

THE ROLE OF JOB SATISFACTION IN MEDIATING THE EFFECT OF COMPETENCE ON LECTURERS' PERFORMANCE AT THE ECONOMICS COLLEGE OF INDRAGIRI (STIE-I) RENGAT

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Abstract: The implementation of education in higher education cannot be separated from the intervention of lecturers as human resources who carry out the three responsibilities of higher education. Human resources are no longer as assets, but as partners to achieve organizational goals that have been set effectively and efficiently. Lecturers' performance was a lecturer who carries out the three responsibilities of higher education, namely education, teaching, research, and community service. Because of the above, the main focus of the study was to analyze the lecturers' performance at The Economics College of Indragiri (STIE-I) Rengat, therefore the purpose of this study was to analyze the effect of competence on job satisfaction, competence on lecturers' performance and job satisfaction on lecturers' performance and the effect of competence on lecturers' performance mediating by job satisfaction at The Economics College of Indragiri (STIE-I) Rengat. Researchers took the population of lecturers at The Economics College of Indragiri (STIE-I) Rengat totaling 40 people. This sampling method was chosen by using a saturated sampling technique (census). The data in the study were analyzed using quantitative methods and all data obtained were processed using SEM (Structural Equation Modeling) which was operated through the Smart PLS 3 application. The results of the study indicate that: (1) Competence has a positive and significant effect on job satisfaction. (2) Competence has a positive and significant effect on lecturers' performance. (3) Job satisfaction has a positive and significant effect on lecturers' performance. (4) Job satisfaction mediates the effect of competence on lecturers' performance positively and significantly. By having job satisfaction supported by competence, it can produce optimal performance for lecturers.

Keywords: Competence, Job Satisfaction, Lecturers' Performance

1. Introduction

The implementation of education in higher education cannot be separated from the intervention of lecturers as human resources who carry out the tri dharma of higher education. Human resources are no longer as assets, but as partners to achieve organizational goals that have been set effectively and efficiently. Gomes (2002:3) argued that human resources is a movement to recognize the importance of the human element as a potential resource that needs to be developed in such a way that it is able to make a maximum contribution to the organization

and for its development. Lecturers' performance is a lecturer who performs or implements the three responsibilities of higher education, namely, education and teaching, research, and community service. This maximum and optimal performance will have a big impact on improving the performance of the universities that are under the auspices of the lecturer and can be competitive locally, nationally and even internationally. In accordanced with what was conveyed by Gunawan et al., (2018) which stated that the success of a university is determined by the great accountability of lecturers and the ability to carry out the duties of three responsibilities of higher education, Anra and Yamin (2017) in their article stated that lecturers' performance is a key aspect of educational program quality at the university. Good performance by one lecturer has a positive impact on the university as a whole, as well as an empirical study by Elfindri et al., (2015) which stated that following the Indonesian education system, lecturers are assigned to fulfill their three basic tasks, namely: teaching, research and community involvement.

In Riau Province, there are currently 9 (nine) private universities (PTS) for the College of Economics (STIE), including The Economics College of Indragiri (STIE-I) Rengat. By the increasing number of similar universities, the level of competition is getting tougher. Therefore The Economics College of Indragiri (STIE-I) Rengat is hoped can improve the best performance so that The Economics College of Indragiri (STIE-I) Rengat is able to compete and win in Riau Province.

Based on observations and interviews with several lecturers at The Economics College of Indragiri (STIE-I) Rengat. The lecturers' performance at The Economics College of Indragiri (STIE-I) Rengat was suspected to be still low, where there were several factors causing it, the low level of lecturers' attendance, the lack of interest of lecturers in researching and carrying out community service activities. In the teaching and learning process there were still some lecturers did not make SAP (Teaching Lesson Plan) and Syllabus, as well as there were still lecturers who were late, there are still many lecturers in the teaching and learning process delivering the same teaching material from each semester without revising the material, and there were still problems with increasing lecturer collaboration in forming standard learning patterns to be used as references in learning materials in each semester. The phenomena seen in carrying out their duties are marked by; There were still lecturers who come late in entering class; There were still lecturers who did not feel at home on campus; There was still a lack of lecturers' creativity in improving the quality of learning. Whereas good lecturers are highly expected in order to improve the quality of education, because lecturers have responsibilities in the implementation of education. The development of research and community service at The Economics College of Indragiri (STIE-I) Rengat was still relatively less than optimal, it can be seen in the table below:

**Table 1. The Development of Lecturers' Research and Community Service
 at The Economics College of Indragiri (STIE-I) Rengat
 Year 2019-2021**

Year	Number of Lecturers	Study (research)	Community Service
2019	35	58	8
2020	38	101	13
2021	40	46	11

Source: LPPM of The Economics College of Indragiri (STIE-I) Rengat. 2021.

Table 1. above shows an increase in the number of lecturers every year, but it is not followed by an increase in research and community service. There was an increase in research and community service in 2020, but in 2021 it decreased.

The factors affect performance theoretically according to Sedarmayanti (2017:11) said that competence is closer to the ability or capability that is applied and produces employees or leaders or officials who show high performance called competence, and according to Gibson (Hendriani and Oemar, 2011: 17) job satisfaction has a relationship with performance. The following described the two factors affect performance. The first factor is competence affects performance. Competence is a key determining factor for someone in producing excellent performance and competence has a relationship with performance. The results of empirical research such as A. Akbar (2019), Tatik Setiawati (2009), Athathaatiq et al (2014), Emi Lilawati and Fauziah Mashari (2017), Huda Khoyrun et al (2020), and Hari Wahyuni (2019) The results of their researches proved that competence has an effect on lecturer performance. However, there are differences in the results of research conducted by Rahardjo, (2014) that competence has no effect on employee performance and Natsir, et al. (2015) the results of his research stated that competence has no effect on performance.

The second factor is the effect of job satisfaction on performance. Gibson et al, (Wibowo, 2017: 131) stated that job satisfaction as an attitude that workers have towards their work. The results of several studies also proved that job satisfaction has an effect on employee performance. Hira Aftab and Waqas Idrees (2012) and Gamage Dinoka Nimali Perera et.al (2014) found that job satisfaction has a positive influence on employee performance. Different research results by, Prayugo Pratama and Sjahril Effendy Pasaribu (2020), Sudiro's research (2009) conducted at Brawijaya University lecturers stated different results, namely satisfaction has no significant effect on performance. Job satisfaction can also be a mediating variable between the influence of competence on performance. This is evidenced by the results of research by Santi Suciningtyas and Tri Handayani (2020) Job Satisfaction mediates the relationship between Competence and Performance. Job satisfaction owned by lecturers is an assessment of the feelings of the lecturers towards their work, job satisfaction is getting better, so it can make employee performance also better.

Based on several studies that have been conducted previously, and based on the phenomenon, the research gap can be seen to be inconsistent. So the research on the lecturers' performance at The Economic College of Indragiri (STIE-I) Rengat is interesting to examine, so the authors wished to analyze more deeply by conducting research with the title: The Role of Job Satisfaction in Mediating the Effect of Competence on Lecturers' Performance at The Economic College of Indragiri (STIE-I) Rengat.

2. Literature Review

Performance Theory

Several experts put forward the definition of performance. According to Gomes in Mangkunegara (2010:9) put forward the definition of employee performance as: expressions such as output, efficiency and work effectiveness. Meanwhile, according to Mangkunegara (2010:9), employee performance is the result of quality and quantitative work achieved by an employee in carrying out his duties.

According to Stolovitch and Keeps in Rivai et al, (2011:14), performance is a set of results achieved and refers to the act of achieving and carrying out a requested job. Schermerhorn, et al., in Rivai et al, (2011:15) suggests that, performance as the quality and quantity of achievement of tasks, whether carried out by individuals, groups or companies. According to Sinambela (2012: 136), suggests that employee performance is defined as the ability of employees to do something expertise. According to Mathis and Jackson (2012:78) performance is basically what employees do or don't do.

Lecturer performance

According to Djamarah (2006:12) the lecturer is educator who provide a number of knowledge to their students at universities or colleges. The performance of lecturers is professional educators and scientists with the main task of providing education to the community, especially students. Lecturers have an important role in the development of education, therefore lecturers must have high capabilities and abilities. According to Law Number 14 of 2005 concerning lecturers, professional educators and scientists can be defined with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

According to Kustono et al., (2010: 6) stated that, the main task of the lecturer is "Implementing the tri dharma of higher education with a workload of at least 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester. in accordance with their academic qualifications", with the following conditions: 1) The task of conducting education and research is at least equivalent to 9 (nine) credits carried out at the university concerned. 2) The task of serving the community can be carried out through community service activities organized by the university concerned or through other institutions in accordance with the laws and regulations. 3) The supporting duties of the tri dharma of higher education can be calculated for credits in accordance with the laws and regulations. 4) The task of doing community service and supporting tasks is at least commensurate with 3 (three) credits. 5) The task of carrying out special obligations for professors is at least equivalent to 3 credits every year.

According to Kustono et al., (2010: 7), the following are some of the indicators of the Tri Dharma of Higher Education which are the performance of lecturers, while the indicators include: 1) The task of conducting education is a task in the field of education and teaching. 2) The task of conducting research is a task in the field of research and development of scientific works. 3) The task of serving the community.

Competence.**Competency Theory**

According to Moeheriono (2012:7), competence is a supplement or complement to a job description or job specification that details knowledge, skills and personal attributes. Boyatzis in Hutapea and Thoha (2008:4) defines competence as the capacity that exists in someone who can make that person able to fulfill what is required by the company. According to McClelland in Gaol (2014: 499) competence is defined as a fundamental characteristic possessed by someone who has a direct or indirect effect on performance.

According to Training in Sudarmanto, (2009:48) Competence is the ability to carry out activities in a job or function in accordance with the expected work standards. Meanwhile, according to Lee and Stone in Wiramurti (2010:21) defines competence as sufficient expertise that can explicitly be used to conduct an audit objectively. Definition of Lecturer Competence Law number 14 of 2005 concerning teachers and lecturers, stated that lecturers are educators who have a high professional level as well as scientists who have the task of transforming, developing and disseminating science, technology, and the arts through education, research, and community service.

Dimensions of Competence according to Edison, Anwar and Komariyah (2017:143) explains that to fulfill the element of competence, an employee or employee must meet the elements, namely: a) Knowledge Having knowledge obtained from formal learning and or from training. Training or courses related to the field of work handled. b) Expertise (Skill) Having expertise in the field of work it handles and is able to handle it in detail. However, besides being an expert, he must have the ability to solve problems and solve problems quickly and efficiently. c) Attitude Uphold organizational ethics and have a positive attitude (friendly and polite) in acting. This attitude cannot be separated from one's duties in carrying out work properly.

Competency indicators according to Spencer and Spencer (1993) consist of: 1) Beliefs and values. 2) Skills. 3) Experience. 4) Personality characteristics. 5) Intellectual ability.

Job satisfaction

Definition of Job Satisfaction

Hasibuan (2013:202) states that job satisfaction is an emotional attitude that is pleasant and loves his job. This attitude is reflected by work morale, discipline and work performance. According to Sutrisno (2010:74) an employee's attitude towards work related to work situations, cooperation between employees, rewards received at work, and matters relating to physical and psychological factors.

Based on some of these opinions, it can be concluded that job satisfaction is a person's emotional state that can be seen through behavior, and attitudes, whether favorable or unfavorable towards the work they do. It can also be concluded that job satisfaction is a pleasant or unpleasant emotional state that is reflected by employees towards their work.

Factors Affecting Job Satisfaction

According to Hasibuan (2013:203), employee job satisfaction is influenced by the following factors: 1) Fair and proper remuneration. 2) Proper placement according to expertise. 3) The weight of the work. 4) Atmosphere and work environment. 5) Equipment that supports the implementation of the work. 6) The attitude of the leader in his leadership. 7) The nature of the work is monotonous or not.

According to Robbins and Judge (2015: 50), that the level of employee job satisfaction can be measured through indicators: The work itself, Salary, Promotion, Supervision, Colleagues, Overall. According to Wirawan (2014:699) the indicators for measuring job satisfaction are as follows: Job, working conditions, work environment, compensation, health insurance, pension insurance, career, organizational policies, awards.

Research Model

Based on the description above, the research model can be designed as follows:

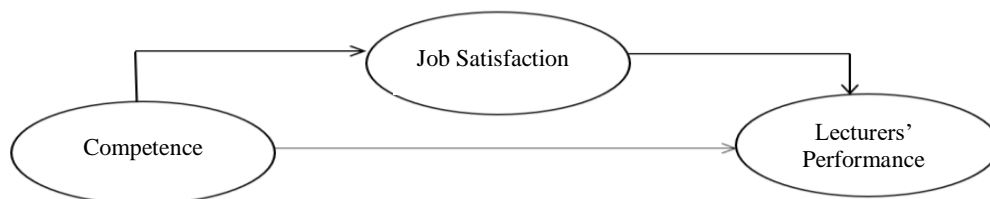


Figure 1. Research Model

Hypothesis

Based on the background of the problem and the research model above, the research hypothesis were formulated as follows:

Hypothesis 1: Competence affects job satisfaction

Hypothesis 2: Competence affects lecturer performance

Hypothesis 3: Job satisfaction has an effect on lecturer performance

Hypothesis 4: Job satisfaction acts as a mediating variable between competence and lecturer performance.

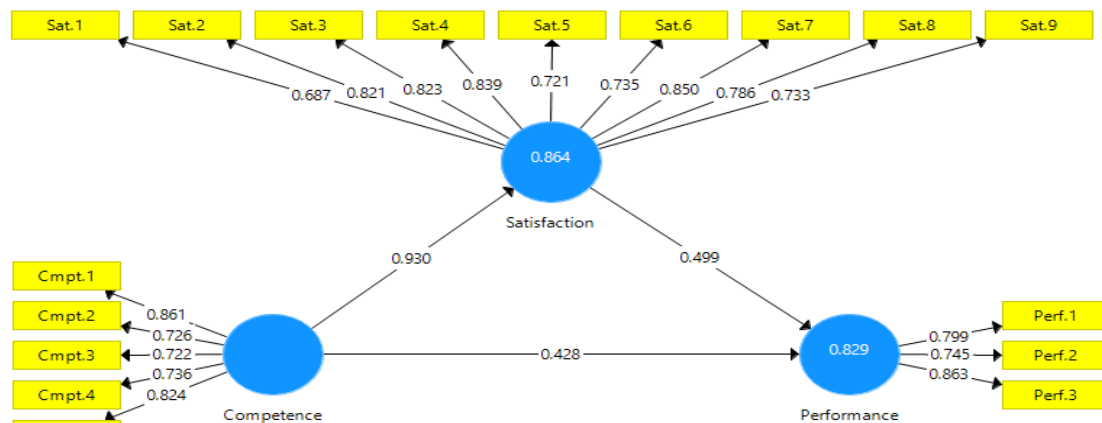
3. Method

The object of the research was The Economics College of Indragiri (STIE-I) Rengat. The study used quantitative methods. The population in this study were 40 definitive and non-definitive lecturers. The number of samples were 40 respondents who were selected using the Saturated Sampling (census) method. The data collection techniques using a questionnaire; The type of questionnaire used was a closed questionnaire. The data measurement technique used in this study was the Likert scale. Then, the data were analyzed using SEM (Structural Equation Modeling) analysis which was operated through the Smart PLS 3 application.

4. Result and Discussion

Convergent Validity Test

Validity test was used to measure the validity of the questionnaire. In this study, the validity test was carried out by correlation between the score of the question items and the total score of the construct or variable; then compared with the number 0.6. In most references a factor weight of 0.50 or more was considered to have strong enough validation to explain latent constructs (Hair et al, 2010; Ghazali, 2008). Although some other references (Ferdinand, 2000) explain that the weakest loading that can be accepted was 0.40. The results of the validity of each variable using the program *PLS software* shown in picture 2 below:



Source: SmartPLS Data Process

Figure 2. Validity Test

From picture 2 above, it can be seen that the calculated R value is greater than 0.6. It can be concluded that all 17 questions were valid. Furthermore, to further prove and convince again, it can be seen in the Output values of AVE and Composite Reliability. The following presents the results of the AVE value and composite reliability in Table 2 below.

Variable	Table 2. AVE Value and Composite Reliability		Description
	AVE	The value of Composite Reliability	
Competence	0.602	0.883	Reliable
Job Satisfaction	0.646	0.845	Reliable
Performance	0.607	0.933	Reliable

Source: SmartPLS Data Process

Based on the table above, it can be seen that all the average variance extracted (AVE) values for each variable were above 0.50. Furthermore, the results of composite reliability in the table above show that all variables have met the requirements, which must be more than 0.70. It can be concluded that the convergent validity has been met.

Reliability Test

A questionnaire is said to be reliable if a person's answer to a question is consistent or stable over time. The reliability variable was determined based on the cronbach's alpha value, if the cronbach's alpha value is greater than 0.7, then the variable is reliable. The results of the reliability test of each variable using the programplss shown in Table 3 below:

Table 3. Reliability Test

Variable	Number of Questions	Cronbach's Alpha Value	rho_A Value	Minimum Value	Description
Competence	5	0.834	0.852	0.7	Reliable
Job Satisfaction	9	0.724	0.735	0.7	Reliable
Performance	3	0.919	0.924	0.7	Reliable

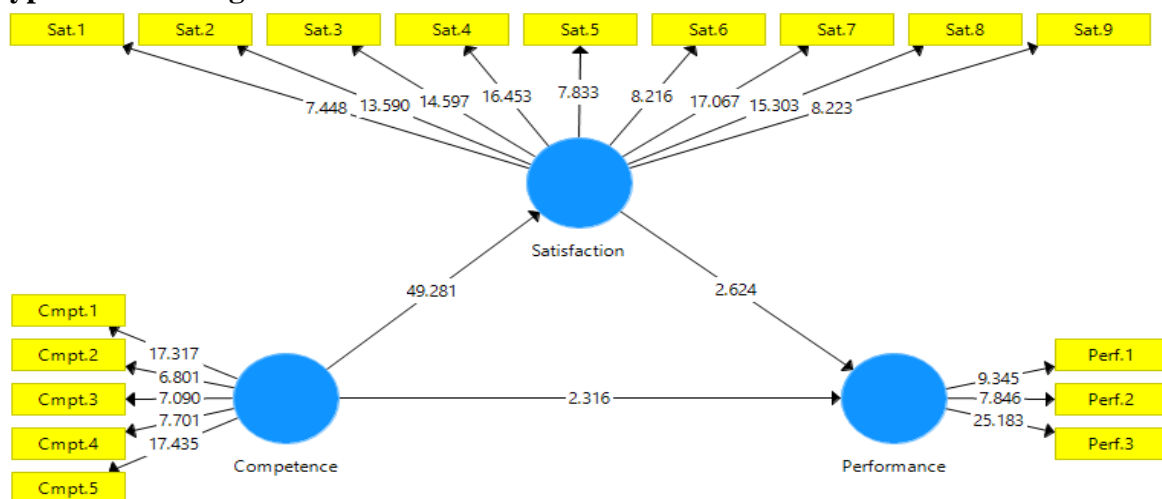
Source: SmartPLS Data Process

From the table above, it can be seen that all Cronbach's Alpha, rho_A and Composite Reliability values were greater than 0.7. It was concluded that all variables were reliable.

Coefficient of Determination

The coefficient of determination used R-squared which showed what percentage of the variation in the endogenous/criteria constructs can be explained by the constructs that were hypothesized to affect them (exogenous/predictors). Based on the results of data processing in Picture 2, it can be seen that the R-squared value of the job satisfaction variable was 0.864 and the lecturer performance variable is 0.829. These results indicated that the job satisfaction variable can be explained by the competence variable of 86.4%, while the remaining 13.6% was explained by other variables not discussed in this study or other factors outside the model. Then the performance variable can be explained by the competence and performance variables of 82.9%, while the remaining 17.1% was explained by other variables not discussed in this study or other factors outside the model.

Hypothesis Testing



Source: SmartPLS Data Process

Figure 3. Hypothesis Testing

Table 4. Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Competence -> Performance	0.428	0.475	0.185	2.316	0.021
Competence -> Satisfaction	0.930	0.934	0.019	49.281	0.000
Satisfaction -> Performance	0.499	0.458	0.190	2.624	0.009

Source: SmartPLS Data Process

The t-table value was 2.024. The explanation of the hypothesis from the statistical results is as follows:

H1. The Effect of Competence on Job Satisfaction

The structural equation showed that the competency variable on lecturer job satisfaction with a t-count > t-table was $49.281 > 2.024$ with a significance value of $0.000 < 0.05$. It can be concluded that competence has a positive and significant effect on lecturer job satisfaction with the results of hypothesis testing accepting H1 and rejecting H0.

H2. The Effect of Competence on Performance

The second hypothesis from the structural equation showed that the competence variable on lecturers' performance has a t-count value of $2.316 > t\text{-Table } 2.024$ with a significance value of $0.021 < 0.05$. It can be concluded that competence has a positive and significant effect on lecturers' performance with the results of hypothesis testing accepting H2 and rejecting H0.

H3. The Effect of Job Satisfaction on Performance

This third hypothesis from the structural equation shows that the variable job satisfaction on lecturers' performance with a value of t-Calculate > t-Table was $2.624 > 2.024$ with a significance value of $0.009 < 0.05$. It can be concluded that job satisfaction has a positive and significant effect on lecturer performance with the results of hypothesis testing accepting H3 and rejecting H0.

H4. The Effect of Competence on Job Satisfaction Mediated Performance

Table 5. The Effect of Competence on Lecturers' Performance Mediated by Job satisfaction.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	P Values
Competence -> Satisfaction -> Performance	0.464	0.427	0.177	0.009

Source: SmarPLS Data Process

The fourth hypothesis test was to measure the effect of competence on lecturer performance mediated by job satisfaction. The result was that it has a significant effect, it can be seen by comparing the P values with a significance value of $0.009 < 0.05$. So, it can be concluded that the results of this study indicate that job satisfaction mediates the effect of competence on lecturer performance in a positive and significant way, meaning that this fourth test accepted H4 and rejected H0.

Discussion

Competence on Job Satisfaction.

Competence for a lecturer has a master's education and is certified, based on the results of research that there was a significant influence between competence on job satisfaction. The results of this study were supported by research: Deswata (2020); Adhi Prastistha Silen (2016) stated that competence has an effect on lecturer job satisfaction. Where if a lecturer has

competence that supports it will work seriously and have an impact on satisfactory work results, so that he feels satisfied with the performance he has achieved. This is also in accordance with Lawler's theory which states that expertise is part of the input factors that affect job satisfaction or dissatisfaction in Munandar, (2012: 356) quoted from the *Tepak journal of business management masters of management at the University of Riau*, where the research was conducted by Dayu Indah Novriani Parta, H. B Irsyandi and Sri Indarti.

Competence on Lecturers' Performance.

Based on the results of the study that there was a significant influence between competence on lecturer's performance. The results of this study were supported by research: A Akbar (2019); Tatik Setiawati (2009); Aththaariq et al., (2014); Emi Lillawati and Fauziah Mashari (2017); Huda Khoyrun et al., (2020); Wahyuni Day (2019); Sudirman Manik and Nova Syafrina (2018); Samuel (2014); Melda Wasahua (2018); Salman Faris (2020); Nur'aeni (2011) stated that competence has a significant effect on lecturer performance. The results of this study indicated that it took competence for a lecturer in teaching, researching and doing service. These competencies will greatly support the conditions in which the lecturers will be successful in carrying out their three responsibilities implementation. The competence of lecturers as the spirit of a lecturer has an important role in the implementation of the Three responsibilities of Higher Education. A performance must be preceded by the abilities and skills possessed, this is one of the driving forces for a lecturer to carry out teaching, research and community service activities. This confirms that one of the main factors that affect individual performance is the individual's ability. Individual ability depends on the level of knowledge (knowledge) possessed, educational background, and skills (skills) mastered.

Job Satisfaction on Lecturers' Performance.

Based on the results of the study that there was a significant effect of job satisfaction on the lecturers's performance. The results of this study were supported by research: Andriani Muliadi et al., (2018); Hira Aftab and Waqas Idress (2012); Gamage Dinoka Nimali Perera et al., (2014) The results of their research showed that job satisfaction has a significant effect on lecturer performance. The meaning is that the higher the job satisfaction obtained and felt, the more likely the lecturers will give their best performance. On the contrary, if the lecturers do not get job satisfaction, it will be difficult for them to give the best performance.

Job Satisfaction Acts as a Mediating Variable between Competence and Lecturers' Performance.

Based on the research results, job satisfaction mediated the effect of competence on lecturers' performance in a positive and significant way. The results of this study were supported by the research of Santi Sucianingtyas and Tri Handayani (2020); Made Galuh Ginanti et al., (2018); Andi Hidayat et al., (2020) stated that there was a positive and significant influence between competence on lecturers' performance through job satisfaction. Where it can be said that good competence also supported by job satisfaction can produce optimal performance for employees. Of course, it is said that the role of job satisfaction in mediating competence and performance can contribute to the process of optimizing employee performance which has been planned in their work.

5. Conclusions

Based on the results of the test using PLS analysis to examine the effect of several variables on lecturer performance, concluded that competence has a positive and significant effect on job satisfaction. Competence has a positive and significant effect on lecturers' performance. Job

satisfaction has a positive and significant effect on lecturers' performance. Job satisfaction mediated the effect of competence on lecturers' performance in a positive and significant way.

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