving.

5. Conclusion

The competencies reflected by the pedagogic and personality dimensions proved to have a positive and significant effect on the motivation reflected by discipline in conducting Tridharma of Higher Education. Organizational culture that is reflected by the dimensions of aggressiveness has proven to have a positive and significant effect on the motivation reflected in the discipline in conducting Tridharma of Higher Education. Career development reflected in the dimensions of research has proven to have a positive and significant effect on motivation which is reflected by the dimensions of discipline in conducting Tridharma of Higher Education. Competence, organizational culture, and career development proved to be simultaneously positive and significant influence on motivation with a contribution of 62%. But when viewed partially, it turns out that competence with an influence of 0.40 is more dominant in influencing motivation.

Competencies reflected by pedagogic and personality dimensions proved to have a positive and significant effect on lecturer performance reflected by the dimensions of research performance. Organizational culture that is reflected by aggressiveness is proven to have a positive and significant effect on lecturer performance reflected by the dimensions of research performance. Career development reflected by research (scientific work and journals) has been proven to have a positive and significant effect on lecturer performance reflected by the dimensions of research performance. The motivation reflected by the disciplinary dimension in conducting Tridharma of Higher Education has proven to have a positive and significant effect on the performance of lecturers reflected by the dimensions of research performance. Competence, Organizational Culture, Career Development, and Motivation are proven to have a positive and significant effect on lecturer performance with a contribution of 75%. But when viewed partially, it turns out motivation with an influence of 0.61 is more dominant in influencing lecturer performance. Motivation acts as a mediating variable from the influence of lecturer competence and organizational culture on lecturer performance, but not as a mediating variable for the effect of career development on lecturer performance.

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