

The factors that affect the lecturers' performance

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Abstract

This study aims to determine the factors that influence the performance of lecturers. There are variables that are measured including, 1). Motivation, 2) Self-efficacy, 3). Leadership, 4). Organizational climate, 5) Ability to Use Technology, 6). Lecturer performance. The research method used is the method quantitative descriptive. The research instrument used is a questionnaire. The data analysis technique used is path analysis. The findings of there is a variable work motivation of lecturers has a significant influence on the performance of lecturers. In the self-efficacy variable, the indirect effect is more dominant through the organizational climate variable compared to the direct influence on the lecturer's performance. While the leadership variable is more dominant indirectly through organizational climate variables compared to direct influence on lecturer performance. In the variable of ability to use technology, it tends to have an indirect effect when compared to the direct effect on lecturer performance. The organizational climate variable in the faculty determines the level of influence of the lecturer's ability to use technology in carrying out assignments. For the performance of lecturers who must be updated on technological developments both in carrying out learning.

Keywords: factors that affect lecturer performance

Introduction

The Tri Dharma of higher education are the three basic pillars of the mindset and become an obligation for Lecturers in order to produce student output as intellectuals. Universities as one of the formal institutions are required to provide quality educational services in accordance with the mandate of the law and the expectations of users (stakeholders). Lecturers as one of the spearheads of successful education at the tertiary level are required to always provide maximum and professional services in order to produce quality graduates as well.

Educators or lecturers are the most important aspect to improve the quality of higher education. Government regulations contained in the Law on Teachers and Lecturers no. 14 of 2015 whose lecturers are professional educators and scientists who transform, develop, and disseminate science, technology, and art through education, research, and community service.

Lecturers are educators who have an important role in transforming students, as well as lecturers with good academic qualifications and character. Lecturers are required to present good performance. The high performance of lecturers affects the quality of higher education. Factors that affect the performance of lecturers. Includes motivation, self-efficacy, leadership, organizational climate.

Human resources play a very important role, human resources are seen as the main driving factor in determining success. Stimulating lecturer motivation must be done to encourage the achievement of good performance. Motivation is the process of giving work motivation to lecturers so that they are willing to work to achieve goals effectively and efficiently. The provision of this work driver is contained in Maslow's hierarchy of needs theory which includes physiological needs, security needs,

social needs, esteem needs and self-actualization needs.

The internal factor that is predicted to have an effect on supporting the creation of the effectiveness of a job is self-efficacy. Stajkovic & Bandura (2010) states that, "self-efficacy is a person's assessment of his ability to act to improve performance". In line with Greenberg et al. (2008) states that, "self-efficacy is a person's belief in his ability to complete tasks to achieve his goals. If it is related to the lecturer's self-efficacy, the lecturer's self-efficacy is: (1) the principal's belief in his abilities in completing the lecturers related to his duties, (2) the lecturer's belief in his ability to overcome the challenges that arise in his duties and obligations related to the duties college Tri Dharma, (3) The lecturers belief in the endurance while finds failure in assignments, implementation education, research and community service.

Leadership is the ability to influence a group to achieve the group's goals. (Sarifah, Fathoni, & Minarsih, 2016). Bachtiar (2013) stated that there are many factors that determine the competitiveness of universities, but the most decisive is competent and responsible leadership, both at the university level. as well as at the faculty and study program level.

The success of education at Universitas Lancang Kuning is not only determined by qualified or professional lecturers, but is also determined by quality or professional leadership factors. Leaders at universities are the most influential component in the creation of quality lecture processes and outcomes. The implementation of lectures is very much determined by the success of the leadership at the university in managing the available teaching and educational staff. Therefore, any improvement efforts made in improving the quality of lectures will not make a significant contribution without the support of professional and quality leadership.

According to Lussier (2005), organizational climate is an employee's perception of the quality of the organization's internal environment which is relatively perceived by members of the organization which will then influence their subsequent behavior. Then stated by Simamora (2004), that organizational climate is the internal environment or organizational psychology. Organizational climate is seen as the personality of the organization because the

characteristics of the work environment are only felt and affect the behavior of the members in it and the organizational climate is formed because of the activities within the organization.

Lecturer performance according to Martinis Yamin and Maisah, (2010), is a behavior or response that gives results that refer to what they do when they face a task. Lecturer performance is a component of human resources that must be fostered and developed continuously so that they can carry out their functions professionally so that they can prepare generations who not only have skills and expertise in their respective fields but have noble character as Indonesian people as a whole. This is because lecturers are the most responsible and very influential factor in determining the quality of education, without the presence of reliable lecturers, the educational process will not be carried out properly. Of these factors, Lecturer's role is very central in the implementation of the education system in higher education, especially in the implementation of the learning process. This implies that the quality of education in higher education is largely determined by the good or bad performance of lecturers in implementing the education system, although there are other factors that are still related. In line with this, in essence, the implementation of education in higher education is the responsibility of lecturers, as professionals.

The results of the observations show that some lecturers still have low discipline, namely they still carry out various disciplinary activities such as being absent or late to class in lectures, teaching to achieve face-to-face targets and not following the Semester Learning Activity Program Plan (RPKPS) and there are still lecturers encountered. who do not carry out their duties in accordance with the provisions that have been set, there are lecturers who have multiple professions. These weaknesses are particularly in meeting the administrative demands of the teaching and learning process (learning instruments), such as: preparation of a static Teaching Implementation Plan (RPP), meaning that there is no renewal and improvement in accordance with the learning experience and technological advances. Not carrying out an analysis of the test results which is very useful both to see the completeness of teaching and learning. Rarely conduct or improve student learning outcomes. Besides

that, there are still lecturers who do not pay attention to the use of aids in learning and do not make teaching materials or write textbooks, and there are still many lecturers' studies that do not pass in obtaining grant funds from Dikti. So from this problem it is necessary to make improvements. Therefore, the researchers conducted a study that aims to see the influence of the performance factors of lecturers, as an effort to provide information and provide solutions as materials for improving lecturer performance.

Method

This research is a quantitative descriptive study in which the research will describe and interpret the object as it is, so the method used in this research is the path analysis method. Path analysis is a statistical analysis used when there are variables dealing with problems related to cause and effect (Wright).

The variables that will be studied in this study consist of:

- (1) Motivation
- (2) self-efficacy,
- (3) Leadership
- (4) Organizational climate
- (5) Ability to Use Technology
- (6) Lecturer performance.

Results and Discussion

Results

The data of this research include motivation variable (X1), self-efficacy (X2), and leadership (X3), ability to use technology (X4), organizational climate (Y), performance (Z). The description of this data reveals information about the total score, highest score, lowest score, average, standard deviation, mean score, frequently occurring numbers, and the total score obtained. The following shows the basic statistical calculations of the three variables.

Table 1 Calculation Basic Statistics

		Statistics					
		Motivasi_Kerja	Efikasi_Diri	Kepemimpinan	Kemampuan_Menggunakan_Teknologi	Iklim_Organisasi	Kinerja_Dosen
N	Valid	190	190	190	190	190	190
	Missing	0	0	0	0	0	0
Mean		146.6263	154.4474	156.2474	150.6684	155.4789	148.7000
Std. Error of Mean		.54183	.55046	.53710	.55306	.49485	.55064
Median		146.5000	155.5000	156.0000	150.0000	156.0000	148.0000
Mode		142.00	156.00	162.00	146.00	158.00	145.00
Std. Deviation		7.46862	7.58757	7.40348	7.62345	6.82100	7.58999
Variance		55.780	57.571	54.812	58.117	46.526	57.608
Range		34.00	35.00	32.00	33.00	34.00	35.00
Minimum		131.00	135.00	138.00	133.00	139.00	131.00
Maximum		165.00	170.00	170.00	166.00	173.00	166.00
Sum		27859.00	29345.00	29687.00	28627.00	29541.00	28253.00

1. Lecturer Motivation Variable (X1)

Based on the distribution of these scores, the mean (mean) is 146.63, the mean score (median) is 146.5, the most frequent score (mode) is 142, and the standard deviation (standard deviation) is 7.47.

2. Self-Efficacy Variable (X2)

Based on the distribution of these scores, the mean (mean) is 154.45, the median score is 155.5, the most frequent score (mode) is 156, and the standard deviation (standard deviation) is 7.58.

3. Leadership Variable (X3)

Based on the distribution of these scores, the mean (mean) is 156.25, the median score is 156, the most frequent score (mode) is 162, and the standard deviation (standard deviation) is 7.4.

4. Variable Ability to Use Technology (X4)

Based on the distribution of these scores, the mean (mean) is 150.67, the median score (median) is 150, the most frequent score (mode) is 146, and the standard deviation (standard deviation) is 7.6.

5. Organizational Climate Variable (Y)

Based on the distribution of these scores, the mean (mean) is 155.48, the mean score (median) is 156, the most frequent score (mode) is 158, and the standard deviation (standard deviation) is 6.82.

6. Lecturer Performance Variable (Z)

Based on the distribution of these scores, the average (mean) is 148.7, the median score is

148, the most frequent score (mode) is 145, and the standard deviation (standard deviation) is 7.59.

2. Influence of lecturer motivation (X1), Self-Efficacy (X2), Leadership (X3), Ability to Use Technology (X4) through Organizational Climate (Y) variables on Lecturer Performance (Z) in the Path Coefficient Model

Path analysis model II used in this study looked at the relationship between the variables of lecturer motivation (X1), self-efficacy (X2), leadership (X3), ability to use technology (X4) through organizational climate variables (Y) on lecturer performance (Z). The following are the results of the path coefficient analysis model II.

Table 1. Value of Coefficient of Determination of Variable X1, X2, X3, X4, Y Against Z

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.500 ^a	.250	.230	6.66197

a. Predictors:(Constant), Organizational Climate, Self-Efficacy, Ability Using Technology, Leadership, Motivation Work

Table 2. Regression Coefficient Value of Variable X1, X2, X3, X4, Y Against Z

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.986	14.041		3.062	.003
	Work motivation	.182	.080	.179	2.274	.024
	Self_Efficacy	.054	.079	.054	3.678	.049
	Leadership	.087	.079	.084	1.091	.27
	Ability_Using_Technology	.230	.075	.231	3.084	.002
	Climate_Organization	.145	.084	.130	1.722	.038

a. Dependent Variable: Performance Lecturer

Based on the results of data analysis of the five independent variables, a significance value of less than 0.05 was obtained. These results conclude that the regression analysis model II explains that the variables of lecturer motivation (X1), Self-Efficacy (X2), Leadership (X3), Ability to Use Technology (X4) and Organizational Climate (Y) have a significant effect on the Lecturer Performance variable (Z).

The value of R Square shown in table 70 is 0.250. This shows that the contribution of the

variable motivation of lecturers (X1), Self-Efficacy (X2), Leadership (X3), Ability to Use Technology (X4) and Organizational Climate (Y) on the variables of Lecturer Performance (Y) by 25%, while the remaining 75% is influenced by other variables not included in this study.

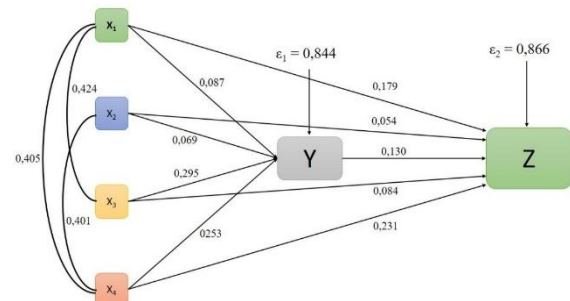


Figure 1. Results of Model II Path Analysis

The formulation of the path analysis carried out in model I and model II obtained direct and indirect effects of each variable. It is known that the direct influence given by the lecturer's motivation variable (X1) on the Lecturer's Performance (Z) is $(0.179)^2 = 0.032$. Meanwhile, the indirect effect of the lecturer's motivation variable (X1) through the organizational climate variable (Y) on the lecturer's performance (Z) namely: $0.087 \times 0.130 = 0.011$. So the total influence given by the lecturer's motivation variable (X1) on Lecturer Performance (Z) is a direct effect added with an indirect effect, namely: $0.032+0.011 = 0.043$. Based on the calculation results, it is known that the value of the indirect influence of the lecturer's motivation variable (X1) on the lecturer's performance (Z) is smaller than the direct influence of the lecturer's motivation variable (X1) on the lecturer's performance (Z). So it can be concluded directly that the lecturer's motivation variable (X1) on Lecturer Performance (Z) has a significant effect on Z.

Analysis of the direct effect given by the Self-Efficacy variable (X2) on Lecturer Performance (Z) is equal to $(0.054)^2 = 0.0029$. Meanwhile, the indirect effect of the self-efficacy variable (X2) through the organizational climate variable (Y) on the performance of lecturers (Z) is: $0.069 \times 0.130 = 0.00897$. Then the total influence given by the Self-Efficacy variable (X2) on Lecturer Performance (Z) is a direct effect added with an indirect effect, namely: $0.0029 + 0.00897 = 0.01187$. Based on the calculation results, it is known that the value of the indirect

influence of the Self-Efficacy variable (X2) on Lecturer Performance (Z) is greater than the direct influence of the Lecturer's Motivation variable (X1) on Lecturer Performance (Z). So it can be concluded indirectly that the variable of lecturer motivation (X1) has a significant effect on Lecturer Performance (Z) through the Organizational Climate variable (Y).

Analysis of the direct influence given by the Leadership variable (X3) on Lecturer Performance (Z) is equal to $(0.084)^2 = 0.0071$. While the indirect influence of the Leadership variable (X3) through the Organizational Climate variable (Y) on Lecturer Performance (Z) is: $0.295 \times 0.130 = 0.0384$. Then the total influence given by the Leadership variable (X3) on Lecturer Performance (Z) is the direct effect added to the indirect effect, namely: $0.0071 + 0.0384 = 0.0455$. Based on the calculation results, it is known that the value of the indirect influence of the Leadership variable (X3) on Lecturer Performance (Z) is greater than the direct influence of the Leadership variable (X3) on Lecturer Performance (Z). So it can be concluded indirectly that the Leadership variable (X3) has a significant effect on Lecturer Performance (Z) through the Organizational Climate variable (Y).

The analysis of the direct effect given by the Ability to Use Technology (X4) variable on Lecturer Performance (Z) is $(0.231)^2 = 0.0534$. While the indirect effect of the Ability to Use Technology (X4) variable through the Organizational Climate variable (Y) on Lecturer Performance (Z) is: $0.253 \times 0.130 = 0.0329$. Then the total influence given by the Ability to Use Technology (X4) variable on Lecturer Performance (Z) is the direct effect added to the indirect effect, namely: $0.0534 + 0.0329 = 0.0863$. Based on the calculation results, it is known that the value of the indirect influence of the Leadership variable (X3) on Lecturer Performance (Z) is smaller than the direct influence of the Leadership variable (X3) on Lecturer Performance (Z).

Discussion

Universitas Lancang Kuning is one of the leading universities to produce graduates who are in great demand in industry and education. The gait of Universitas Lancang Kuning cannot be separated from the quality of its human resources. Lecturers are the most important

aspect to improve the quality of higher education. Lecturers have an important role in transforming students, as well as lecturers with good academic qualifications and character. Lecturers are required to present good performance. The high performance of lecturers affects the quality of higher education. National Education Development is an effort that aims to create a quality, advanced, independent and modern Indonesian society. Noor, 2018).

Researchers formulate several important factors related to lecturer performance, especially what happened at Universitas Lancang Kuning. Factors that affect lecturer performance include lecturer motivation, self-efficacy, leadership, ability to use technology and organizational climate. These factors are indicated to be able to determine the performance of lecturers both in terms of fulfilling the Tri Dharma needs of higher education or institutionally. There are several contents that have developed regarding the performance of lecturers, namely the performance of lecturers at Universitas Lancang Kuning is still low, this can be due to a lack of appreciation for the achievements that have been achieved by lecturers, so that lecturers are not motivated, lack self-efficacy,

The findings, the first research is that the variable motivation of the lecturers has a significant influence on the performance of the lecturers. The level of achievement of the lecturer motivation variable from the research respondents was in the medium category. The indicators used as research instruments are motives, expectations and intensities. This result is certainly an illustration of the lack of motivation of lecturers at Universitas Lancang Kuning. If it is associated with the results of the analysis of the lecturer's motivation variable, it has a significant effect on the performance of the lecturer, of course this aspect is one of the factors for the low quality of the lecturer's performance.

Motivation is a series of processes that encourage a person's behavior and direct it to the achievement of several goals or in short to encourage someone to do something that must be done voluntarily and well. Niermeyer & Seyffert, 2011). The purpose of motivation is to move or inspire someone so that the desire and willingness to do something arise so that they can obtain results or achieve certain goals. (Brunstein & Heckhausen, 2018).

In addition, the results of research by Sari, Zamzam, & Syamsudin (2020) suggest that motivation is a process of influencing or encouraging from outside a person or work group so that they want to carry out something that has been determined. Sari, Zamzam, & Syamsudin, (2020). This study is also in line with the results of research conducted by (Sembiring, Jufrizen, & Tanjung, 2021) which concludes that motivation has a positive and significant effect on the performance of nurses at Madani General Hospital Medan.

The findings of the second study are that the self-efficacy variable has a more dominant indirect effect through organizational climate variables compared to a direct influence on lecturer performance. When viewed from the level of achievement of respondents' responses, the achievement of this variable is in the good category. These results explain that the self-efficacy of lecturers at Universitas Lancang Kuning is already in the good category but does not directly influence the lecturer's performance. From each of the existing faculties, there are variations in performance levels that are influenced by self-efficacy. The environment or organizational climate of each faculty contributes to the influence of self-efficacy on performance.

Self-efficacy is a person's belief in his ability to complete a certain task. (Tanjung, Arifudin, Sofyan, & Hendar, 2020). Self-efficacy is a person's belief in his ability to complete tasks to achieve his goals. The results of this study are in line with the opinion of Sulastris & Uriawan (2020) which states that self-efficacy is an individual's belief in his ability to exert his enthusiasm, the source of his knowledge of thought and the way he acts to make decisions in order to carry out special tasks in accordance with the work context that has been determined (Sulastris & Uriah, 2020). Kreithner and said the same thing Mitchell, Hopper, Daniels, George-Falvy, & James (1994) that self-efficacy is a person's belief in the possibility of success in completing specific tasks (Mitchell, Hopper, Daniels, George Falvy, & James, 1994).

The findings of the third study are that the leadership variable has a more dominant indirect effect through the organizational climate variable than the direct influence on lecturer performance. When viewed from the level of achievement of the respondents' responses, the

achievement of this variable is in the Very Good category. Universitas Lancang Kuning consists of 10 faculties. The results of this study explain that the leadership spirit possessed by each lecturer has a dominant contribution to lecturer performance when it is associated with each organizational climate in each faculty. Leadership as an activity to influence the behavior of people to work together towards a certain goal that they want together. In other words, leadership is the ability to influence a group to achieve the group's goals.

The magnitude of the role of leadership in higher education is related to the performance of Human Resources, especially lecturers. In this case, each individual lecturer is a leader both structurally and in a small way in the class carrying out learning (Setiawati, 2009). The success of a leader in organizing subordinates will be greatly influenced by behavior which is also called leadership style. (Bogler, 2001). Leadership style can be defined as a pattern of behavior designed to integrate organizational goals with individual goals to achieve a particular goal (Chen & Silverthorne, 2005).

In organizational life, the emergence of a tendency to think and not be compartmentalized among members of the organization can be caused by a positive attitude, but maybe also because of a negative attitude. It is said to be positive because of the determination and strong will among the members of the organization who are members of a particular group to do as optimally as possible for the organization, but such an attitude can welcome a negative impact on organizational life if in doing the best possible effort for the organization, the members of the organization who concerned forgets that the success of a group working alone does not guarantee the success of the organization as a whole (Jameel & Ahmad, 2019).

Such matters are usually related to a competition among various working groups which is sought so that a work unit itself is treated as a strategic work unit, if the organizational leadership allows such a perception to develop, it is not impossible that the members of the work unit concerned will struggle so that the work unit gets an allocation of funds, facilities and infrastructure. , infrastructure and greater energy compared to other work units, it is easy to suspect that such an effort will result in a blocky way of thinking and acting. The role of

leadership as a father, leadership is an attempt to influence followers not by coercion to motivate people to achieve certain goals. The ability to influence is closely related to meeting the needs of its members (Gibson, 1986). The leader's relationship with members is related to the degree of emotional quality of the relationship, which includes the level of intimacy and acceptance of members of the leader. The more confident and trusting members of the leader, the more effective the group in achieving its goals. In the leader's relationship with its members, it is necessary to pay attention to the anticipation of member satisfaction and must be combined with group goals, maintain high motivation of members, maturity of members in decision making and a strong determination to achieve goals. (Aisah, 2020).

The fourth finding explains that the ability to use technology tends to have an indirect effect when compared to the direct effect on lecturer performance. From the analysis conducted, the variable of ability to use technology has a dominant influence through organizational climate on performance. Analysis of respondents' level of achievement on the variable ability to use technology is at a moderate level. These results explain that there is still a need for coaching on the ability to use technology from Universitas Lancang Kuning lecturers. The organizational climate in the faculty determines the level of influence of the lecturer's ability to use technology in carrying out assignments. The performance of lecturers who must be updated on technological developments both in carrying out learning,

Technology as an intermediary for the development of a science to design a set of tools, including machines, modifications, settings and procedures used by humans, which has a function as a tool to solve problems effectively and practically. (Harahap, 2020). Recent technological developments, including the printing press, telephone and internet, have reduced physical barriers to communication and allowed humans to interact freely on a global scale. (Dewi & Dharmadiaksa, 2019). The very rapid development in today's information technology which is often called social media or social media, every day we can find no one who does not take advantage of this technology from adults to children, there is even a term for the use of this technology, namely the world in our

hands, the technology in the form of soft traps such as internet, Facebook, Twitter, WhatsApp and hard traps such as laptops, telephones and so on (Hasan, 2008).

The number of technologies that are developing in society today does not mean that not all of them have a good impact, but there are bad impacts for us. As users of technology we should be wiser, with disputes about whether technology worsens or improves the human condition (Reza & Syahrani, 2021). This technology can be known through goods, objects, or tools that have been successfully made by humans to facilitate and simplify the realization of their life in the world. It also shows about the form of creative works and works of art (Indarjanti & Bodroastuti, 2012).

In the current era, the function, role and position of lecturers are felt to be increasingly strategic in national development, especially in the field of education. In this era teaching and learning activities which are usually carried out face-to-face (offline), namely educators and students are physically present in classrooms, are now forced to switch to learning activities through electronic media (e-learning) or online (e-learning). (Malka, Mus, & Lamo, 2020). With this compulsion, lecturers and students are required to be able to improve a more solid collaboration, namely by building competencies, information technology skills and ICT literacy. (Sarastini & Suardikha, 2017). With this condition, it is hoped that the quality of learning outcomes can still be maintained. In summary, in this online system and to build better learning, the transformation of the role of lecturers to carry out education and the development of student potential will be more possible, of course with better skills and knowledge of information technology.

In the context of Human Resource Management (HRM) and performance management, there are many things that can empirically improve performance such as attention to information technology (Indah, 2017). Universitas Lancang Kuning as an educational organization cannot be separated from competition and performance problems. To be able to respond to various challenges, ideally the management should immediately respond proactively by improving the quality of the lecturers in accordance with their vision, mission and goals. This also needs to be followed up because lecturers are the

spearhead of service to education stakeholders. So to realize this purpose, organizations need to know how the level of knowledge and skills of lecturers in utilizing information technology can be assessed and evaluated from their performance.

Conclusions

The variable of lecturer's work motivation has a significant influence on the performance of the lecturer. The level of achievement of the lecturer motivation variable from the research respondents was in the medium category. In the self-efficacy variable, the indirect effect is more dominant through the organizational climate variable compared to the direct influence on the lecturer's performance. When viewed from the level of achievement of the respondents' responses, the achievement of this variable is in the good category. While the leadership variable is more dominant in indirect influence through organizational climate variables compared to direct influence on lecturer performance. When viewed from the level of achievement of the respondents' responses, the achievement of this variable is in the Very Good category. In the variable of ability to use technology, it tends to have an indirect effect when compared to the direct effect on lecturer performance. The organizational climate variable in the faculty determines the level of influence of the lecturer's ability to use technology in carrying out assignments. For the performance of lecturers who must be updated on technological developments both in carrying out learning, research and community service, they need the ability to use technology.

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