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The effect of leadership, competence, compensation on work motivation and its implication on private lecturer performance in Palembang

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Abstract.

The purpose of this study is to figure out the performance of private lecturers in Palembang South Sumatera by the factor of leadership, competence, and compensation on work motivation and its application on lecturer performance. This study uses confirmatory research method with 250 lecturers as respondent. Structural Equation Modeling (SEM) is used in analyzing data. The result found that exogenous variable significantly affects endogenous variable both partially and simultaneously. The simultaneous test performed on leadership, competence, and compensation variable gives positive and significant effect on lecturer performance. Next, leadership, competence, compensation, and motivation also give positive and significant effect on lecturer performance. Another finding shows that partially compensation doesn't affect the lecturer performance. It is figured out from each exogenous variable studied that the improvement of lecturer performance on research dimension and followed by work motivation on power need dimension is necessary to improve the performance of private lecturer in South Sumatera. This study concludes that leadership, competence, compensation, and motivation are very necessary for improving performance by noticing the work motivation factor as the intervening variable.

Keywords: Leadership, Competence, Compensation, Motivation and Lecturer performance.

Introduction

Higher Education as one of platforms in transforming science which is globally competitive needs supports from various parties to realize it. The support is necessary as an effort in improving the performance of a higher education in teaching, research and community service. Performance (Masa'deh, Shannak, Maqableh, & Tarhini, 2017) the quality of higher education nowadays is seen easily through various media. The effort to improve performance both structural and lecturer needs to be enhanced so that the quality of higher education increases. The ability to improve performance of higher education lecturers needs the involvement of leader where nowadays usually using behavioral approach (Taruno, 2011), besides behavioral approach motivation and compensation are also needed in improving lecturer performance (Singh, Negin, Otim, Orach, & Cumming, 2015) (Sumantri & Whardani, 2017) which is adequate.

Lecturer as one of the resources is expected to generate qualified students according to the standard. The standard of graduate's quality refers to PP No. 19 2005 about National Standard of Education, on article 2, stated that the organization of each educational unit should refer to eight quality standards of education, which are: content, process, competence of graduate, teacher and educational staff, facilities and infrastructure, standard of management, financing, and educational assessment standard. The grade and quality of human resources are very determined by the result of education and training which take place now and that's why, the bigger capability of a higher education in managing available resources, the bigger that higher education's sustainability.

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Next in article 28 s⁴⁷ that “teacher must have academic qualification and competence as learning agent, healthy physically and spiritually, and has the ability to realize the purpose of national education”. The article above indicates that in improving the quality of education, we need a standard that should be followed so that the quality of graduates will correspond with the national standard.

National standa⁹ was in line with the effort of improving lecturer performance (Nadarajah, Kadiresan, Kumar, Nurul Nissa Ahmad Kamil, & Yusliza Mohd. Yusoff, 2012); (cucu & udin, 2015); (A.Dirwan, 2015) we needed support in resources such as leader, academic senate, and academic executive. Lecturer in teaching, doing research and service to ⁸mmunity needed management in the effort of enhancing graduate quality. (A.Dirwan, 2015) in the context of human resources management stated that the assessment of performance could be made as the basis for achieving the success purpose of lecturer performance.

Aside from enhancing the competence of lecturer, compensation should also be noticed. Low competence (Dikti, 2015) and compensation (Singh et al., 2015) will cause motivation (Maryadi, 2012) low and disturbed and ³ lecturer performance wouldn't be achieved. (Lotunani, Idrus, Afnan, & Setiawan³ 2014) Porter and Lawyer's model notice that someone will do his/her job well if they know that he/she gets the reward from what he/she is doing. Working performance is determined by someone perception of their ability to carry out his/her assignment. Therefore, the performance should be seen from two sides. They are intrinsic motivation (the feeling to succeed and self-actualization) and extrinsic motivation (working condition and status). Many Porter and Lawyer's models have been developed in lots of researchers.

Starting from the phenomenon above, this study aims to investigate leadership, competence, and con⁵ensation on motivation and its implication on lecturer performance with two purposes. The first one is to test the effect of leadership, competence⁵⁰ and compensation on work motivation as the intervening variable. The second one is to investigate the effect of motivation on the performance of private higher education lecturer.

Literature Review

Leadership⁷

Leadership can be broadly defined as the relationship between an individual and a group built around some common interest wherein the group behaves in a manner directed or determined by the leader. The leader thus becomes the interpreter of the interests and objectives of the group, as the group, in turn, recognizes and ²accepts the interpreter as its spokesperson (Aquino, 1985)(John & Taylor, 2017). (Gerhart, 1995)Employee compensation plays such a key role because it is at the heart of the employment relationship, being of critical importance to both employees and employers Employees typically depend on wages, salaries, and so forth to provide a large share of their income and on benefits to provide income and health security.

Besides the opinion above¹³ leadership according to (Italiani, 2013) was what is done by a leader. (Rusydi, 2017) The role of leadership in an organization can be said as a key, because leadership is a source of strength, inspiration, activator and strategic decision makers. That is, without good leadership, the organizati⁵ will not run normally. Luthans (2002) (Roeleejanto, Brasit, Payangan, & Pahlevi, 2015), for instance, argued that the characteristics of the leader of the twentieth century are those who create innovation, concern on originality, able to develop, focuses on people, inspiring trust, long-term perspective, asks what and why, eye on the horizon, authenticity, against the status quo, responsible, and do right. In addition, every leader has a style of leadership

Leadership behavior usually has the tendency on two things, the relation between subordinate and initiation structure or achieved a result. Leadership tendency illustrates the existence of close relation between leader and subordinate. The tendency of a leader gives limitation between the roles of leader and subordinate in achieving the purpose. That's why in

his activity, the leader can illustrate how leadership style on work steps or lecturer and the subordinate.

Compensation

Armstrong (2005)(Odunlami & Matthew, 2014)³⁹ stated that compensation management is an integral part of human resource management approach to productivity improvement in the organization. According to (Juliningrum & Ahmad Sudiro, 2013), compensation is formulated as adequate feedback to the employee for their contribution to the organization. According to (Dessler, 1998)(Idris, Hamzah, Sudirman, & Hamid, 2017) There is a direct payment in the form of salaries, wages, incentives, commissions, and bonuses, and there is an also indirect payment in the form of financial benefits such as insurance and vacation money.

According to (Gerhart, 1995) Employee compensation plays such a key role because it is at the heart of the employment relationship, being of critical importance to both employees and employers. Employees typically depend on wages, salaries, and so forth to provide a large share of their income and on benefits to provide income and health security.

So, compensation activity is a feedback given by one party to another for a performed work. Compensation is a right obtained by the individual because they have voluntarily sacrificed time, energy and mind to perform the mandate of the organization. Compensation becomes one of the dominant factors in encouraging someone to improve performance. (Zain, Tri, & Dina, 2017a)

Competence

(Stephen P, Robbins, 2015) competence is the individual capacity to²⁰ perform various tasks in a job. Meanwhile, according to (Aziz, Akhtar, & Rauf, 2014) Competence is defined as 'the ability to fruitfully meet multifaceted demands in a particular context through the mobilization of psychosocial prerequisites'. Therefore, competence can be defined as an ability owned by someone in performing a job or task on the basis of knowledge, skills and work attitude needed for that particular job. Overall ability²⁰ is established by two sets of the factor which are intellectual and physical. Intellectual ability is an ability needed to perform a mental-thinking activity, reasoning and problem-solving. Meanwhile, physical ability is an ability to perform the intellectual ability.

Besides the opinions above, according to (Sedarmayanti, 2007) competence is a basic characteristic of someone which directly influences or can predict a very well performance. Spencers²³ (Edi, 2014) defined that competence is a characteristic which underlies someone and related to the effectivity of individual performance in his/her job. Based on the definition, competence is a part of the deep inherent personality of someone and a behavior which can be predicted in various situations and jobs. According to (Stephen P, Robbins, 2015), there are three (3) main factors in measuring the work abilities, which are: intellectual ability, which is the ability needed to perform the mental-thinking activity, reasoning and problem-solving.

According to PP 19/2005, lecturer competence consists of: pedagogic, professional, personality, and social competence. Pedagogic competence is lecturer ability to design, perform, test, assess learning process and utilize the findings of the study for the interest of teaching. Professional competence is the mastery of subject matter broadly and profoundly, designing, performing and doing research and community service. Personality competence is an empathy, being just to others, positive perspective and orienting on purpose. Social competence is an ability to appreciate others' opinion and establish harmonious atmosphere and the involvement ability of society.

Motivation

Motivation means moving or stirring (Robert & Kinicki, 2014). Therefore motivation means a condition to stir or become a cause of someone doing an action/activity, which takes

place consciously, also as a power of resources which drive and control human behavior. Motivation is an effort which can give encouragement to someone to take the desired action, and a motive as the driving force of someone to act because the behavior of someone tends to orient on purpose and encourage by the interest to achieve the particular purpose.

According to Luthans (2011)(Sumantri & Whardani, 2017), motivation is a basic psychological process. Motivation is the willingness of individual in doing the high effort to achieve the purpose of the organization. Motivation as a condition which drives human to the direction of a particular purpose. People usually act for a reason: to achieve the purpose. That's why motivation can be defined as an encouragement which is regulated by purpose and seldom appears in emptiness. Motivation is a complex problem in the organization, because needs and interest of each the organization member are different ones to another. It's different because every member of an organization is biologically and psychologically unique, and develop a different learning process.

The success of organization nowadays is very dependent on its employees. No job, whatever its form and design, and regardless of how big the payment, can encourage the interest of employee and prospective employee, without motivation. Motivation is the driving force to work and be outstanding, and what becomes the basis so that employee wants to do the task.

Performance

Performance is the result of work in quality and quantity which is achieved by a human resource in performing the task according to the given responsibility. Performance is an accomplishment or achievement of working which is achieved by the employee based on the standard and measurement of assessment which has already set. The concept of performance explained by experts, (Robbin 2015) in Nur'ani (2011) explained that "employee performance is the interaction of ability, motivation, and opportunity". Performance is the functions required of a person, the performance is an act, an expression, or what is shown through the skill of a real person (Idris et al., 2017).

There are (3) aspects on work activity which influence the activity of a performance (Smith 1976) in (Maryadi, 2012) which are ; (a) behavior (b) result and (c) organizational effectivity. Behavior refers to the activity in achieving the purpose, effectivity is stepped in consideration, organizational work result emphasizes on the aspect of the working process. Performance is an illustration of the success of the organization, then it can be clearer by measuring the characteristic of an employee.

Research Method

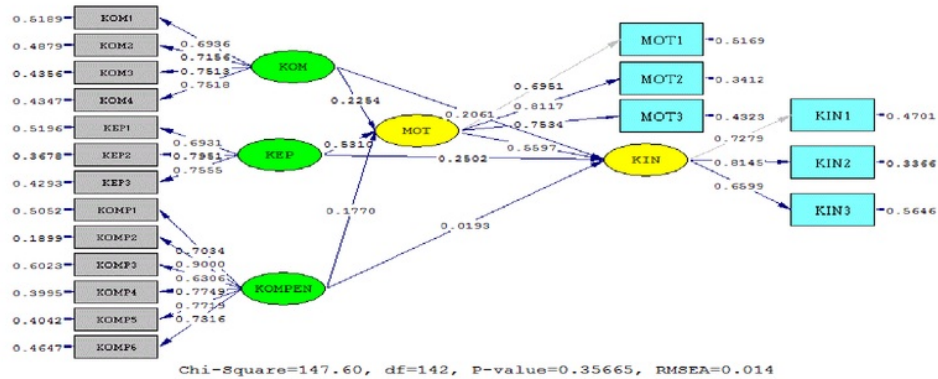
The method used in this study is *explanatory research method*. The reason of using explanatory research method in this study is to prove empirically and explain leadership, competence, and compensation on motivation and performance. Independent variables in this study are leadership, lecturer competence and compensation, meanwhile independent variables are work motivation and lecturer performance. This study uses nonprobability sampling with total population 10 universities with sample 205 persons. The distribution of this study is done proportionally on 10 universities in Palembang. In this study, the survey is performed to obtain primary data and secondary data. Survey data is cross-section. The management of data uses Structural Equation Model (EM) Lisrel analysis method as the analysis tool to test. The hypotheses established in this study to figure out: Is there any effect of leadership, competence and compensation both partially and simultaneously on work motivation and Is there any effect of leadership, competence, compensation, and motivation both partially and simultaneously on lecturer performance?

Result and Analysis

The result of Structural Equation Modeling (SEM)

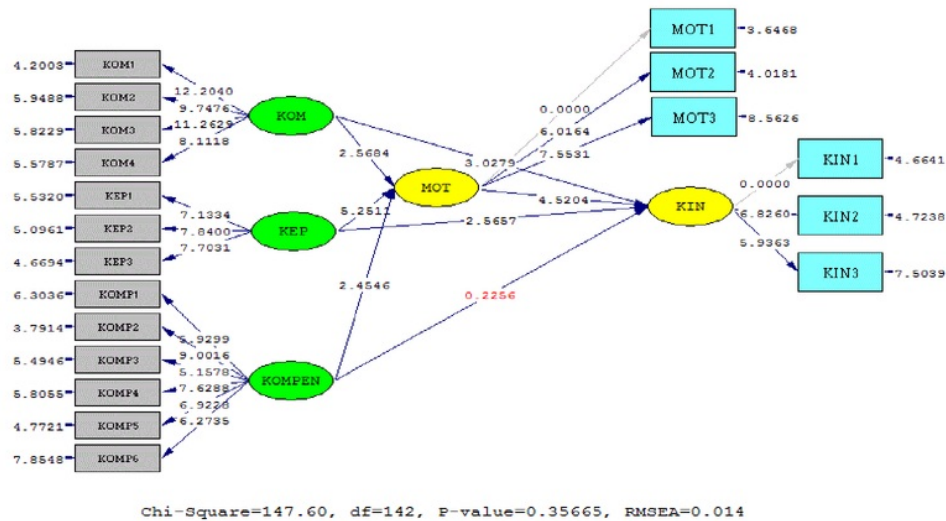
6

Competence Variable consists of 4 dimensions as the observed variable. Leadership Variable consists of 3 dimensions as observed variable, Compensation Variable consists of 6 dimensions as the observed variable, Motivation Variable consists of 3 dimensions as the observed variable. Motivation and Performance variable consist of 3 dimension as observed variable. *Structural Equation Modeling* (SEM) model which is used is an approach model with First Order. The findings of data management for *Structural Equation Modeling* (SEM) model are illustrated in picture 1 and 2 as follows:



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Picture 1: Structural Model (Standardized Model)



Picture 2 : Structural Model (t-value Model)

Analysis

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The Effect of Competence, Leadership, and Compensation on Motivation

From the result of calculation for hypotheses of competence, leadership, and compensation on motivation, it is obtained structural equation hypothesized as follows:

$$\text{MOT} = 0.2254 \cdot \text{KOM} + 0.5310 \cdot \text{KEP} + 0.1770 \cdot \text{KOMPEN}, \text{Errorvar.} = 0.4850, R^2 = 0.5150$$

(0.08774) (0.1011) (0.07213) (0.1395)

2.5684 5.2511 2.4546 3.4760

Based on the obtained result of calculation, it can be seen that the effect coefficient of Competence (ξ_1) on Motivation (η_1) is 0,2254 with the value of t_{count} for statistics test is 2,5684, effect coefficient of leadership (ξ_2) on Motivation (η_1) is 0,5310 with the value of t_{count} for statistics test is 5,2511 and the effect coefficient of Compensation (ξ_3) on Motivation (η_1) is 0,1770 with the value of t_{count} for statistics test is 2,4546. The effect result of Competence, Leadership and Compensation on Motivation (Total Determination / R^2) is obtained 0,5150 or 51,50%.

Based on the result of calculation, the value of t_{count} for Competence is 2,5684. The statistics value of t test obtained stays in the area of rejection H_0 which is t_{count} is bigger than $t_{critical} = 1,96$. ($t_{count} = 2,5684 > 1,96$) then it can be concluded to reject H_0 . From the calculation result, the direct effect of Competence on Motivation is $(0,2254 \times 0,2254 \times 100\%) = 5,08\%$. Thus it is figured out that Competence gives direct effect if there is no another noticeable variable 5,08% on Motivation.

Meanwhile, the Effect of Competence on Motivation because of the relation with Leadership is $(0,2254 \times 0,2051 \times 0,5310 \times 100\%) = 2,45\%$. Then it is known that the effect of Competence on Motivation because of the relation with Compensation is $(0,2254 \times 0,3120 \times 0,1770 \times 100\%) = 1,24\%$. Total Effect of Competence on Motivation is $5,08\% + 2,45\% + 1,24\% = 8,78\%$. It can be concluded that the result of statistics test shows that Competence gives effect on Motivation. This result which states that competence gives effect on motivation is in line with previous studies performed by ((Simatupang, 2014)(Nur'aini, 2011)(Atikah & Saud, 2015)

The result of calculation, the value of t_{count} for Leadership is 5,2511. The statistics value of t test obtained stays in the area of rejection H_0 which is t_{count} is bigger than $t_{critical} = 1,96$. ($t_{count} = 5,2511 > 1,96$) then it can be concluded to reject H_0 . Thus, it can be concluded that the statistics test shows that Leadership gives effect on Motivation. The direct effect of Competence on Motivation first partially is $(0,5310 \times 0,5310 \times 100\%) = 28,20\%$. Then, the Effect of Leadership on Motivation because of the relation with Competence is $(0,5310 \times 0,2051 \times 0,2254 \times 100\%) = 2,45\%$. The effect of Leadership on Motivation because of the relation with Compensation is $(0,5310 \times 0,4093 \times 0,1770 \times 100\%) = 3,85\%$. So the total effect of Leadership on Motivation is $28,20\% + 2,45\% + 3,85\% = 34,50\%$. The result which states that leadership gives positive and significant effect on motivation is in line with previous studies performed by (Muizu, 2014), (Taruno, 2011), (Atikah & Saud, 2015)

Based on the result of calculation, the value of t_{count} for Compensation is 2,4546. The statistics value of t test obtained stays in the area of rejection H_0 which is t_{count} is bigger than $t_{critical} = 1,96$. ($t_{count} = 2,4546 > 1,96$) then it can be concluded to reject H_0 . Thus, it can be concluded that the statistics test shows that Compensation gives effect on Motivation.

The direct effect of Compensation on Motivation first partially is $(0,1770 \times 0,1770 \times 100\%) = 3,13\%$. It is figured out that Compensation gives direct effect if there is no another noticeable variable 3,13% on Motivation. Then, the Effect of Compensation on Motivation because of the relation with Competence is $(0,1770 \times 0,3120 \times 0,2254 \times 100\%) = 1,24\%$. The effect of Compensation on Motivation because of the relation with Leadership is $(0,1770 \times 0,4093 \times 0,5310 \times 100\%) = 3,85\%$. So the total effect of Leadership on Motivation is $3,13\% + 1,24\% + 3,85\% = 8,22\%$.

The result which states that compensation gives positive and significant effect on motivation is in line with previous studies performed by (Zain et al., 2017a)(Zulkifli, 2016)(Idris et al., 2017).

The Effect of Competence, leadership on Lecturer Performance

Based on the calculation result, the value of t_{count} for Competence is 3,0279. The statistics value of t test obtained stays in the area of rejection H_0 where t_{count} is bigger than $t_{critical} = 1,96$. ($t_{count} = 3,0279 > 1,96$) then it can be concluded to reject H_0 . Thus it can be concluded that the statistics test result shows that Competence gives direct effect on Lecturer

Performance. The direct effect of Competence on Lecturer Performance on Lecturer Performance is $(0,2061 \times 0,2061 \times 100\%) = 4,25\%$. So Competence gives direct effect 4,25% on Lecturer Performance. The result of this study which stated that competence gives positive and significant effect on lecturer performance is in line with previous studies performed by (Nur'aini, 2011)(Maryadi, 2012)(Basriani, 2016)

Leadership is hypothesized to influence the performance of lecturer. Based on the obtained result of calculation, the value of t_{count} for Leadership is 2,5657. The statistics value of t test obtained stays in the area of rejection H_0 which is t_{count} is bigger than $t_{critics} = 1,96$. ($t_{count} = 2,5657 > 1,96$) then it can be decided to reject H_0 .

Thus, it can be concluded that the result of statistics test shows that Leadership gives direct effect on Lecturer Performance. The direct effect of Leadership on Lecturer Performance is $(0,2502 \times 0,2502 \times 100\%) = 6,26\%$. The result of this test which states that leadership gives direct effect on lecturer performance is in line with the findings of (Apriani, 2009)(Dhermawan, Sudibya, & I Wayan Mudiarta Utama, 2012)(Muizu, 2014).

34 The Effect of Compensation, Motivation on Lecturer Performance

Compensation is hypothesized to influence the performance of lecturer. Based on the obtained result of calculation, the value of t_{count} for Compensation is 0,2256. The statistics value of t test obtained stays in the area of acceptance H_0 which is t_{count} is smaller than $t_{critics} = 1,96$. ($t_{count} = 0,2256 < 1,96$) then it can be decided to accept H_0 . Thus, it can be concluded that the result of statistics test shows that Compensation doesn't give significant and direct effect on Lecturer Performance. The direct effect of Compensation on Lecturer Performance is $(0,0193 \times 0,0193 \times 100\%) = 0,04\%$.

Motivation is hypothesized to influence Lecturer Performance. From the calculation of effect model hypothesized obtained using Software Lisrel 8.8, it is obtained that the value of t_{count} for motivation is 4,5204. The statistics value of t test obtained stay in the area of rejection H_0 where t_{count} is bigger than $t_{critics} = 1,96$. ($t_{count} = 4,5204 > 1,96$) then it can be decided to reject H_0 . Therefore, it can be concluded that Motivation gives effect on Performance where the direct effect of Motivation on Performance is $(0,5597 \times 0,5597 \times 100\%) = 31,33\%$.

The result of this test which states that compensation doesn't give direct effect on lecturer performance is in line with the findings formed by [15] [17] that compensation doesn't give contribution on performance and the result of motivation this test is in line with the research of (Nur'aini, 2011)

40 The Effect of Competence, Leadership, and Compensation through Motivation on Lecturer Performance

From the calculation result for the effect of Competence, Leadership, and Compensation through Motivation on Lecturer Performance, a structural equation is obtained which is hypothesized as follows:

$$KIN = 0.5597 * MOT + 0.2061 * KOM + 0.2502 * KEP + 0.01927 * KOMPEN, Errorvar. = 0.2718, R^2 = 0.7282$$

(0.1238)	(0.06808)	(0.09752)	(0.08545)	(0.1227)
4.5204	3.0279	2.5657	0.2256	2.2162

Based on the result of calculation obtained, it can be seen that effect coefficient of Competence (ξ_1) on Lecturer Performance (η_2) is 0,2061 with the value of t_{count} for statistics test is 3,0279, effect coefficient of Leadership (ξ_2) on Lecturer Performance (η_2) is 0,2502 with the value of t_{count} for statistics test is 2,5657, effect coefficient of Compensation (ξ_3) on Lecturer Performance (η_2) is 0,0193 with the value of t_{count} for statistics test is 0,2256, and effect coefficient of Motivation (η_1) on Lecturer Performance (η_2) is 0,5597 with the value of t_{count} for statistics test is 4,5204. The result for the effect of Competence, Leadership,

Compensation and Motivation on Lecturer Performance (Total determination coefficient/R²) is 0,7282 or 72,82%. It can be concluded that Competence, Leadership, and Compensation through Motivation simultaneously give effect on Lecturer Performance. The result of this test were also figured out by previous researchers (Periansya, 2016), (Riyadi, 2016), and (Zain, Tri, & Dina, 2017b)

Conclusions

This study figures out that Leadership of Private Higher Education in Palembang is proven to give positive and significant effect on Work motivation. The most dominant dimension of leadership in this variable is self-esteem. Meanwhile, the competence of private higher education lecturer in Palembang is proven to give positive and significant effect on work motivation with the most dominant dimension of competence is personality. Compensation for lecturer is also proven to give positive and significant effect on work motivation with incentive as the most dominant dimension.

The result of this study also figures out that direct compensation to the performance of lecturer doesn't give effect on the lecturer performance but Leadership is dominant built by the dimension of self-esteem, competence is dominant built by dimension of personality, compensation is dominant built by dimension of incentive, and work motivation's dominant built by power motivation are proven both partially and simultaneously give positive and significant effect on lecturer performance. That's why to improve the lecturer performance we need to enhance research and lecturer motivation on the dimension of lecturer strength.

Based on the conclusion of the test, it shows that managerial implication of this study is that the performance of private higher education lecturer, dominantly is influenced by Leadership, competence, and compensation when they are combined with work motivation. It gives the implication that improvement and enhancement of lecturer performance in private higher education in Palembang will be more successful if Leadership, competence, compensation is performed well when work motivation element is involved. It is proven that work motivation can give more strength by mediating three variables to give effect on lecturer performance. The improvement of lecturer performance effect can be improved by noticing leadership, competence, compensation, and work motivation so it truly gives positive effect on lecturer performance particularly the improvement on research and community service.

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