

Factors Affecting Performance Lecturer

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Factors Affecting Performance Lecturer

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Abstract

The purpose of this study was to examine the effect of work motivation, relational capital, and structural capital on the performance of lecturers in the Association of Catholic Colleges (APTİK) in Indonesia. This research is quantitative and causal. This study uses a questionnaire distributed to lecturers who work in the APTİK environment in Indonesia. From the divided questionnaire, using primary data, with a sample of 62 respondents. The data is analyzed using multiple regression. The test results show that work motivation, relational capital, and structural capital can predict lecturer performance, amounting to 23.2%. While the remaining 76.8% is influenced by other variables, which were not tested in this study. From the variables free of work motivation, relational capital, and structural capital, only work motivation has a significant effect on the performance of lecturers. Some suggestions from APTİK held a forum to assist its members in International Journals, as well as appear as participants, and participate in competitions and speakers in various national and international forums.

Keywords: Work Motivation, Relational Capital, Structural Capital, Performance.

1. INTRODUCTION

Company performance is strongly influenced by the company's ability to manage and control its own resources (Fatihudin, et al. 2018). Good performance is the performance that follows the procedures according to the established standards (Mochklas & Setiawan, 2018). Human resources are one of the factors that determine the success or failure of an organization in achieving its goals. This is what makes human resources an asset whose competence must be increased.

According to Sudarmanto (2009) every organization is required to be able to compete, so that despite facing global competition the organization can still survive. Companies and employees cannot be separated, employees have a very important role in carrying out the life of the company and employees are active actors in every organizational activity (Mochklas, et al, 2018). The importance of human resources needs to be based on all levels of human resource management by the company on the quality of each of its employees (Erlina, et al, 2017).

As we know, human resources, capital and technology are very important factors in creating product quality. To achieve optimal results, it is necessary to move these resources effectively. Businesses that are supported by all parties in an organization are very necessary to achieve these goals, both from the management and from the employees. In this case, it is necessary for the management to make new breakthroughs, in order to move the human resources they have. The most important resources are human resources. Although the organization has sophisticated technology, it will not be effective, without the support of reliable human resources. Therefore human resources need to get careful management.

This research is a development of research from Larasati and Gilang (2014) entitled "The Effect of Work Motivation on the performance of employees of the Telkom Jabar Barat Barat region (Witel Bekasi). What distinguishes this research lies in its independent variable which adds intellectual capital and work stress, as well as on the object of his research in the Darma Cendika Catholic University environment. There are many factors that influence employee performance, but what is taken as the first cause by researchers is work motivation. Research on work motivation is mostly done with inconsistent results. Research from Liawati and Suhaji (2012) shows the results that work motivation has a significant effect on performance. This research is in line with the research of Asim (2013), Salleh et al., (2011), Safwan, et al., (2014), Mardiono and Supriyatin (2014), Brahmasari and Supriyetro (2008), Sari, et al., (2012), Potu (2006), Hakim (2014), Tania and Sutanto (2013), Sirait, et al., (2017), Siahaan and Sianturi (2017), Murty and Hudiwinarsih (2012), and research from Sutarto et al. al., (2016). This research is not in line with Rahmawati's (2016) research which shows the results that motivation does not affect performance (empirical study in the Karanganyar Regency DPPKAD Office. Rahmawati's research is supported by Kurniawan (2012), and Dhermawan, et al. (2012). Rantesalu, et al., (2016) also shows that work motivation does not have a significant and negative effect. Runtuwene in his research also shows a less significant relationship between work motivation and employee performance.

Researchers are interested in adding intellectual capital variables as the second variable, because based on research from Longo and Mura

(2011) shows that intellectual capital positively influences employee work behaviors. Intellectual capital studied includes relational capital, and structural capital. The human capital is not included in this study, because when processed by SPSS, the construct results show that human capital is not reliable. According to the knowledge of researchers, there are still not many studies that link intellectual capital to employee performance.

II. LITERATURE REVIEW

According to Hasibuan (1999) that motivation is the giving of driving force that creates the enthusiasm of one's work so that they will cooperate, work effectively and be integrated with all their efforts to achieve satisfaction. Someone who is not motivated, only gives minimum effort in terms of work. The concept of motivation, is an important concept related to individual performance. Motivation means giving morif, the arising of motives or things that give rise to encouragement or circumstances that give rise to encouragement. Motivation as a skill in directing employees to work successfully, so as to achieve the desires of employees while achieving organizational goals. Motivation that is in a person is a driver who will realize a behavior in order to achieve the goal of satisfaction.

People want to work to meet the needs of both conscious needs (conscious needs) and the needs/desires that are not realized (unconscious needs), so people want to work to get physical needs, non-physical and mental. One of them is received incentives. For some employees the hope of earning money is the only reason to work, but others argue that money is only one of many fulfilled needs through work. Someone who works will feel more valued by the surrounding community, than those who don't work. They will feel more valued when they receive various facilities and other status symbols from the company where they work.

Reasons that encourage people to do something because they have needs that must be fulfilled. There are three kinds of human needs, namely: (1) the need for achievement (need for achievement), the motive for the need for achievement will encourage someone to develop creativity and move all of their abilities and energy in order to achieve maximum work performance. (2) the need for affiliation (need for affiliation). Everyone must want to be accepted by other people in the living and workplace, the need for feelings of respect, the need to feel progress, and the need for feelings of participation. (3) the need for power, is the driving force in an effort to achieve a power (Hasibuan 2003).

Berendoom and Stainer in Rahmayanti (2014) define "motivation is a mental condition that

encourages activity and gives energy which leads to the achievement of needs giving satisfaction or reducing imbalances".

Hasibuan (2003) defines "motivation is the giving of the driving force that creates the enthusiasm of one's work, so that they are willing to work together productively to successfully achieve and realize their intended goals."

According to Mangkunegara and Prabu (2005) that motivation theories can be categorized into three groups, namely:

- a) The theory of motivation with the content approach emphasizes more on what factors make employees perform certain actions. Examples of Abraham Maslow's motivational theory. A person behaves/works, because of the urge to fulfill various needs. Needs are defined as a gap or conflict that is experienced between a reality with an impulse that is in itself. If the employee's needs are not met, the employee will show disappointed behavior. Conversely, if the needs are met, the employee will show happy behavior as a manifestation of his satisfaction. Five human needs according to Maslow, among others: physiological needs, security or safety needs, affiliation or acceptance (social needs), esteem or status needs (the need for prestige awards), and actualization (self actualization). Maslow (in Hasibuan, 2003) suggests a motivational theory called Maslow's Need Hierarchy Theory/A Theory of Human Motivation or Maslow's Hierarchy of Needs Theory. The essence of Maslow's theory is that human needs are arranged in a hierarchy. The hierarchy of needs follows the plural theory that someone behaves/works, because there is an urge to fulfill various needs. Maslow argues, Maslow's Model (in Hasibuan, 2003) is often referred to as a model concerning human needs, so this theory is used to show someone's needs that must be fulfilled so that individuals work, someone's desired needs are tiered. That is, if the first need has been fulfilled, the second level needs will appear to be the main. Furthermore, if the second level needs are met, the third level needs arise, and so on until the fifth level needs.
- b) Motivation theory with reinforcement approach, emphasizes more on factors that can improve an action carried out or that can reduce an action. Examples of Skinner's theory of motivation (operant conditioning). Skinner in Karina (2017) suggests that the motivation theory approach influences and changes work behavior, namely the formation of behavior or often referred to as terms such as behavior modification, positive reinforcement, and skinnerian conditioning. This approach is based primarily on the law of influence (law of effect), which states that behavior followed by consequences of

satisfaction tends to be repeated, while behavior followed by consequences of consequences of punishment tends not to be repeated. Thus individual behavior in the future can be estimated or studied from past experience.

- c) Motivational theory with a process approach, not only emphasizes what factors make employees act, but also how the employee is motivated. Examples of achievement motivation theories from Clelland. Achievement motivation can be interpreted as a force that encourages a person to work or carry out an activity or responsibility maximally in order to achieve a high performance.

Work motivation is a mental attitude or condition of a person where the person feels moved to do a job charged to him, so that it can influence the ability and ability of employees to do work. With the existence of high work motivation in employees, they are expected to love their work more, be able to work well and have high loyalty. There is a fulfillment of needs arising from an employee in work, which is used as strength or energy (energy) which results in encouragement for employees to carry out activities, in order to meet or satisfy those needs.

Motivation is basically a process to try to influence someone to do something we want. In other words is an encouragement from the outside of someone to want to implement something. Motivation questions how to encourage the work of subordinates, so they want to work hard by giving all their abilities and skills to realize the company's goals. Motivation comes from the word motif (motive), which means encouragement. Thus motivation means a condition that encourages or becomes because someone does something / activity, which takes place consciously (Karina, 2017). Motivation questions how to encourage the work of subordinates, so they want to work hard by giving all their abilities and skills to realize the company's goals.

According to Mathis & Jackson (2006) (in Karina, 2017) motivation is desire in someone causing the person to take an action. Motivation is the process of inter-business linkages and satisfying certain needs. In other words, motivation is a willingness to exert a high level of effort to achieve organizational goals. There is a desire and purpose. A person's internal state that causes certain business results to be attractive. It means that a need that has not been satisfied creates tension, which in turn creates a certain impulse in a person. In a shorter sense the motivation comes from within a person (Wake up, in Karina, 2017).

According to Robbins (2003) motivation as a process that explains the intensity, direction and

perseverance of an individual to achieve goals. Based on this opinion it can be concluded that;

- 1) Work motivation is an urgent part of an organization that functions as a tool for achieving goals or objectives to be achieved,
- 2) Work motivation contains two main goals in an individual, namely to fulfill personal needs and desires and organizational goals, and
- 3) Motivation of work given to someone is only effective when in a person has the belief or confidence to progress and succeed in the organization.

According to Luthans (In Karina, 2017) motivation is a process as a first step for someone to take action due to physical and psychological deficiencies or in other words is an encouragement that is shown to meet certain needs. If this condition does not occur, it will reduce the work motivation of employees and will have an impact on declining employee performance.

Intellectual capital (IC) is defined as knowledge used by companies for competitive advantage and includes human capital (knowledge, skills, and individual abilities), structural capital (routines, processes, and databases), and relational capital (interaction between individuals and their relations network). By taking an organizational perspective, experts argue that IC encourages company performance, influences the company's innovative capabilities, and positively influences the company's ability and knowledge transfer. In addition, various studies have identified the configuration of human resources and specific organizational structures as antecedents of IC. Organizational metrics for assessing ICs have been proposed, along with relationships between the dimensions of human, structural, and relational capital of ICs (Longo and Mura (2011).

Intellectual Capital is a resource that is embedded in the actions and abilities of people operating in the company; Therefore, it is said that researchers should explore intellectual capital from an individual level perspective - not at the organizational level - to get more precise knowledge about phenomena related to intellectual capital. In addition, knowledge-based theorists strongly emphasize the need to pay attention to the process of knowledge-based value creation, and that this is usually rooted in individual actions and interactions.

Employee performance is the outcome produced by an employee in a certain period of time at the place where the company works. According to Mangkunegara and Prabu (2005), stated that employee performance is the work result in quality and quantity achieved by an employee in carrying out

his duties in accordance with the responsibilities given to him.

Mahsun (In Piayu, 2016) defines performance (performance) as a description of the level of achievement of an activity or program or policy in realizing the goals, objectives, mission and vision of the organization contained in an organization's strategic planning plan. The term performance is often used to refer to the achievements or success rates of individuals or groups of individuals. Performance can be known only if individuals or groups of individuals have established success criteria. This success criterion is in the form of specific goals or targets to be achieved. Without a goal or target, the performance of a person or organization cannot be known because there are no benchmarks.

More explicitly Lawler and Pater stated that performance is a "successful role achievement" obtained by someone from his actions (As'ad, 2008). From the above limitation concludes that performance is the result achieved by a person according to the size that applies to the work in question.

Performance appraisal can be done by measuring employee contributions to the organization to achieve the goals to be achieved.

Dharma (In Piayu, 2016) suggests that almost all methods of performance measurement consider the following:

- a) Quantity is the amount that is completed or achieved;
- b) Quality is quality that must be completed or achieved;
- c) Timeliness that is according to whether or not the planned time.

From the above opinion, it can be concluded to find out the performance of employees so that there can be measured three, namely; quantity, quality, and timeliness. In addition, it also requires the ability to do work in accordance with the instructions given and must be in accordance with the provisions set by the employee's company.

III. METHODS

This study uses a quantitative approach, using a questionnaire distributed to lecturers in the APTIK environment. Questionnaires were distributed to lecturers, in the APTIK environment with a sample of 62 respondents in Surabaya, Malang and Makassar. Data were analyzed using multiple regression. Independent variables from this study were work motivation, and intellectual capital (which distinguished relational capital, and structural capital). Whereas the dependent variable is the performance of the lecturer.

The definition of work motivation in this study includes physical needs, safety needs, social needs, the need for appreciation/prestige, and self-actualization.

The definition of intellectual capital in this study is divided into two parts, namely relational capital, and structural capital. The definition of relational capital in this study includes: interactions between individuals, and their relations network. While the understanding of structural capital includes routines, processes, and data bases.

While what is meant by lecturer performance is the presence of lecturers, assignment design, training, available work equipment, performance standards, management, and work incentives that can affect the performance of lecturers.

- H1 = Work Motivation Influences Lecturer Performance
- H2 = Relational Capital Influences Lecturer Performance
- H3 = Structural Capital Influences Lecturer Performance

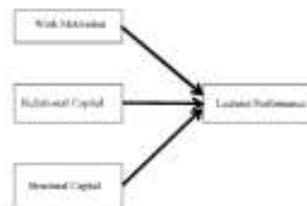


Figure 1. Conceptual Framework

IV. RESULTS AND DISCUSSIONS

This study used a questionnaire distributed to 62 lecturers in the APTIK environment. The questionnaire was tested with Reliability and Validity, processed using SPSS 24, with the following results:

Table 1. Reliability Test

Model	Cronbach's Alpha Based on Standardized Items	N of Items
Work Motivation	0,873	9
Relational Capital (IC)	0,795	2
Structural Capital (IC)	0,880	10
Lecturer Performance	0,671	7

Based on the results of SPSS processed, it can be seen from the table above, the value of Cronbach's Alpha is above 0.60, so according to Ghozali it can be said that the variable is reliable.

While for the validity test, it shows that the correlation between each indicator to the total construct score shows significant results. Classical Assumption Test conducted using multicollinearity test, autocorrelation test, heteroscedasticity test, and normality test

Model	Collinearity Statistics	
	Tolerance	VIF
Work Motivation	0,737	1,356
Relational Capital (IC)	0,830	1,204
Structural Capital (IC)	0,750	1,334

Source: SPSS Processed Products

Table 2. Multicollinearity Test

The calculation of the Tolerance value is greater than 0,10, with the value of the Variance Inflation Factor (VIF) there is no one independent variable that has a VIF value of more than 10. So it can be concluded that there is no multicollinearity between independent variables in the regression model

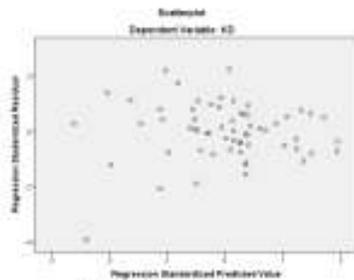
Table 3. Autocorrelation Test	
Model	Durbin-Watson
1	1,908

Source: SPSS Processed Products

Based on the table, the value $d_l = 1,177$ and the limit $d_u = 1,480$. Durbin-Watson Test Results = 1,908 Greater than d_u limit 1,689 and less than 4-1,689 (ie 2,311), it can be concluded that there is no autocorrelation.

The Heteroscedasticity test looks like Figure 2 shows there is no heteroscedasticity, it can be seen from the residuals that are randomly distributed around the zero point, as below;

2. Scatter Plot The Normality Test appears from the



SPSS output below:

Table 4. of the Kolmogorov-Smirnov Test

		Test Statistic	Standard of Residual
N			62
Normal Parameters ^{a,b}	Mean		,000000
	Std. Deviation		2,81266076
Most Extreme Differences	Absolute		,072
	Positive		,096
	Negative		-,072
Test Statistic			,072
Asymp. Sig. (2-tailed)			,200 ^c
Monte Carlo Sig. (2-tailed)	Sig.		,385 ^d
	99% Confidence Interval	Lower Bound	,877
	Upper Bound		,393

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Based on 10000 sampled tables with starting seed 2000000.

The test results from the Kolmogorov-Smirnov Statistics test show that data is normally distributed

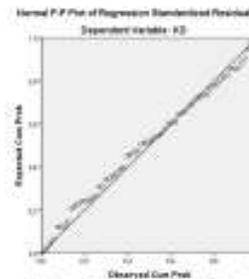


Figure 3 Normal P Plots

By looking at the normal picture of the plot, it can be concluded that the residuals are normally distributed and symmetrical. In the normal probability plots graph, the scattered points coincide around the diagonal, and this indicates that the residuals are normally distributed.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,519	0,270	0,232	2,884

Source: SPSS Processed Products

Based on table 5, R Square is 0,270, meaning that 27% of lecturers' performance can be explained by work motivation, Relational capital, and Structural capital. While the remaining 73% is explained by other variables outside the research model.

Table 6. F Test and a Significance

Model	F	Signifikan
Regressi	7,139	0,000

Source: SPSS Processed Products

As a result of the Table 6, F Test in a significance value of 0,000 is smaller than 0,05. It shows that this regression model can be used to predict the dependent variable, namely the performance of the lecturer. Or it can be said that work motivation, relational capital, and structural capital together influence the performance of lecturers.

Table 7. Constans, Coefficients, T - Test and Signifikansi

Model	Unstandardized Coefficients		T	Significance
	B	Std. Error		
Constant	14,738	3,592	4,103	0,000
Work Motivation	0,361	0,094	3,837	0,000
Relational Capital (IC)	-0,017	0,305	-	0,956
Structural Capital (IC)	0,028	0,090	0,317	0,752

Source: SPSS Processed Products

Based on table 7, from the three variables it appears only the work motivation variables that influence lecturer performance. It can be concluded that work motivation influences lecturer performance, with the equation:

$$KD = 14,738 + 0,361 MK - 0,017 MR + 0,028 MS$$

Where ; KD = Lecturer Performance; MK = Work Motivation; MR = Relational Capital; and MS = Structural Capital.

This research shows that the first hypothesis is proven. The results of this study are in line with research from Asim (2013) which shows that motivation directly affects employee performance. Likewise research from Mardiono and Supriyatin (2014); Safwan, et al., (2014) and Salleh et al., (2011); Linawati and Suhaji (2012); Larasati and Gilang (2014); Sari et al., (2012); Potu (2013); Hakim (2014); Tania and Sutanto (2013); Sirait, et al., (2017); Siahaan and Sianturi (2017); Murty and Hudiwinarsih (2012); Sutarto, et al., (2016); showing the results of motivation have a significant effect on employee performance.

While the second and third hypotheses are not proven, and are not in line with research from Longo and Mura (2011). The cause of the difference lies in the object of the researcher. Longo and Mura (2011) take samples from managers and academics who are considered to understand intellectual capital. While this study took a sample of lecturers in one environment, namely Catholic University Durma

Cendika, who had different perceptions regarding intellectual capital.

V. CONCLUSIONS

From the testing, it can be concluded that: (1) Work motivation has a significant effect on lecturer performance; (2) Relational capital does not affect the performance of lecturers; and (3) Structural Capital does not affect the performance of lecturers.

Judging from the test results, the variables of work motivation, relational capital, and structural capital only affect 23.2%, the rest are influenced by other variables. Suggestions for future research, you should add a variable of job satisfaction, competence, work environment, and compensation.

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