EFFECT OF COMPETENCE TOWARD PRIVATE UNIVERSITY PERMANENT LECTURERS' PERFORMANCE

IN KOPERTIS REGION IV WEST JAVA, INDONESIA

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Abstract

Lecturer as one of the human resources has crucial role in education process. A lecturer is obliged to master the curriculum, materials, comprehend the education policies, understand the learning, master its concept, aware of the knowledge context in relation with society and environment, understand the impact and the realization of the knowledge in people's life and other knowledge as his competence standard to carry out his job. Data was taken from lecturers and students from study program who are being the sample of the research. The sample was the lecturers who have functional position; sample is 384 from 9.498 private university lecturers. The aims of the research are to get description of commitment analysis and lecturer' competence toward lecturer' performance, and also about organization culture, thus descriptive and explanation research was chosen as the research method. Respond of male respondents

of lecturer's competence it can be seen from the continuum line is on the level of good. It does the same to the female respondent which has the continuum level at good. There is effect of competence toward male lecturers' performances, yet in female the effect is thin, it can be seen from insignificant statistic calculation.

Keywords: Competence, performance, education management, gender, lecturers' performance

INTRODUCTION

Professional lecturers are challenged to create plus point for their private university; a lot of pressures addressed to private university which cause the private university has to pay the needed competence for lecturers in creating continued competitive quality for private university. Lawler & Morhman (2003) with their research result suggested that professional lecturers are needed to make the partner strategic so that the higher education becomes effective.

Lecturer as one of the human resources has crucial role in education process. A lecturer is obliged to master the curriculum, materials, comprehend the education policies, understand the learning, master its concept, aware of the knowledge context in relation with society and environment, understand the impact and the realization of the knowledge in people's life and other knowledge as his competence standard to carry out his job. Because the qualified education will be created and initiated from the qualified lecturers, which is supported by a well-paid salary, in turn a lecturer will work well and the learning process will run smoothly thus what we expect will come true: a qualified education.

Individual competence of a lecturer is knowledge, skills, ability or personality characteristics which directly influence to a lecturer's performance (Becker, Huselid & Ulrich, 2001). Educators' competence in this case, lecturer, defines as a set of knowledge, skills, and attitude which has to be possessed, infiltrated, mastered and realized by lecturer in running his professional duty. Those competences cover pedagogic competence, personality competence, social competence and professional competence (Naskah Akademik ,Dikti 2008).

Table 1. Data of lecturer based on educational degree

Degree	Civil Servant	Foundation	% Foundation Lecturers
S-1	200	4649	48,95
S-2	769	4525	47,64
S-3	182	259	2,72
Sp-1	2	**59**	0,61
Sp-2	2	8	0,08
TOTAL	**1155**	**9498**	**100**

Source: Direktori Kopertis Wilayah IV, year 2013

Table above shows that there is still small amount of doctoral degree among the civil servant, it can be seen from the number of doctoral degree in Kopertis Wilayah IV only 259 lecturers or same amount as 2.72 percent, the number is lower if we compare it to the total number of lecturers: 9498 people. From this fact, it can be concluded that lecturer's interest to continue his education to the higher degree is still low. Various factors cause the decrease od lecturer's interest, such as the higher cost of study and the entry test to State University which considered difficult.

To gain academic position, the lecturers have to apply seriously higher education *tridharma*: teaching, research and dedication to the society, because by applying *tridharma*, a lecturer can achieve functional degree. For clearer description, the data has been displayed in the table below.

Table 2. Data of lecturer based on functional position

Position	Civil Servant	Foundation	% Foundation Lecturers
EXPERT ASSISTANT	146	5819	61,27
ASSOCIATE PROF	400	2877	30,29
HEAD of ASSOCIATE	550	313	3,30
PROFESSOR	51	8	0,08
LECTURER	8	481	5,06
TOTAL	**1155**	**9498**	**100**

Source: Direktori Kopertis Region IV, year 2013

From the table we can see that, permanent lecturer which has the position as professors are only 8 people (0.08 percent) and position of Head associate professor is 313 lecturers (3.30%) from the total number 9498, and only 30.29 percent which positioned as associate professors, the number is high in expert assistant which reach up to 61.27 percent. This fact shows us that there is low number of lecturers who have position as associate professor or the head of associate professors, moreover the professor. This related closely with the lecturers' competence.

Lecturer's competence based on UU no 14 year 2005 covers: pedagogic competence, personality competence, social competence, and professional competence as officially imprinted in article 69 as follows: (1) lecturers' guidance and development which covers profession and career guidance and development. (2) Lecturers' profession guidance and development as stated in article (1) covers pedagogic competence, personality competence, social competence, and professional competence. (3) lecturers' profession guidance and development which is done by functional position like stated in article (1) covers given an assignments, increment and promotion. By fulfilling the competence which is required for a

lecturer, it is expected that he/she can be a good role model for his/her students and will contribute better/give the best performance for his/her institution.

THEORETICAL FOUNDATION

Competence

According Spencer and Spencer, (1993:9) *Competence is an underlying characteristics of an individual which is causally related to criterion – referenced effective and or superior performance in a job or situation. Underlying Characteristics* can be mean a part from deep personality and embedded in someone and also predictable behavior in various condition and job. Causally Related means competence is something which cause or predict behavior and performance. Criterion Referenced means that competence is actually predict the person who performs well, measured from existed criteria or standard. According to Poerwadarminta (2006), Competence is authority to decide something. Otherwise, competence according Van Looy, Van Dierdonck, and Gemmel (2003) define competence as human characteristics which related to performance's effectiveness, this characteristic can be seen from action, behavior and the way of thinking.

Competence can be divided into two categories, *Threshold* and *Differentiating* (Spencer and Spencer, 1993:15) according the used criteria to predict performance a job. Threshold competency is the main characteristic, which usually in the form of knowledge or basic skill such as the ability of reading. But this category cannot be used to decide the working performance of someone. This category can be used only for assessing an employee whether he knows his duties, fills in the form etc. meanwhile; Differentiating competencies are the factors which differentiate individuals from high and low performance. Someone who has high motivation tends to be able to set high goal too.

Official regulation of teacher and lecturer explains that competence of teacher and lecturer is a set of knowledge, skill and behavior which has to be possessed and mastered by the teacher or lecturer in carrying out his/her professional job. Kinds of competence which will be used in this dissertation are competencies refer to educational certification guidance for lecturer year 2010, which consists of:

a) *Pedagogic competence*, which covers: the ability of designing the learning, performing learning process, evaluating learning process and outcome and also the ability to utilize the research result to increase the learning quality. This covers as follows:

- Readiness of giving lecture and/or practices/ practicum
- Regularity and orderliness of organizing the lecture

- The ability of creating the lively environment in the class
- The clarity of delivering the material and answer of questions in the class
- The usage of media and learning technology
- The variety of evaluating the learning outcome
- The giving of feedback toward assignments
- Compatibility of examination material and/or assignment with the aim of the lesson
- Congruity between the score given and the learning outcome.

b) *Professional competence*, which covers: deeply and widely mastery of the lesson material, designing, implementing and arranging research report, the ability to develop and spread the innovation, also the ability to design and implement and assess the dedication to society. The details are follows:

- The ability to explain the topic correctly
- The ability to give relevant example from the concept being taught
- The ability to explain the relation between the topic/field being taught with the other topic/field
- The ability to explain the relation between the topic/field being taught with the context of life
- The mastery of the trending topic in the field being taught
- The utilization of research outcomes to increase the quality of lectures
- The involvement of students in research/investigation and/or development of design made by the lecturers
- The ability of using various communication technologies.

c) *Personality competence*, which covers: empathy, positivity toward surrounding, self-positivity, authenticity and goal-oriented. These cover:

- Authority as lecturer
- Wisdom in making decision
- Being a role model in action and behavior
- Commitment in words and acts
- The ability in self-control in various situation and condition
- Being just in treating the students

d) *Social competence*, which covers: the ability of appreciating social differences, convey the idea/opinion orderly, efficiently and clearly, appreciate other's opinion,

build the class atmosphere also able to encourage society's contribution. The assessment is as follows:

- Ability in delivering opinion
- Ability in receiving critics, suggestions and ideas from others
- Recognize his/her students who follow his/her lecture well
- Well-socialized either with colleagues, employees, or students
- Tolerant to students diversities

Lecturer's Performance

In general, a lecturer has basic obligation to educate and teach his/her students. Besides, he has also responsibility of teaching, guiding and drilling his students' skill.

Lecturer's Performance in the Field of Education and Teaching

1) Lecturer's task in the education and teaching implementation which related to the students' are as follows:
   a) Teach by using various methods, make some innovation or creation using lesson plan, come to the class on time, describe the lecture requirements clearly, and give scores objectively.
   b) Realize that students as individuals who have to be protected. This means that a lecturer needs to pay attention to the academics and personal matters faced by the students by giving advices, treat them well in the class, keep the students' personal secret when they share it in sharing session, thus the student shows the change.
   c) Teaching-learning process should be time discipline.
   d) Realize that lecturer is a role model for students and influence the forming of students' behavior and way of thinking. Thus, a lecturer should show a good model in academic, intellectual, self-integrity and profession ethics.
2) Lecturer's task in the education and teaching implementation which related to the institution are as follows:
   a) Do the institutional task properly
   b) Utilize the fund as it is stated in the budget
   c) Make the best effort to prevent the financial loss or other things which can harm institution reputation either legally or socially
   d) Prevent the use of fund source for individual profit, such as in research project, consultation project, except with special privilege
   e) Support institutional events by participating actively

    f)   Have a steady commitment in developing library, laboratory, etc.

    g)   In delivering his/her personal idea, do not involve the institution, but firmly stated as an intellectual or citizen.

Besides, a lecturer has activities as a teacher which consists of:

    (1) Gain highest degree from the education institution;

    (2) Give tutorial lecture and testing;

    (3) Do the learning activities in laboratory, workshop/studio, and field practices;

    (4) Guide students' seminar

    (5) Guide Kuliah Kerja Nyata (KKN) –a program deals with society-

    (6) Guide the process of report writing – paper- thesis – dissertation

    (7) Work as committee in final examination

    (8) Found students activities

    (9) Guide the students as future teacher

    (10)   Cultivate younger teacher

    (11)   Write university textbook, module, tutorial script, study program development module, and textbook.

Lecturer's Performance in Research Task

A qualified research is a research which fulfills the requirements of research aspects; those are problem with the background, aims, framework, premise and hypotheses or research questions, method, findings and conclusion of the research. A research is considered qualified if has these qualifications: background and detail of the problems, aims and the significance of the research, framework, hypotheses or research question, research paradigm, procedures or method, conclusion of research findings and recommendation in the shape of suggestion. Meanwhile in case of problem, research quality is closely related to the clarity of central theme, problem mechanism, problem identification, the urgent of the problem or the significance for the society, facts opportunity to be observed objectively, so that can result sufficient and valid data, the width of the effect toward other aspects in life, the possibility of the implementation and also the urgent of the problem solving. There are two considerations in judging the problem in this research: personal considerations and social considerations.

Personal considerations cover the things which related to personal expectation and other expectation like institution, skill and background knowledge, opportunity to get the tools and investigation, guidance, teamwork and study behavior. Yet social consideration covers things which related to the utilization of research findings as the solution of the problem, the benefit for the educators, parents, social workers or the others, the freedom of time and space

to implement the invention/innovation, chance to spread the invention, chance to investigate and discovery and also the opportunity for the other investigations.

In the task framework in this research field, lecturer's performance can be seen from his involvement in various scientific events, (a) present scientific work or create art/design work, (b) present the paper in scientific seminar or paper or art work/design in art exhibition, and (c) write scientific books.

Lecturer's Performance in Dedication to Society

Activity of dedicating to the society is inseparable part from a lecturer's job, from and to lecturer's task, directed to support the development in every layers of society. Dedication to society is also as one of activities which connect the research outcome and knowledge mastery. Based on the function and target above, the lecturer's performance parameter in dedication to society is not only related to the knowledge but also related to organization and social aspects. It means related to administration of campus activities outside the campus.

The function of dedication to society operationally is as follows:

1. Observe the knowledge, technology and art,
2. Assist the society in implementing society development,
3. Perform the development pattern and conception in accordance with region development through cooperation among universities and other corporations.

The lecturer's tasks in dedicating to society which is used in this research are:

1. Give the training-elucidation-structuring to the society
2. Give the service to the society or other activities which support the implementation of general task from government and development.
3. Make/write the work of dedication to society; include lesson textbook of dedication to society, and lesson textbook for senior high and lower level.

Activity of dedication to society basically can have multiple meanings. First, for the university or upper education institution can see and feel directly the education problems which faced by the society. Second, for the society, they can feel the benefits of research innovation or solutions which applied in the activities of dedication to society. Therefore, the lecturer's performance indicator lies on the relevance of the activities with the society's needs of the activities, and also the meaning of the result of the activities, both for lecturer and institution as his social responsibility means. Various activities of dedication to society can be in shape of: upgrading, elucidating, talk show/lecture and learning program in the remote area.

RESEARCH METHOD

The research is focused on the competence, the commitment of lecturer, and the effect of both variables toward the performance of lecturer. To investigate the research variable, the survey method was applied, it is a research which is done to small or larger population, but the data investigated is sample data taken from population proportionally, so that it is found relative occurrences, distribution and connections between variables sociologically and psychologically as well (Sugiyono, 2009:7). The survey research can be used for 1) exploration, 2) description, 3) explanation, 4) evaluation and 5) prediction 6) operational research and development of social indicators. Since the aim of this research is to measure the effect from independent variable (lecturer's competence) toward the dependent variable (lecturer's performance), thus the model approach and the solution technique which will be used as tool analysis in this research is structural equation modeling (SEM) method.
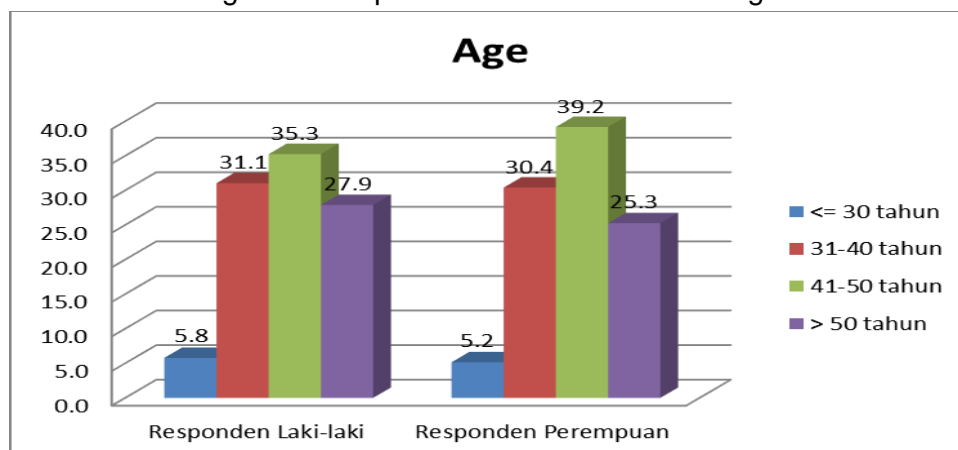
Analysis unit in this research is private university permanent lecturer in the scope of kopertis region IV Jabar-Banten, the data was collected from lecturers and students from study program which are the research sample. The focus of the sample of this research is the lecturers who have functional position; sample is 384 from the population 9.498 private university permanent lecturers. In accordance with the aim of this research: obtaining description of commitment analysis and lecturer's competence toward lecturer's performance, and also in relation with culture organization, thus survey descriptive and explanation research methods are applied in this research.

ANALYSIS

Respondent Characteristics

Respondents' profile based on the age

Figure 1. Respondent data based on the age

The figure above shows respondent data based on the age. From 190 male respondents, 11 of them (5.8%) are less than 30 years old, 59 of them (31.1%) are range from 31 to 40 years old, 67 of them (35.3%) are range from 41 to 50 years old and 53 of them (27.9%) are more than 50 years old. This fact shows us that most of the male respondents are between 41 to 50 years old.

From 194 female respondents, 10 of them (5.2%) are less than 30 years old, 59 of them (30.4%) are range from 31 to 40 years old, 76 of them (35.3%) are range from 41 to 50 years old and 49 of them (25.3%) are more than 50 years old. This fact shows us that most of the male respondents are between 41 to 50 years old.

Respondents' profile based on the education
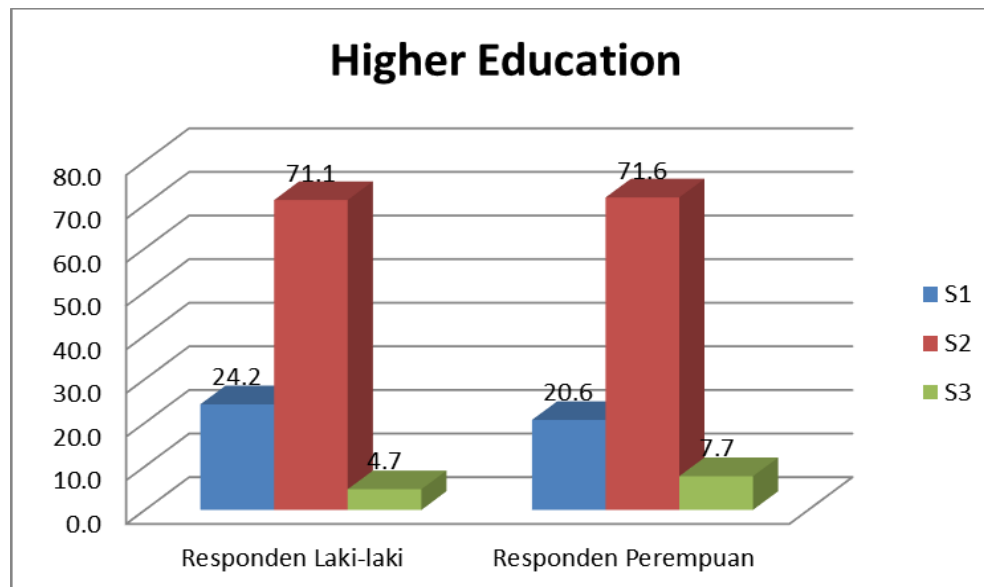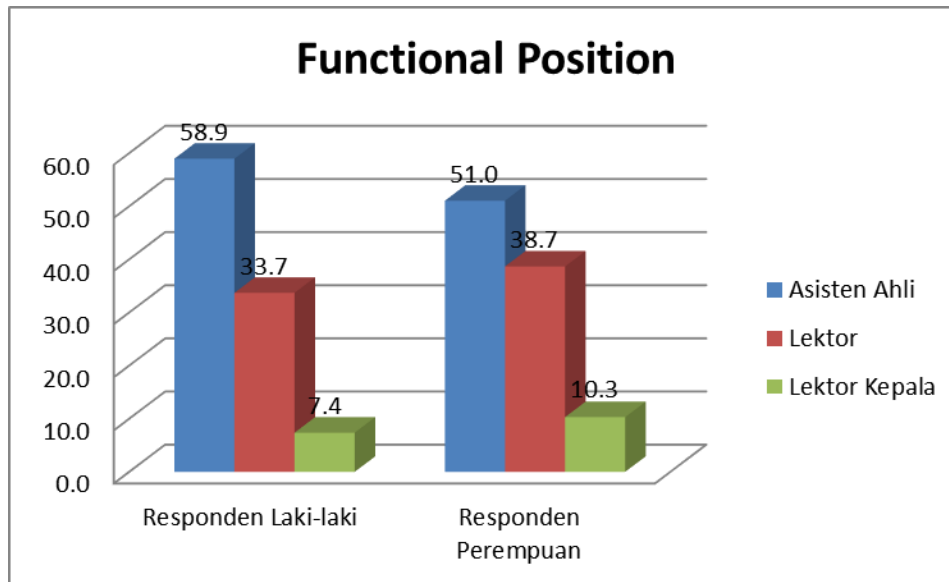
Figure 2. Respondent data based on the education

Figure above shows respondent data based on education. From 190 male respondents, 46 of them (24.2%) have S1 (bachelor degree), 135 of them (71.1%) with S2 (magister degree) and 9 of them (4.7%) with S3 (Doctoral degree). This data shows that most of the male respondents have S2 (magister) degree.

From 194 female respondents, 40 of them (20.6%) have S1 (bachelor degree), 139 of them (71.6%) with S2 (magister degree) and 15 of them (7.7%) with S3 (Doctoral degree). This data shows that most of the female respondents have S2 (magister) degree.

Respondents' profile based on the functional position

Figure 3. Respondent data based on functional position

The chart above describes the respondent data based on the functional position. From 190 male respondents, 112 of them (58.9%)are expert assistants, 64 of them (33.7%) are associate professors and 14 of them (7.4%) are Head associate professors. This shows that most of the male respondents have functional position as expert assistants.

From 194 female respondents, 99 of them (51.0%) are expert assistants, 75 of them (38.7%) are associate professors and 20 of them (10.3%) are Head associate professors. This shows that most of the female respondents have functional position as expert assistants.

Competence analysis

Pedagogic competence

Pedagogic competence covers the ability to design learning, implement learning process, and evaluate learning process and outcome also the ability to utilize the result of research to increase learning quality.

Professional competence

Professional competence comprises learning material mastery widely and deeply, design, implement and create research report, the ability to develop and spread innovation, and also ability to design, implement and assess the dedication to society.

Personality competence

Personality competence comprises empathy, positivity to others, self-positivity, authenticity and goal oriented.

Social competence

Social competence covers ability to appreciate social diversity, convey the ideas orderly, efficiently and clearly, appreciate others ideas, lead the class atmosphere also ability to support society's participation.
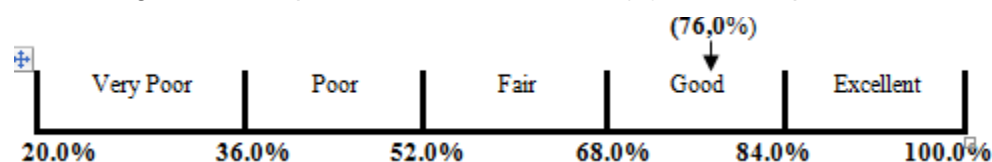
Table 3. Male respondents' response recapitulation on Competence (X)

No	Sub Variable	Total Score
1	Pedagogic Competence (X1)	9506
2	Professional Competence (X2)	4915
3	Personality Competence (X3)	4495
4	Social Competence (X4)	4924
Total Score		23840
Score Percentage		76,0%

Table above describes respondent response recapitulation toward Competence (X). Based on the tabulation of data displayed in the table above, it can be seen that total score for Competence (X) male respondent is 23840. The total number is inserted into continuum line, which the calculation is:

- Maximum Index Score = 5 x 33 x 190 = 31350
- Minimum Index Score = 1 x 33 x 190 = 6270
- Interval range = [maximum score – minimum score] : 5

= (31350 – 6270) : 5

= 5016

- Score Percentage = [(total score) : maximum score] x 100%

= (23840 : 31350) x 100%

= 76,0%

Figure 4. Competence Continuum Line (X) Male Respondent

Ideally, expected score for respondents' answer toward 33 questions is 31350. From the calculation in the table, the score is 23840 or 76.0% from ideal score that is 31350. Thus the Competence (X) of male respondent is on good category.
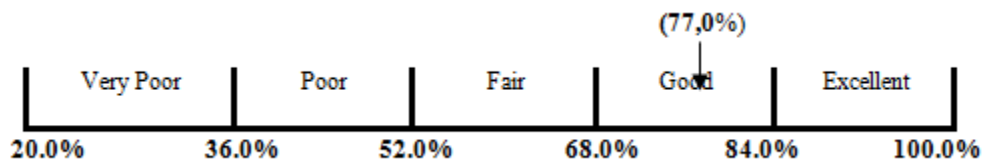
Table 4. Female respondents' response recapitulation on Competence (X)

No	Sub Variable	Total Score
1	Pedagogic Competence (X1)	10203
2	Professional Competence (X2)	5231
3	Personality Competence (X3)	4276
4	Social Competence (X4)	4931
Total Score		24641
Score Percentage		77,0%

Table above describes respondent response recapitulation toward Competence (X). Based on the tabulation of data displayed in the table above, it can be seen that total score for Competence (X) female respondent is 24641. The total number is inserted into continuum line, which the calculation is:

- Maximum Index Score = 5 x 33 x 194 = 32010
- Minimum Index Score = 1 x 33 x 194 = 6402
- Interval range = [maximum score – minimum score] : 5

= (32010 – 6402) : 5

= 5121.6

- Score Percentage **=** [(total score) : maximum score] x 100%

= (24641 : 32010) x 100%

= 77,0%

Figure 5. Competence Continuum Line (X) Female Respondent

Ideally, expected score for respondents' answer toward 33 questions is 32010. From the calculation in the table, the score is 24641 or 77.0% from ideal score that is 32010. Thus the Competence (X) of female respondent is on good category.

Effect of Competence on Performance

Competence effect on performance for male respondent

Testing on structural model is done by significance testing each parameter by comparing t-statistic value to t table (significance 5%), next by seeing the value of R-square which is goodness-fit model testing.

Table 5. Regression Coefficient Model PLS

	λ	T-Statistic
Competence (X1) -> Performance (Y)	0,433	2,233**

**significance 0,05, t_{tabel} = 1,96

Performance (Y) = 0,433 Competence (X)

Regression coefficient from variable latent exogenous competence (X) on variable latent endogen performance (Y) is positive. It means variable competence is able to increase performance (Y). If competence (X) increases 1 unit, then the performance will raise (Y) as 0,433 unit.

Hypothesis 1 :

$H_0 : z_{X1} = 0$ Competence has no effect on male lecturers' Performance

$H_1 : z_{X1} \neq 0$ Competence has effect on male lecturers' Performance

Table 6. Competence (X) on Performance (Y)

	λ	T-Statistic
Competence (X_1) -> Performance (Y)	0,433	2,233**

Based on the table above the t statistic value is 2,233. Because the value of t statistic is higher than t table (t table with significance 5% as 1,96) then it gives significant conclusion which means there is effect of competence on the performance.

Competence effect on performance for female respondent

Hypothesis 2 :

$H_0 : z_{X1} = 0$ Competence has no effect on female lecturers' Performance

$H_1 : z_{X1} \neq 0$ Competence has effect on female lecturers' Performance

Table 7. Competence (X) on Performance (Y)

	λ	T-Statistic
Competence (X_1) -> Performance (Y)	0,192	0,638

Based on the table above the t statistic value is 0,638. Because the value of t statistic is lower than t table (t table with significance 5% as 1,96) then it gives insignificant conclusion which means there is low effect of competence on the performance.

Average difference testing

Average difference testing is done to see the difference of competence and performance to male and female respondents. This testing is done to see whether a difference of competence and performance to male and female respondents.

Ho_1 : $\mu_1 = \mu_2$ There is no competence difference to male and female respondents.

H_{11} : $\mu_1 > \mu_2$ There is competence difference to male and female respondents.

Ho_3 : $\mu_1 = \mu_2$ There is no performance difference to male and female respondents.

H_{13} : $\mu_1 > \mu_2$ There is performance difference to male and female respondents.

α = 5%

$$Z = \frac{U - \mu_u}{\sigma_u}$$

Statistic Test :

With: U = smallest value between U_1 and U_2

$$U_1 = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2+1)}{2} - R_2$$

Testing Criteria : 1. Accept Ho if P > α

2. Reject Ho if P ≤ α

Table 8. Mann-Whitney Testing

Variable	Group	Average	Z Mann Whitney	P-value	Explanation	Conclusion
Competence	Male	125,47	-1,344	0,179	Ho accepted	No difference
	Female	127,02				
Performance	Male	91,41	-5,187	0,000	Ho rejected	There is difference
	Female	86,36				

Based on statistical calculation there are conclusions:

1. Competence has Z *Mann Whitney* value as -1,344 with P-value as 0,179. Result of statistical testing shows that P-value (0,179) > 0.05, then Ho is accepted. Therefore, it can be concluded that there is no competence difference between male and female.

2. Performance has Z *Mann Whitney* value as -5,187 with P-value as 0,000. Result of statistic testing shows that P-value (0,000) < 0.05, then Ho is rejected. Therefore, it can be concluded that there is performance significance between male and female.

CONCLUSION

a. Male respondents' respond to lecturer's competence which consists of pedagogic competence, professional competence, personality competence and social competence, all categories is good, it can be seen from the continuum line is on good level (76.0%), it does the same to female respondents, the continuum line is on good level (77.0%), thus it can be concluded that competence of Private University permanent lecturers both male and female in kopertis region IV Jabar-Banten is good.

b. There is effect of competence to male lecturers' performance, yet for female lecturers the effect is not significant based on the statistical calculation. It also can be concluded that there is no difference between male and female lecturers' competencies. Yet there is distinction between male and female lecturers' performances, this fact can be seen in the field, one of the reason is because male lecturer is considered more capable in guiding students, more capable to motivate them, and also more capable to be facilitator for students.

SUGGESTIONS

Lecturers' competence is already good but from the overall view, a lot of lecturers have not continued their education into doctoral level, and also for functional position there is small amount of lecturers who have position as head of associate professors moreover professors, this factor made the lecturers' competence is not on the excellent category. It is expected for the lecturers to upgrade their performance to be more able to implement tridarma appropriately.

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