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THE EFFECT OF COMPETENCE AND WORK CULTURE ON THE PERFORMANCE OF LPTK LECTURERS IN PTS REGION XIII ACEH

Sulaiman[1], Jamaluddin Idris[2], T. M. Jamil[3], Ishak Hasan[4]
[1]Doctoral Student Program of Social Studies Education, Syiah Kuala University, Indonesia
[2]Lecturer of Post Graduate at Syiah Kuala University, Indonesia
[3]Lecturer of Post Graduate at Syiah Kuala University, Indonesia
[4]Lecturer of Post Graduate at Syiah Kuala University, Indonesia
E-mail: lazuwa2018@gmail.com, jamaluddinidris@yahoo.com, tm_jamil@unsyiah.ac.id, ishakhasan20@yahoo.com

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ABSTRACT
This study examines the influence of competence, work culture and performance of LPTK lecturers in PTS Region XIII Aceh. The research objective is to examine the effect of competence on lecturer performance, the influence of work culture on lecturer performance, the effect of competence on lecturer work culture, and to examine the influence of competency and work culture together on lecturer performance. The nature of the data collected is quantitative data, with a scale of ordinal data measurement and primary data sources. The study population was 592 lecturers and the study sample was 203 lecturers. Data collection techniques with survey method and the instrument is a closed questionnaire that has an alternative answer. The data analysis method is using the IBM SPSS statitics 26 program for factor analysis and AMOS complete structural equation (PSL) programs. Hypothesis testing uses the goodmess of fit (Gof) test and the estimation standard test. The conclusions of the results of data analysis and hypothesis testing competence has a positive and significant effect on the performance of LPTK lecturers in PTS Region XIII Aceh, the amount of influence is 30%. Work culture has a positive and significant effect on the performance of LPTK lecturers in PTS Region XIII Aceh, the magnitude of influence is 24.7%. That competence has a positive and significant influence on the work culture of lecturers. LPTK in PTS Region XIII Aceh, the magnitude of mutual influence 30.2%. That competence and work culture together have a positive and significant effect on the work culture of LPTK lecturers in PTS Region XIII Aceh, the magnitude of influence is 18.6%. That competence has a positive and significant influence on the work culture of lecturers. LPTK in PTS Region XIII Aceh, the magnitude of mutual influence 30.2%. That competence

and work culture together have a positive and significant effect on the work culture of LPTK lecturers in PTS Region XIII Aceh, the magnitude of influence is 18.6%. That competence has a positive and significant influence on the work culture of lecturers. LPTK in PTS Region XIII Aceh, the magnitude of mutual influence 30.2%. That competence and work culture together have a positive and significant effect on the work culture of LPTK lecturers in PTS Region XIII Aceh, the magnitude of influence is 18.6%.

Introduction

Lecturer there is one of the essential components in an education system in higher education. The roles, tasks and responsibilities of lecturers are very important in realizing the goals of national education, which is to educate the life of the nation, improve the quality of Indonesian people, including the quality of faith and piety, noble morals, and mastery of science, technology, and art, to realize an Indonesian society that is advanced, just, prosperous, and civilized. To carry out these functions, roles and positions in a very strategic manner, universities need professional lecturers.

The task of lecturers is in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers, as well as Government Regulation Number 37 of 2009 concerning lecturers it is stated that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education , research and community service. Lecturers who are professional in carrying out their duties must have competency abilities, including academic competencies, pedagogical competencies, professional competencies, social competencies, and institutions.

Competency tension according to Law number 14 of 2005 includes pedagogical competence, personal competence, social competence and professional competence. Professional competence, that is, the breadth of academic insight and the depth of the lecturers' knowledge of the scientific material they practice. Pedagogical competence, namely the mastery of lecturers on various approaches, methods, classroom management, and evaluation of learning in accordance with the characteristics of the material and student development. Personality competence, that is, the ability of lecturers to properly present themselves as role models and show enthusiasm and love for their profession. Social competence, that is, the ability of lecturers to value diversity, be active in various social activities, and be able to work in team work.

Lecturers are not enough to master the competencies alone, but must have a good work culture, Triguna 1999; v) explain the lecturer coaching can be carried out through the development of work culture. Work culture is one of the opportunities to build human resources (human resource development) through the inculcation of values, beliefs, norms, habits and leadership (leadership) to make changes in attitude and behavior (behavior)) in adjusting to various ongoing and upcoming challenges. According to Triguna (1999: 4) to get the best lecturers required lecturers who have a high work culture.

Lecturers who have a high work culture will have high integrity, always have a good work ethic and always increase commitment to their duties. But there is still a tendency for lecturers to ignore performance. Arianto

(2014: 191-200) views work culture as a factor that has a positive (significant) influence on performance improvement. The dominant work values of lecturers are composed; a) cooperation, b) innovation, c) religion, d) achievement orientation, e) empathy, f). honesty, g) mutual cooperation, h) morals, i) optimistic, j) relationships.

Work culture certainly cannot be separated from the context of culture which is meant universally to occur in the workspace, at work or work organizations. William G. Tierney (1988; 2) explained that the study of the work culture of lecturers is important to do so that the main tasks and work functions can be achieved well while being able to improve their performance. The work culture of lecturers originates from the vision of becoming a "leading university", a derivation of cultural movements at the university level followed by a cultural movement at the faculty level to be a pioneer of competitive and dignified education innovation based on local culture.

Each university has a substantively different culture of lecturers. This culture is able to define the standards of lecturer behavior standards that can be accepted or rejected by the college community. Simon (1997: 24-25) states that understanding the culture prevailing in work institutions such as universities can be seen from the clothing properties for work, the rules applied in it, the values that apply strictly, such as promoting honesty (honesty), professionalism and integrity. The work of lecturers is called good lecturer performance, when mastering high competence and harmony with good work culture, therefore work culture is very important for lecturers in carrying out their assignments.

The importance of work culture in carrying out the duties and responsibilities of lecturers, is emphasized in the Decree of the Minister of Administrative Reform on April 25, 2002 No.25 / Kep / M.PAN / 4/2002, explained the importance of work culture to foster work ethic, moral responsibility and in order to improve productivity and performance in providing services to institutional stakeholders where they work, namely in higher education by lecturers as teaching staff and educators whose job is to produce reliable and professional workforce to enter the workforce.

Gordon in Moeljono (2003: 20), states that the work culture of lecturers in tertiary institutions will be able to foster a high commitment for every lecturer in tertiary institutions to do the best for the progress of their tertiary institutions. Thus the competence, work culture and performance of lecturers cannot be separated from each other which are interconnected and influence in carrying out the duties and responsibilities of lecturers. Firstly, the effect of competence on lecturer performance, according to Fattah (2000: 19), that competency is an expression of ability based on knowledge, attitudes and skills and motivation in producing work. According to Makmun, it can be understood that competence is seen as a pillar or core of the performance of a profession. According to Uno (2008: 18), lecturer performance is broken down into three categories, namely: professional competence, social competence, and personal competence. The measurement of performance indicators can see from the ability to master the competence of lecturers listed in Act Number 14 of 2005 concerning teachers and lecturers article 10 that teacher and lecturer competencies include pedagogic competence, personality competence, professional

competence and social competence.
Second, the relationship or influence of work culture on lecturer performance according to Armstrong in Sudarmanto (2009: 182) emphasizes that culture can create a work environment conducive to improving performance and change management. Arianto (2014: 191-200) views work culture as a factor that has a positive (significant) influence on performance improvement. Third is the relationship or competence to work culture. Competency requirements and values owned by lecturers can be understood if they are related to culture, namely attitudes and behavior in carrying out work, as in a methodological model developed by JM Soebijanta in Ndraha (1997; 18), as shown 3.1 below.

Figure 3.1: Values as independent variables in a methodological model

Competence is an ability to carry out or do a job or task based on skills and knowledge and is supported by work culture. So that it can be said that competence shows the skills and knowledge that are characterized by professionalism in a particular field as something that is most important or as a superior field in addition to the support of a work culture that can sustain the creation of competence.
Measurement of lecturer performance, according to Rachman Natawidjaja in Umi Narimawati (2005), divides lecturer's performance conceptually including aspects of professional abilities, social abilities, and personal abilities. (1) Professional abilities include; mastery of subject matter consisting of mastery of the material that must be taught and the basic concepts of scientific concepts from the material taught, mastery and appreciation of the foundation / insight of education and teacher training, mastery of the educational process, teacher training, and student learning. (2) Social abilities include; the ability to adjust to the objectives and the environment when carrying out his duties as a lecturer. (3) Personal abilities include: a positive appearance and attitude towards the overall situation as a lecturer and towards the overall educational situation and its elements,
Based on the theoretical above, the researcher draws a study of the effect of competence and work culture on lecturer performance. This study is conducted on lecturers who carry out their duties in LPTK in PTS Region XIII Aceh. therefore the topic of this research is "The Effect of Competence and Work Culture on Lecturer Performance in LPTK in PTS Region XIII Aceh".

Research Methodelogy

As for the population in this study were all permanent lecturers and permanent lecturers of the LPTK foundation at PTS in LLDIKTI Region XIII Aceh totaling 592 people.

Table 1: Total permanent lecturer population and permanent foundation lecturers at LPTK in PTS region XIII Aceh

No	PTS	Number of Lecturers		Total
		PTN	PTS	
	STKIP An-nur Banda Aceh	-	17	17
	FKIP Umuslim Bireuen	13	77	90
	FKIP USM Banda Aceh	21	113	134
	FKIP Unaya Banda Aceh	13	21	34
	FKIP Unida Banda Aceh	-	23	23
	STKIP BBG Banda Aceh	1	78	79
	STKIP Al-Was Banda Aceh	-	18	18
	STKIP UGL Kuta Cane	-	20	20
	STKIP Muhammadiyah Abdya	-	20	20
	STKIP Muhammadyah, Central Aceh	-	16	16
	STKIP Bina Bangsa Meulaboh	-	36	36
	STKIP Usman Safri Kutacane	-	34	34
	STKIP Citra Bangsa A. North	-	8	8
	FKIP Unigha Sigli	14	49	63
	Total population			**592**

a.Samples

Sampling technique in this study is probability sampling, which is a sampling technique that provides equal opportunities for each member of the population to be chosen as a respondent. According to Siswoyo Haryono (2017: 211), SEM models with the number of latent variables (constructs) up to 5 pieces, where each construct has three or more indicators, then the number of samples from 100 to 150 is sufficient. Determination of the sample in the opinion of Hair et al (208a: 64) on the MLE (Maximum Likelihood Estimation) method is effective in the number of samples between 150 - 400. The number of samples can also be determined with 5 to 10 samples per parameter. Based on the provisions above, the researcher draws the number of samples in this study: 5 x 50 parameters = 250 respondents from all LPTK lecturers in PTS Region XIII Aceh.

Table 2 The number of permanent lecturers and foundation lecturers at LPTK in PTS region XIII Aceh

No	PTS	Formula Jlh Sample Professionally	Number of Samples
1	STKIP An-nur Banda Aceh	17 / 592x250	7.2
2	FKIP Umuslim Bireuen	90 / 592x250	38.0
3	FKIP USM Banda Aceh	134 / 592x250	56.6
4	FKIP Unaya Banda Aceh	34 / 592x250	14.4
5	FKIP Unida Banda Aceh	23 / 592x250	9.7
6	STKIP BBG Banda Aceh	79 / 592x250	33.4

7	STKIP Al-Was Banda Aceh	18 / 592x250	7.6
8	STKIP UGL Kuta Cane	20 / 592x250	8.4
9	STKIP Muhammadiyah Abdya	20 / 592x250	8.4
10	STKIP Muhammadyah, Central Aceh	16 / 592x250	6.8
11	STKIP Bina Bangsa Meulaboh	36 / 592x250	15.2
12	STKIP Usman Safri Kutacane	34 / 592x250	14.4
13	STKIP Citra Bangsa A. North	8 / 592x250	3.4
14	FKIP Unigha Sigli	63 / 592x235	26.6
total			**250.0**

b.Research Data

a. By its nature, the data in this study are quantitative data.
b. Based on the measurement scale, the data of this study are ordinal data
c. Based on the source, the data of this study are primary data

c.Data Collection Methods

The approach to collecting data in this research is the method **survey**

d.Research Instruments

In accordance with the data and data collection methods, then the instrument in this study is a closed questionnaire / questionnaire, which is a questionnaire that has alternative answers to be answered by respondents.

e.Research Data Analysis Methods

1 Factor Analysis.

Decision-making

KMO value> 0.5, sig = 0,000
Regression weigts value (CR> 1.96, $p \leq 0.05$)
Estimated value> 0.3
Variance values cannot have negative values

2.Analysis of Structural Models and Measurement Models of the Single Variable

1. Structural test (model compatibility test)

2. Structural model compatibility test is used the Goodness Of Fit (GOF) test, with criteria for decision making whether a variable is fit or not, can be seen in the table below

Table 3 SEM Goodness Of Fit Index Statistics

No	Ktriteria	Cut Of Valu (Limit Value)
1	X2 (Chi-Square)	≤α.df (smaller than X2 table)
2	significance probability (p)	≥ 0.05
3	GFI	≥ 0.90
4	AGFI	≥ 0.90
5	CFI	≥ 0.90
6	NNFI / TLI	≥ 0.90
7	RMSEA	≤ 0.08
8	RMR	≤ 0.05

3. Decision of structural models: if the structural model is fit, then the model that the researcher designed is in accordance with the research hypothesis.

Analysis of Structural Models and Single and Multiple Measurement Models

A. Structural Test Model, is

Gof Test. if fit, the decision: The model designed by the researcher is in accordance with the research hypothesis and vice versa

B. Structural Model Test and Measurement Model

1. Chi-Squares test, where if Chi-Squares look for <Chi-Squares table at df, p> 0.05, if the model is fit the decision is a structural model designed according to the research hypothesis and vice versa.

2. Test measurement model, if the value of CR> 1.96, p ≤0.05, Decision: Study data is in accordance with study data collected from respondents

Full Equation Analysis (Full Equation PSL) SEM

Is an analysis of the whole model (single and multiple variable models):

1. Competency variable with 4 dimensions and 12 indicators.
2. Work culture variable with 4 dimensions and 14 indicators.
3. Lecturer performance variable with 3 indicators and 11 indicators.

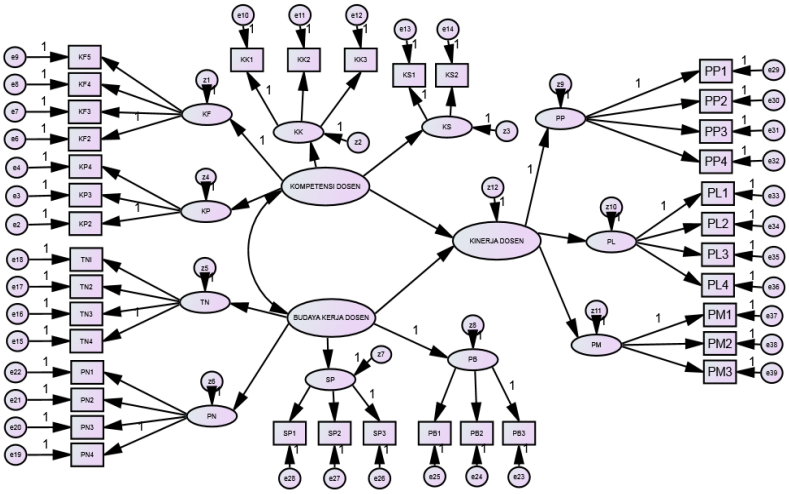


Figure 2: Full Model

Table 3.4 Goodness Of Fit Index Statistics SEM

No	Ktriteria	Cut Of Valu (Limit Value)
1	X2 (Chi-Square)	≤α.df (smaller than X2 table)
2	significance probability (p)	≥ 0.05
3	GFI	≥ 0.90
4	AGFI	≥ 0.90
5	CFI	≥ 0.90
6	NNFI / TLI	≥ 0.90

7	RMSEA	≤ 0.08
8	RMR	≤ 0.05

Decision: Full structural fit or non-fit model

A. Full Structural / Structural Full Model Test

Gof Test. if fit, the decision: A complete structural model that the researcher designed in accordance with the research hypothesis and vice versa.

B. Full Structural Model Test and Complete Structural Equation

1. Chi-Squares test, where if Chi-Squares look for <Chi-Squares table at df, p> 0.05, if the model is fit decision model the structural model designed by the researcher is in accordance with the research hypothesis.

2. **If the value of CR> 1.96, p ≤0.05**, Decision: full measurement full model in accordance with study data collected from respondents.

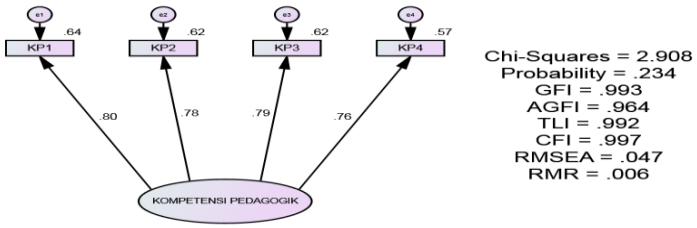
Hypothesis testing

1. Accept Ho: If {(Chi-Squares, df, p> 0.05)} count> {(Chi-Squares, df, p = 0.05)} table.
2. Reject Ho If {(Chi-Squares, df, p> 0.05)} count> {(Chi-Squares, df, p = 0.05)} table
3. Accept Ho, if: CR <1.96, p <0.05.
4. Reject Ho, if CR> 1.96, p> 0.05.

Structural Model Test and Single Variable Measurement Model
Pedagogical Competence

Ho: Structural models do not fit the hypothesis and measurement models do not fit the study data

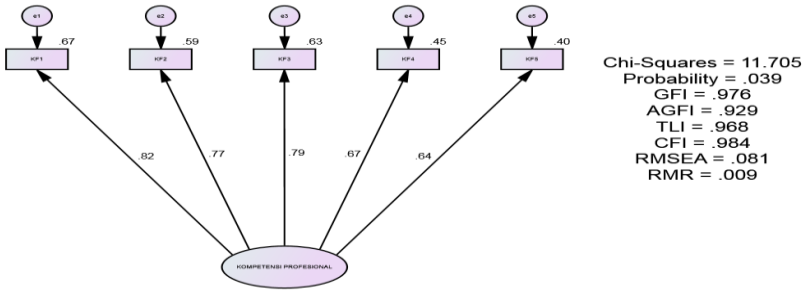
Ha: The structural model is not in accordance with the hypothesis and the measurement model is not in accordance with the study data



Professional Competence

Ho: Structural models do not fit the hypothesis and measurement models do not fit the study data

Ha: The structural model is not in accordance with the hypothesis and the measurement model is not in accordance with the study data



Decision

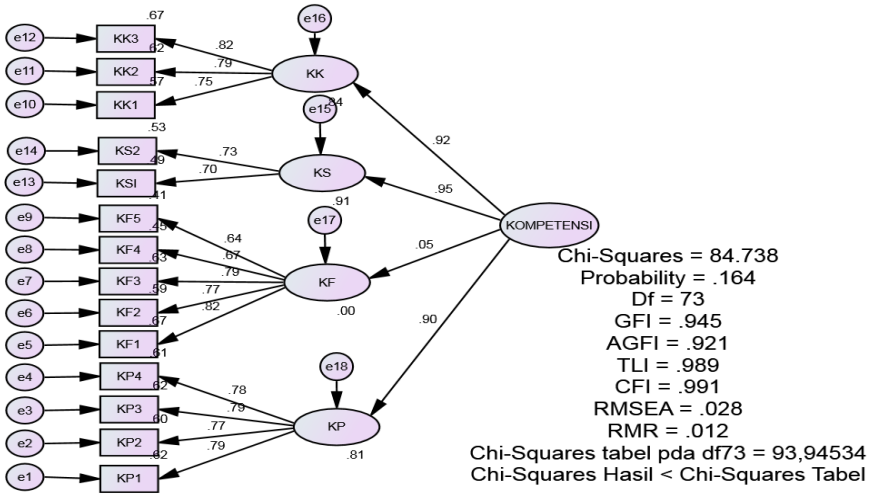
Structural model test and measurement of a single variable, from 11 dimensions only 2 dimensions were displayed, namely pedagogical competency dimensions and professional dimensions. Both models are fit, and the measurement models are all CR values> 1.96. In conclusion: structural models 11 dimensions, according to the research hypothesis. and the measurement model for 11 dimensions, according to the study data collected from respondents.

Structural Model Tests and Multiple Variable Measurement Models

A. Competency Variable

Ho: Structural models do not fit the hypothesis and measurement models do not fit the study data

Ha: The structural model is not in accordance with the hypothesis and the measurement model is not in accordance with the study data



Decision:

A. For structural models, the Gof test value (see figure) is fit. Decision: Structural competency model, according to the research hypothesis

B. Structural Models and Measurement Models

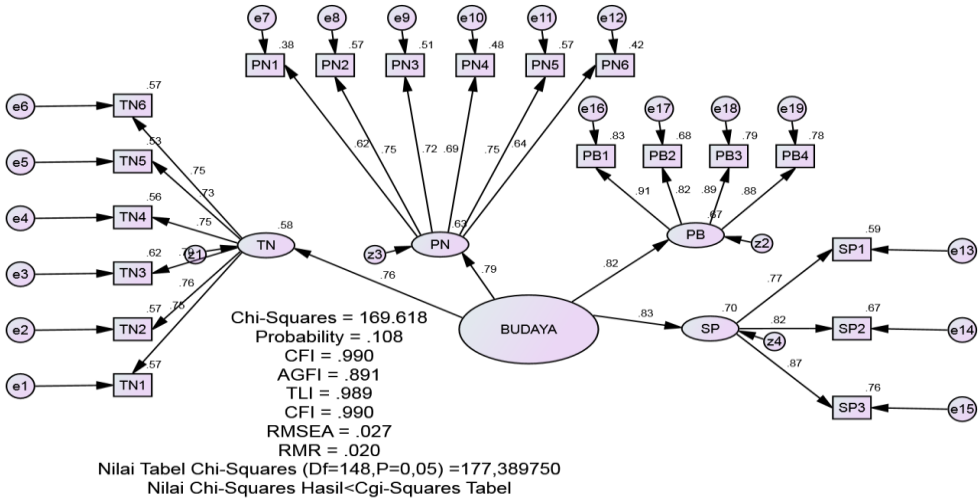
1. {(X2Chi-Square (N = 203df = 73 (84.738, p = 0.108> 0.05),) count {(X2Chi-Square (N = 203.df = 73 (93.94534, p = 0.05) } table, The decision is: the competency variable model is in accordance with the research hypothesis.
2. Regression weights value: {CR (8.37s / 11.785)> 1.96, p = 0.001 <0.05)}

Variant value {CR (2,380 to 9,004)> 1.96, p = 0.001 <0.05)}
Decision: competency variable measurement model in accordance with the study data from respondents.

B. Work Variable Variable

Ho: Structural models do not fit the hypothesis and measurement models do not fit the study data

Ha: The structural model is not in accordance with the hypothesis and the measurement model is not in accordance with the study data



Decision:

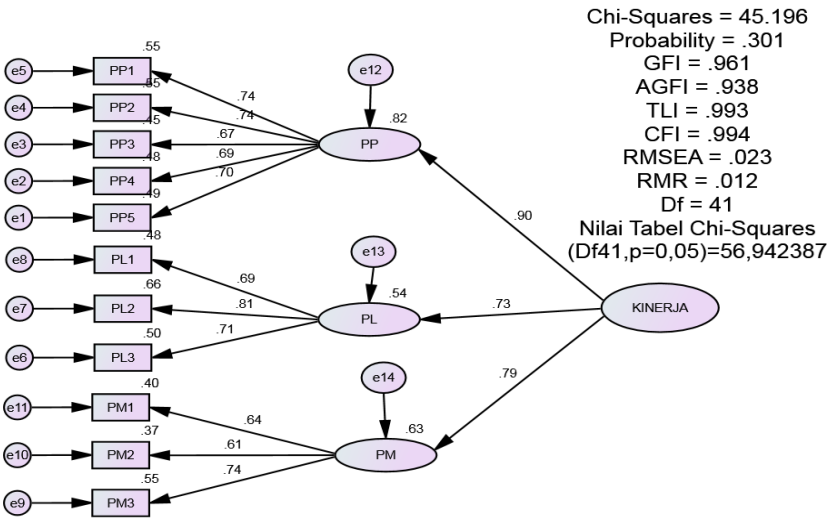
1. {X2Chi-Square (N = 203, df = 148 (169.618, p = 0.01> 0.05)} calculate≤ {X2Chi-Square (N = 203df = 148 (177.389750, p = 0.05)} table, then the decision: a structural model of work culture variables in accordance with the research hypothesis.
2. Weights regression values: {(7,543 to 19,513)> 1.96, p = 0.001 <0.05)}

CR variant values (3,825 to 9,012)> 1.96, p = 0.001 <0.05)}
Decision: measurement model of work culture variables according to the study data collected from respondents.

C. Lecturer Performance Variable

Ho: Structural models do not fit the hypothesis and measurement models do not fit the study data

Ha: The structural model is not in accordance with the hypothesis and the measurement model is not in accordance with the study data



Decision:

1. {X2Chi-Square (N = 203, df = 41 (45,196, p = 0,301> 0.05)} calculate ≤ {X2Chi-Square (N = 203, df = 41 (56,942389), p = 0.05) } table, then the decision: a structural model of the lecturer performance variable in accordance with the research hypothesis.
2. CR weights regression value {(7,034 to 9,298)> 1.96, p = 0.001 <0.05)}.

Variant value of CR {(1,702 to 8,667) <1.96, p = 0.001 <0.05)}.

Decision: measurement model of lecturer performance variables in accordance with study data from respondents.

Decision Test Full Structural Model and Full Measurement Model

H1: Ho: That competence has no positive and significant effect on lecturer performance.

Ha: That competence has a positive and significant effect on lecturer performance.

H2: Ho: That work culture does not have a positive and significant effect on lecturer performance.

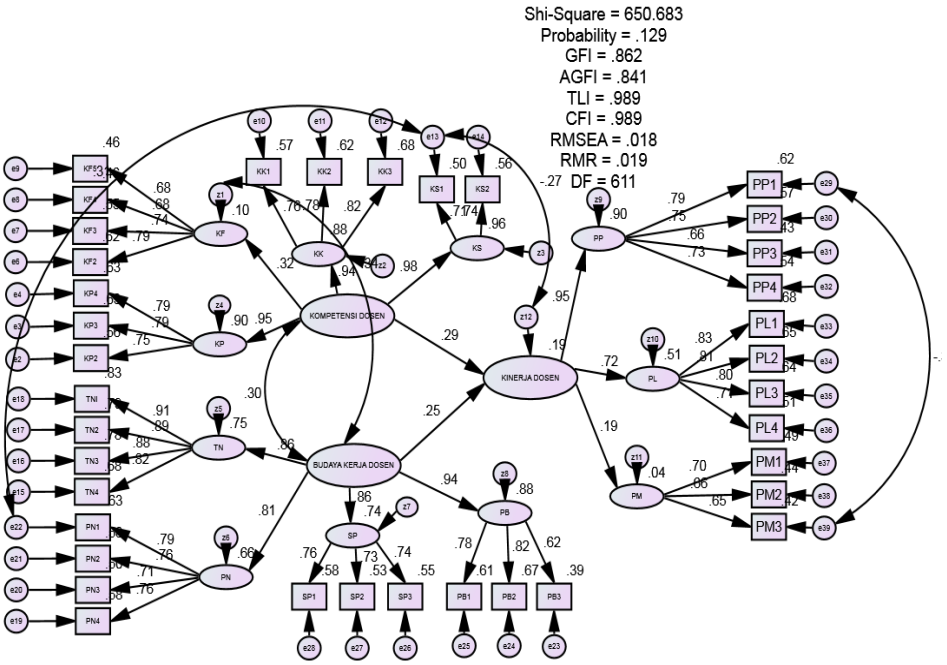
Ha: That competence has a positive and significant effect on lecturer performance.

H3: Ho: That competence and work culture do not have positive and significant mutual influence.

Ha: That the competence and work culture of lecturers have positive and significant mutual influence.

H4: Ho: That the competence and work culture together do not have a positive and significant effect on the performance of lecturers

Ha: That competence and work culture together have a positive and significant effect on lecturer performance.



A. Decision of Full Structural Model and Full Measurement Model

1. {X2Chi-Square (N = 203, df (611) = 650,683, p = 0,129 <0.05)} <{(X2Chi-Squares (691,661, p = 0.05)} table, then the decision: multiple structural models namely variable competence, work culture and lecturer performance in accordance with the research hypothesis.

2. CR weights regression value {(2,578 to 16,489)> 1.96, p = 0.001 ,00.05)}.

Value of environmental variants of CR {(2,143 to 9,133)> 1.96, p (0.01 to 0.031) <0.05).

Decision: the measurement model of competency, work culture and lecturer performance variables is in accordance with the study data collected from respondents.

B. Testing Each Hypothesis

1. Hypothesis Testing H1

a. The CR value in the Regression Weights table: (Group number 1- Default model), which is 2.578> 1.96, p = 0.010 <0.05, is a value that indicates competence influences lecturer performance

b. The estimated value in the Standardized Regression Weights table: (Group number 1 - Default model) is 0.287 (= 0.3) which shows the correlation between competency and lecturer performance

c. Estimated values in the Standardized Regression Weights table: (Group number 1- Default model) 0.982, 0.941, 0.320 and 0.950 are the competency correlation values with all the indicators. Value 0.948, 0.717 0.193 Correlation value of lecturer performance with all dimensions and indicators.

d. Decision-making: Accept Ho if: CR <1.96, p> 0.05 and Reject Ho if: CR> 1.96, p <0.05

e. His decision refused Ho and accepted Ha stating that: Competence has a positive and significant effect on lecturer performance

2. H2 Hypothesis Testing

a. The CR value in the Regression Weights table: (Group number 1-Default model), that is (2.841> 1.96, p = 0.004 <0.05), is the value of work culture a positive and significant effect on the performance of lecturers.

b. The estimated value in the Standardized Regression Weights table: (Group number 1-Default model) is 0,247 which shows the value of the correlation of work culture with the performance of lecturers in the category of less than enough.

c. Estimated values in the Standardized Regression Weights table: (Group number 1- Default model): 0.8.64, 0.811, 0.863 and 0.936 are the correlation values between work culture variables and their indicators (strong correlations). Value 0.948, 0.717 0.193 is the value of the correlation of performance with all indicators.

d. Decision-making: Accept Ho if: CR <1.96, p> 0.05, Reject Ho if: CR> 1.96, p <0.05

e. His decision refused Ho and accepted Ha stating that: Work culture has a positive and significant effect on lecturer performance

3. Hypothesis Testing H3

a. CR values in Covariances: (Group number 1 - Default model) i.e. (2,324> 1.96, p = 0.020 <0.05), is the value of the influence of competence on work culture or vice versa.

b. Estimated values in the Correlations table: (Group number 1-Default model)

which is equal to 0302, which is the value of correlation or the effect of competence on work culture, is in the sufficient category.

c. Decision-making: Accept Ho if: CR <1.96, p> 0.05, reject Ho if: CR> 1.96, p <0.05.

d. His decision rejected Ho and accepted Ha stating that Competence had positive and significant influence on the work culture of lecturers and vice versa.

4. Hypothesis Testing H4

a. CR Value in Variant: (Group number 1-Default model) i.e. competency {(1.96 = 1.96, p = 0.05 <0.05)} and work culture {(4,380> 1.96, p = 0,001 <0,005)} is a value that indicates the competence and work culture variables affect lecturer performance.

b. The value in the Squared Multiple Correlations table: (Group number 1- Default model), which is 18.6%, is a value that shows the large percentage of the effect of competency and work culture together on lecturer performance.

c. Decision-making: Accept Ho if: CR <1.96, p> 0.05, reject Ho if: CR> 1.96, p <0.05

d. His decision refused Ho and accepted Ha stating that Competence and work culture together had a positive and significant effect on the work of lecturers.

Discussion

Based on the results of the data analysts above, all structural models start from a single structural model, namely dimensions with indicators, multiple

structural models (competency variables, work culture and lecturer performance) with dimensions and indicators. Likewise, the full model is all fit, that is the relationship or influence of competency variables on all dimensions and all indicators are fit. Full models have 11 dimensions and 37 indicators. the conclusion is all fit with a strong category. Then the same measurement model (competence, work culture and lecturer performance) with 11 dimensions and 37 indicators in accordance with the study data collected from respondents.

The magnitude of the correlation between competencies and lecturer performance is 0.287 (= 0.3), in the sufficient category. This means that the magnitude of the effect between competency and 30% performance, the rest cannot be explained in this study and can be explained in the SPSS program crosstabs. The correlation between work culture and lecturer performance is 0.247 in the category of less than enough. This means that the influence of work culture on the performance of lecturers is 24.7%. Likewise, the magnitude of the correlation of competence with work culture is 0.302 in the sufficient category. Because the arrows of correlation between competence and two-way work culture, the relationship is said to influence each other. This means competencies influence each other with a work culture of 30.2%, and vice versa. The magnitude of the effect of competence and work culture together on the performance of lecturers is 0.186 (18, 6%), in the low category. The low influence of competence on performance, according to him is the weakness of lecturers in utilizing the results of research to improve learning. Shown in the education and teaching education indicators is 0.36, whereas if it is seen that the ability in pedagogical competence is 0.76, this means that lecturers lack research. While the understanding of the work culture values of lecturers is high, the effect on performance is lacking, this means that lecturers lack lecturer behavior while working. Overall based on the results of this hypothesis test it can be concluded that the results of the model fit test are in accordance with the research hypothesis and the measurement model is in accordance with the study data collected from respondents, thus the results of this study are in accordance with the theoretical. The low influence of competence on performance, according to him is the weakness of lecturers in utilizing the results of research to improve learning. Shown in the education and teaching education indicators is 0.36, whereas if it is seen that the ability in pedagogical competence is 0.76, this means that lecturers lack research. While the understanding of the work culture values of lecturers is high, the effect on performance is lacking, this means that lecturers lack lecturer behavior while working. Overall based on the results of this hypothesis test it can be concluded that the results of the model fit test are in accordance with the research hypothesis and the measurement model is in accordance with the study data collected from respondents, thus the results of this study are in accordance with the theoretical. The low influence of competence on performance, according to him is the weakness of lecturers in utilizing the results of research to improve learning. Shown in the education and teaching education indicators is 0.36, whereas if it is seen that the ability in pedagogical competence is 0.76, this means that lecturers lack research. While the understanding of the work culture values of lecturers is high, the effect on performance is lacking, this means that lecturers lack lecturer

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Conclusion

Based on the results of hypothesis testing: H1, H2, H3 and H4, the results of this study the researchers draw the following conclusions: (a).Whereas: Competence has a positive and significant effect on the performance of LPTK lecturers in PTS Region XIII Aceh, the amount of influence is 30%. (b)Work culture has a positive and significant effect on the performance of LPTK lecturers in PTS Region XIII Aceh, the

magnitude of influence is 24.7%. (c)That competence has a positive and significant influence on the work culture of lecturers. LPTK in PTS Region XIII Aceh, the magnitude of influence of each other is 30.2% . (d)That competence and work culture together have a positive and significant effect on the work culture of LPTK lecturers in PTS Region XIII Aceh, the magnitude of influence is 18.6%.

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