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THE INFLUENCE OF COMPETENCE ON LECTURER PERFORMANCE IN PRIVATE UNIVERSITIES IN ACEH

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ABSTRACT

Competence is something that must be owned by a lecturer, high competence will make a lecturer perform well, the purpose of this study is to examine the influence of competence on lecturer performance, from several studies it has been revealed that the effect of competence on performance, especially for the world of education. This study took the object of research at all private universities in Aceh, the data was collected by distributing questionnaires. Data were analyzed using Structural Equation Modeling (SEM) operated by Lisrel. The results of data analysis show that there is a significant influence between lecturer competence on the performance of diaceh private universities, or the independent variable partially has a positive and significant effect on the dependent variable.

INTRODUCTION

Education is considered as an important foundation for the development of a country. However, the fate of education in a number of countries is still facing a number of serious problems. In Indonesia, the problems in particular are with the curriculum, examinations, violence and harassment in the scope of schools and institutions, and the higher education entrance test scheme which has recently undergone a sudden change which has caused a number of reactions in the community. For people who are competent in the field of education will realize that education is still experiencing "pain".

This sick world of education is caused by education that is supposed to make humans human, but in reality it is often not the case. Education turns out to sacrifice

wholeness, there is a lack of balance between learning that thinks (cognitive) and learning behavior that feels (affective). So the element of integration tends to disappear, what happens is disintegration. The second problem is a top down education system (from top to bottom) or bank style education. In Indonesia, education has been implemented in all fields, including higher education, but the impact on changes in progress in Indonesia is still relatively insignificant. Efforts are needed to improve the quality of higher education, especially private universities.

To overcome this problem, the government is required to supervise, control, and guide universities to the regions without reducing the meaning of autonomy in universities. The government formed Kopertis which began in 1975 with the issuance of Minister of Education and Culture Decree No.062 / 0/1982, No.0135 / 0/1990 and Minister of Education Decree No.184 / U / 2001 as an extension of the Directorate General of Higher Education in carrying out some of its duties in the regions as a forum Private colleges.

The existence of Kopertis today is necessary considering that the development of private universities is very rapid with a total of 3,136 private universities (Ristek Dikti, 2018) and spread throughout Indonesia so that supervision, control, and development cannot be carried out directly by the Director General of Higher Education. This Kopertis function is to coordinate private universities in order to be able to hold higher education in an accountable and quality manner. As for Aceh, which since 2013 has Kopertis XIII automatically starting today, the name of the institution is changed to LL-Dikti XIII Aceh. Meanwhile LL_Dikti XIII Aceh has the objectives, among others: improving quality, international competitiveness, gender equality and relevance to the needs of society, and improving governance, accountability and public image to be modern, effective and efficient.

Aceh Province itself has a number of private universities that are grouped as follows: 10 universities, 49 high schools, 48 academies and 4 polytechnics. For clarity, the number of each university registered in Kopertis XIII Aceh can be seen based on the following graph:

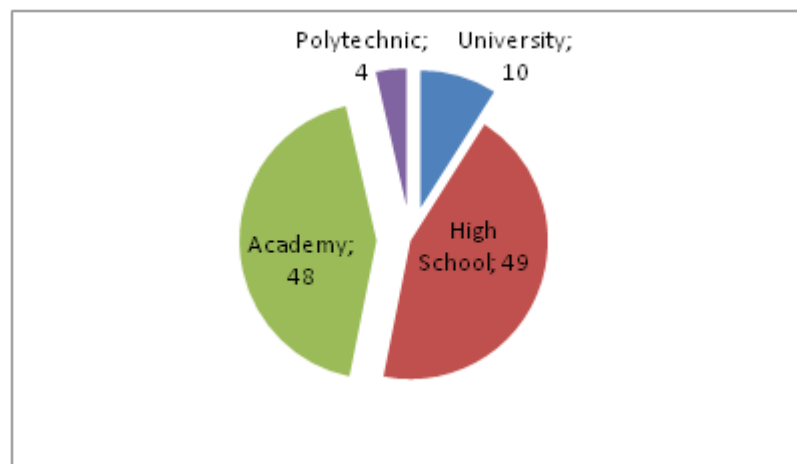


Figure 1: Number of Aceh Private Universities (2018)

Lecturer performance becomes the benchmark for the success of higher education, the parameters of good lecturer performance certainly refer to the achievement of the results of implementing the Tri Dharma of Higher Education. And this seems to be a burden for lecturers in the Kopertis XIII Aceh environment. Based on data from

Kopertis XIII Aceh has 2393 permanent lecturers. Where 1917 has the status of teaching staff, 43 are without positions, and 433 have academic positions (functional positions).

Then related to the performance of lecturers at PT Private Kopertis XIII Aceh, it can be seen from the initial survey results that the performance of lecturers at PT Private Kopertis XIII Aceh is still relatively low, this is because of the low level of education and teaching carried out by private lecturers, then private lecturers still rarely carry out research that is funded by the campus where it teaches as well as personally as well as the low level of community service in the form of direct service or through research.

In addition, to support the profession as a lecturer with good performance, competence is needed. This is stated in Law Number 14 of 2005 concerning Teachers and Lecturers, article 7 which explains that the lecturer profession is a special field of work carried out based on the principle, one of which is having the necessary competencies in accordance with the field of duty. The competencies include pedagogical competence, personality competence, social competence and professional competence. Still according to the Republic of Indonesia Law Number 14 Year 2005 Article 1 paragraph 10, it is explained that competence is a set of knowledge, skills and behaviors that must be possessed, lived in, and controlled by teachers or lecturers in carrying out professional duties. Lecturer performance can be measured through a competency test assessment.

The influence of competence on lecturer performance in implementing the Tri Dharma of Higher Education. Supported by previous research states that job satisfaction is influenced by competence (Sinambela and Sihite, 2016; Jusmin, Said, Bima, and Alam, 2016; Renyut, Modding, Bima and Sukmawati, 2017; Mirfan. M., Gani., U., Serang. S., Arifin, Z., 2018; Permana, Aima, Ariyanto and Syafarudin, 2019), while Arifin, H. Muhammad, 2015 stated that job satisfaction is not significantly influenced by competence. Likewise, performance is influenced by competence (Srikaningsih and Setyadi, 2015, 2019; Sinambela and Sihite, 2016; Jusmin, Said, Bima, and Alam, 2016; Sujiati, Maarif and Najib, 2017; Renyut, Modding, Bima and Sukmawati, 2017; Mirfan. M., Gani., U., Serang S., Arifin, Z., 2018).

LITERATURE REVIEW

Lecturer Performance

The use of the term performance has certain reasons, mainly related to the understanding of performance itself which develops over time. The development of this understanding of course stems from the development of the definition or definition of performance, and at the same time it is followed by the development of the factors that influence it, positive and negative impacts, and the development of the term performance evaluation.

Performance comes from the notion of performance. There is also a definition of performance as a result of work, or work performance. Rivai (2015) defines performance as real behavior that is displayed by everyone as work performance produced by employees in accordance with their role in the company (organization). Based on this definition, lecturer performance is the real behavior displayed by a lecturer as a work achievement that is produced according to his role as academic functional staff.

However, performance actually has a broader meaning, not only the result of work, but including how the work process takes place (Wibowo, 2016). Performance is a term that comes from the word actual work or performance (someone's actual

achievement). organizational progress depends on the performance of employees in completing tasks or jobs that have been carried out. Therefore, employees are one of the important elements for the organization and one that must be considered (Sinambela and Sihite, 2016). Therefore performance measures activities qualitatively and quantitatively, tasks and operations in which job holders are achieved efficiently and effectively within a set time limit.

Decree of the Coordinating State Minister for Supervision of Development and Utilization of State Apparatus Number: 38 / KEP / MK.WASPAN / 8/1999 concerning Lecturer Functional Positions and Credit Score. Article 3: The main duties of Lecturers are to carry out education and teaching at tertiary institutions, research and community service. Article 4 paragraph (2) Tri Dharma Perguruan Tinggi which includes implementing education and teaching, carrying out research and development and producing scientific works, technological works, monumental works of art or performing arts and literary works, and Carrying out community service.

From the explanation above, it can be stated that lecturer performance is the ability of lecturers to carry out tasks in order to complete work in the form of implementing the tri dharma of higher education with indicators consisting of: carrying out education and teaching, carrying out research and carrying out community service.

Competence

Competency Concept

Competence is the ability to carry out or perform a job or task which is based on skills and knowledge and is supported by the work attitude demanded by the job. Competence shows skills or knowledge that are characterized by professionalism in a particular field as the most important thing as superiority in that field.

RI Law Number 14 of 2005 Article 1 paragraph 10 explains that Competence is a set of knowledge, skills, and behaviors that must be possessed, lived in, and controlled by teachers or lecturers in carrying out professional duties. Malthis (2011) basic characteristics of competence are: knowledge, skills, temperament / character, and self-concept. Each competency characteristic can be explained as follows: (a) Knowledge, is information possessed by a person in a particular field; (b) Skills are the ability to perform mental or physical tasks; (c) temperament or character, are physical characteristics and responses to updates or situations; (d) Self-concept, including one's attitude, values or self-image.

Competency Measurement

According to Law No. 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph (1), there are four competences that must be possessed by lecturers in carrying out the duties of the Tridharma of Higher Education, namely pedagogical competence, personal competence, social competence and professional competence.

a. Pedagogic Competence

Pedagogic competence is the ability to manage student learning, Ministry of National Education (2004) mentions this competence with learning management competencies. In addition to the management of learning pedagogic abilities also includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

b. Personality Competencies

Raka Joni (1992) explains that this personal competence is a solid and exemplary personality, so that the teacher or lecturer will be able to make a leader who plays the role: *ing ngarso sung tulada, ing madya mangun karsa, tut wuri handayani*.

Every lecturer must have personal abilities because with this ability he will become a qualified lecturer and the quality itself can be generated by the ability of the lecturer. Personality competences are (a) steady abilities; (b) stable; (c) adult; (d) wise and prudent; (e) authoritative; (f) have a noble character; (g) become role models for students and society; (h) evaluate own performance; (i) self-development in a sustainable manner.

Meanwhile, according to Theodore (2015), personality is defined as the organization of attitudes (predispositions) that a person has as a background to behavior. Personality refers to the organization of a person's attitudes to do, know, think and feel specifically when dealing with other people or responding to a situation. Personality is the abstraction of individuals and their behavior as is the case with society and culture, so these three aspects have a relationship that influences one another.

c. Social Competence

Lecturers must also understand this competence, lecturers are expected to be able to adapt to the environment and social life and be able to socialize with their environment so that wherever and whenever and with anyone the lecturers have the ability to carry out daily life.

In this social competence, a lecturer is required to have the ability as part of the community as described in Government Regulation no. 19 of 2005 concerning National Education, that in this competence a lecturer is required to: (a) be able to communicate orally and in writing; (b) use communication and information technology functionally; (c) associating effectively with students, fellow educators, education staff, parents or guardians of students and (d) socializing politely with the surrounding community.

Theodore (2015) explains that social competence in learning activities is closely related to the ability of educators to communicate with the community around campus and the community where educators live so that the role and way of educators communicate in society are expected to have their own characteristics that are somewhat different from those of non-educators.

This explains that the social competence of lecturers or educators is the ability of educators to understand themselves as an inseparable part of society and citizens, more deeply this social ability includes the ability to adapt to the demands of work and the environment when carrying out their duties as an educator.

d. Professional Competence

In the Government Regulation on National Education Standards, it is explained that professional competence is the ability to master learning materials broadly and deeply which includes: (a) concepts, structures and methods of science / technology / art that cover / are coherent with teaching materials; (b) teaching materials in the curriculum; (c) the conceptual relationship between related subjects; (d) application of scientific concepts in everyday life and (e) professional competence in a global context while preserving national values and culture.

According to Theodore (2015) professional competence is the mastery of learning material in a broad and deep manner covering the mastery of subject curriculum

material and scientific substance philosophically, this competence is also called mastery of teaching material sources or often referred to as the field of expertise study.

According to Endang Komara (2016) professional competence is the ability related to the adjustment of duties as educators because it is related to performance, therefore the professional level of educators can be seen from the following competencies: (1) Ability to master educational foundations, for example understanding educational goals that must be achieved both national, institutional, curricular and learning objectives; (2) Understanding in the field of educational psychology, for example understanding the stages of student development, understanding learning theories; (3) Ability in mastering subject matter in accordance with the subject area being taught; (4) Ability to apply various learning methodologies and strategies; (5) Ability to design and utilize various media and learning resources; (6) Ability to carry out learning evaluations; (7) Ability to arrange learning programs; (8) Ability to carry out supporting elements, for example administration, counseling; (9) Ability to carry out research and scientific thinking to improve performance.

In the national education standards article 28 paragraph 3 point © it is stated that what is meant by professional competence is the mastery of subject matter broadly and deeply which enables students to meet the competency standards set out in the national education standards.

DISCUSSION

The influence of Lecturer competence on the performance of private university lecturers, Muindi and Obonyo, (2015) stated that competence and performance have been seen to be related. Employee performance is a product of their competence, support for doing their job, and motivation to do their job at a high level. A question such that arises is whether the employee's success tends to display the same competence or unique competence in certain situations. In other words, lecturer competence affects lecturer performance. This can happen because the lecturer is the spearhead of the implementation of transfer of values and knowledge to students. For this reason, a lecturer is of course someone who is truly competent in his field by mastering the pedagogical, professional, personality, and social competences of the lecturer in order to improve his performance.

This is supported by several studies which state that proper competence is important for the performance of Srikaningsih and Setyadi, 2015, 2019; Jusmin et al, 2016; Sinambela and Sihite, 2016; Renyut et al, 2017; Mirfan et al., 2018).

This study collected data by distributing questionnaires, so that the data obtained was valid, then it was tested for validity, the results of the validity test obtained the value of the validity coefficient for the statements contained in the competency variable. All statement items are declared valid because the value of the pearson validity coefficient is above the point r table of 0.3. So that all statement items in the competency variable can be used as an indicator to assess competence.

Table 1: Competency Validity Test

Variable	Indicators / dimensions	Validity Coefficient	Critical Point	Information
Competence	X4.1	0,637	0,3	Valid
	X4.2	0,696	0,3	Valid
	X4.3	0,478	0,3	Valid
	X4.4	0,676	0,3	Valid

Source: Primary data processed, 2020

Lecturer Performance Variables

The validity test for the Lecturer performance variable obtained the validity coefficient for the statements contained in the lecturer performance variable. All statement items are declared valid because the value of the pearson validity coefficient is above the point r table of 0.3. So that all statement items in the lecturer performance variable can be used as an indicator to assess lecturer performance.

Table 2: Validity Test of lecturer performance

Variable	Indicators / dimensions	Validity Coefficient	Critical Point	Information
Performance	Z1.1	0,882	0,3	Valid
	y1.2	0,889	0,3	Valid
	Z1.3	0,670	0,3	Valid

This study proposes a hypothesis to be tested as follows:

H0: Competence has no effect on performance

H1: Competence affects performance

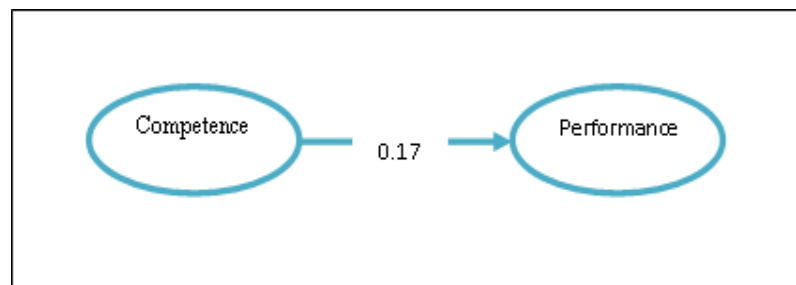


Figure.2: Results Of Testing Framework

The value of the standardized regression weight coefficient between the Competency variable and the Job Satisfaction variable is 0.17 and has a t count of $2.82 > 1.96$ then H0 is rejected. This means that the competency variable has a significant effect on the performance variable. From the results of statistical analysis testing, which has been carried out on hypothesis testing, it is found that competence should have a relationship with the performance variable. Thus, conditions related to the performance of lecturers at private universities in Aceh should be explained by analyzing competencies. The results of this study indicate that there is a significant effect of competence on the Lecturer Performance of Private Higher Education in Aceh.

This research supports several studies which state that proper competence is important for the performance of Srikaningsih and Setyadi, 2015, 2019; Jusmin et al, 2016; Sinambela and Sihite, 2016; Renyut, et al 2017; Mirfan.dkk, 2018).

CONCLUSION

This research states that competence has a significant effect on the performance variable, so it can be concluded that the existing problems related to the influence of competence on the performance variable of private higher education lecturers in Aceh are that the competencies possessed by private university lecturers in Aceh could be the reason for the occurrence.

This finding also implies that the higher a person's competence, the higher the performance. Certain moral characteristics of competencies can affect performance in

an organization. This shows that the competence indicated by several indicators, namely: pedagogic competence, personality competence, social competence and professional competence are factors that influence performance.

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