Competence study and lecture academic culture as a policy strategy for increasing dose performance (case study in Tarakan and Sabah)

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Abstract. The research objectives are to approve and analyze the influence of lecturer competence to lecturer performance in Tarakan and Sabah and to analyze the difference of lecturer competence, academic culture, and lecturer performance in Tarakan and Sabah. The research design used in the research was explanatory research. The research was conducted in University in Tarakan, Indonesia, and Sabah Malaysia University in Kinabalu. The research used double linear regression analysis to analyze statistic supported by SPSS. The result of the research showed that the lecturer competence variable had a significant impact on lecturer performance in Tarakan and Sabah. Academic culture variable had significant impact on lecturer performance in Tarakan and Sabah. Reliability test of lecturer performance variable showed that the average of lecturer competence in Tarakan and Sabah did not differ significantly as the academic culture can be concluded that the average of academic culture in Tarakan and Sabah did not differ significantly. For lecturer, performance can be concluded that the average of lecturer performance in Tarakan and Sabah did not differ significantly.

1. Introduction

Lecturers are required to show good performance. The improvement of lecturer performance needs several things such as motivation, adequate competence, good leadership, work environment, and organizational culture, which support lecturers to improve their performance [1] and [2]. In Indonesia, lecturer performance is still as far as expected. It can be seen from institute performance, college. Competitiveness of Indonesian college nationally was relatively low compared to several countries.

It was caused by several factors such as poor quality of educators, education effectiveness, and education facility. The poor quality of lecturer was caused the lecturer did not update their knowledge. The lack of education facility was inadequate, while the education effectiveness was not effective. These conditions were approved that few Indonesian Universities enter the rank of Asia or world and the quality of graduates, which is not optimal.

To improve education quality in University, the function of Three Pillars of Higher education must be seriously handled. In North Kalimantan, the more numbers of students must be followed by number and quality of lecturer in accordance with the field of science. The performance of lecturer who worked in North Kalimantan had not optimally contributed to the three pillars of higher education in their university.
There were several factors that influenced performance, such as competence and academic culture. Lecturer competence, in addition to meeting minimum qualifications in accordance with the provisions of the Act No.14/2005, the lecturer was expected to be competent in running their duties. Lecturer competence determined the quality of three pillars of higher education, as showed in lecturer professional activities. The lecturer was required to have pedagogic competence, professional competence, personality competence, and social competence, which were necessary for teaching, research, and community service [3] and [4]. Lecturer performance indicators are developed and modified from Mitchel and Larson's thinking area of performance is quality of work, promptness, initiative, capability, and communication. It could be explained as follows: (1) Quality of work, which includes: student satisfaction, student understanding and student achievement; (2) Ability, which includes: mastery of material and mastery of teaching methods; (3) Initiatives, which include: good positive thinking, realizing creativity and achievement; (4) Communication, which includes: the quality of material services and mastery of classroom conditions; (5) Timeliness, which includes: arrival time and return time [5].

In addition to competence factors, there are other factors that indicated influence the performance of lecturers, organizational culture/campus. Organizational culture was a system of shared meaning adopted by members who distinguished an organization to other organizations. The shared meaning system was a set of key characteristics upheld by the organization. The element of culture is very important in the development of an organization, organizational culture consists of things that are visible and abstract things such as value, norm, behavior, and the most core is the basic assumption. Artifacts are a visible part of the culture, public facilities such as work uniforms, official cars, and soon.

In Law No. Law No. 14 the Year 2005 on Teachers and Lecturers mentioned that competence is a set of knowledge, skills, and behaviors that must be possessed, experienced, mastered, and actualized by teachers in performing professional duties. The Constitution of Article 10 paragraph (1) states that the competence of teachers as referred to in Article 8 includes: pedagogical competence, personality competence, social competence, and professional competence gained through professional education.

Robbins and Coultar [6], explained that organizational culture was a system of shared meanings and beliefs shared by organizational members that determine, in large part, how employees behave. Organizational culture was a system of shared beliefs, values, and beliefs together in an organization that becomes a reference to act and differentiate one organization from another.

Robbins [7] explained that the culture of the organization "A system of shared meaning is held by members that distinguished the organization of the organization." Organizational culture is a system of shared meanings or meanings of its members that distinguish organizations from other organizations. A review of cultural traits put forward by Denison and Mishra in Mujeeb, [8] that the organizational culture model is based on four cultural traits: engagement, consistency, adaptability, and mission.

Competence was a basic characteristic of a person consisting of knowledge, skills, and attitude that there was a cause-and-effect relationship with the outstanding performance or with the effectiveness of work. Knowledge was the ability of an employee-oriented to the understanding of a particular object, so able to think creatively and provide ideas in work [9]. Skill (skill) was the ability of employees in working together, solving problems and communicating and responsible in the job while the attitude (attitude) was feelings of happy-unhappy, likes or not, reactions to a stimulus that comes from outside. Wirawan [1] said that performance has a causal relationship with competence (competency). Competence influenced the performance, the higher competence of employees, and in accordance with the demands of job roles, then the performance will increase. It was supported by a theoretical statement from Spencer and Spencer [9] that intellectual, emotional and social competence as part of the deepest personality in a person can predict or influence the effectiveness of individual performance. Research of Soo and Won [10] explained that results at the individual level, group cohesiveness had a positive interaction effect with competency on performance at the group level. There was a positive interaction between competence and performance. Neda et al. research [11]
stated that competence had a significant and positive contribution to improving employee performance.

Sethela and Rosli [12] in their research explained that the result revealed significant relationships exist between role ambiguity, competency, and person-job fit with the job performance of employees. At the same time, among all the three independent variables, role ambiguity had found to be the most important predictor to job performance as compared to competency and person-job fit. Research of Tresnajaya [13] showed that competence influenced employee performance. Asri [14], organizational culture was not just a written rule, operational basis or systematic work that becomes the company's holy book.

Moreover, the corporate culture was the soul of the company, which animated everyday life and all activities within the company. Highly emphasized the importance of corporate culture that became the basis of the company's performance to be able to grow and compete in the long term. Based on research conducted by Olu and Ojo [15] on "Impact Assessment of Corporate Culture on Employee Job Performance in Nigerian Banking Industry," the results obtained that there is a positive and significant influence of organizational culture on employee performance.

Mujeeb et al., [16], the other dimensions of organizational culture had a significant positive relationship with performance management practices. This meant that organizational culture influenced the performance of company management. Research Jack et al. [17], organizational culture had no direct effect on employee performance, but organizational culture affected performance through job satisfaction. Research Ratnasari et al [18], showed that organizational culture had a not significant effect on work performance.

In connection with explanation above, the purpose of this research is to prove and analyze the influence of lecturer competence on lecturer performance in Tarakan and Sabah. Proving and analyzing the influence of organizational culture on lecturer performance in Tarakan and Sabah. And analyze the differences between lecturer competence, academic culture, and lecturer performance in Tarakan and Sabah. In addition, the results of this study can be a reference for quality development policies in the two regions.

2. Methods
The research design used in this research is explanatory or explanatory research. This research was conducted at the College in Tarakan, Indonesia, and University Malaysia Sabah in Kota Kinabalu. For statistical analysis in this study used a multiple linear regression analysis approaches supported by SPSS software. For comparative analysis could be done with reliability test with the support of SPSS software. Actually, the logical framework is in figure 1.

3. Results and Discussions
The benefit of this research is to inform educators that Van Hiele's theory, combined with the use of GeoGebra software, can be an alternative in anticipating students' difficulties in learning geometry. Also, this research can be a benefit for coastal communities who want to develop their potential resources such as making more contextual instruments with coastal areas and utilizing GeoGebra software based on Van Hiele's theory, either in geometry learning or mathematics learning. This research was conducted at a university in Tarakan Island, Indonesia, with 76 lecturers and Universiti Malaysia Sabah in Kota Kinabalu with 42 lecturers. The total sample is 118 lecturers.
3.1 Multiple linear regression analysis
From the questionnaire data that have been tabulated and analyzed using multiple regressions with SPSS program version 23.0. The following will explain the influence of lecturer competence variable (X1) and academic culture (X2) on lecturer performance variable (Y) through multiple linear regression test as follows:
### Table 1. Multiple Linear Regression Analysis

| Model | Unstandardized Coefficients | Standardized Coefficients |
|-------|-------------------------------|---------------------------|
|       | B | Std. Error | Beta | t | Sig. |
| 1     | (Constant) | 5.426 | 2.670 | 2.032 | .044 |
|       | Lecturer Competence | .644 | .066 | .689 | 9.768 | .000 |
|       | Academic Culture | .484 | .179 | .191 | 2.701 | .008 |

a. Dependent Variable: Lecturer Performance

From Table 1 can be explained as follows

1. The constant of 5,426 stated that if the lecturer competence variable (X1) and academic culture (X2) are considered constant, then the average lecturer's performance is 5,426.

2. Regression coefficient ($\beta_1$) of 0.644 states that each addition or improvement of lecturer competence variables (X1) of one unit then the lecturer's performance will rise by 0.644 one unit with the assumption that other variables remain.

3. Regression coefficient ($\beta_2$) of 0.484 states that each addition or increase of academic, cultural variables (X2) of one unit then the lecturer's performance will also rise by 0.484 one unit with the assumption that other variables remain.

3.1.1 **T-Test**

This t-test was also called a partial test; this test aimed to test the significance of result from multiple linear regression test. Proof of this hypothesis was to pay attention to significant value with an error rate of 5%.

Based on the hypothesis test with t-test in Table 4.4 that for the influence of lecturer's competence on lecturer's performance has a t-count of 9.768 with a significant level of 0.000 (0.000 < 0.05). This meant that the lecturer competency variable had a significant positive influence on the performance of lecturers in Tarakan and Sabah.

For the influence of academic culture on the performance of lecturers that had a t-count of 2.701 with a significant level of 0.008 (0.008 < 0.05). This meant that academic, cultural variables had a significant positive effect on the performance of lecturers of Tarakan and Sabah areas.

3.1.2 **Determination coefficient analysis (R2)**

Determination coefficient test (R2) used to find out how far the ability of the model in explaining the variation of bound variables, the following test results coefficient of determination.

| Model | $R$ | $R$ Square | Adjusted $R$ Square | Std. Error of the Estimate |
|-------|-----|------------|---------------------|---------------------------|
| 1     | .830* | .689       | .684                | 3.65766                   |

Based on the analysis of the coefficient of determination (adjusted R2) was 0.684, it meant that the change of lecturer performance could be explained by the change of lecturer competence variable (X1) and academic culture (X2) together equal to 68.4%. While the rest that was equal to 31.6% influenced by other variables outside the variables studied.
3.1.3 Reliability test
The result of the reliability test on lecturer competence variable, academic culture, and lecturer performance in Tarakan and Sabah can be explained as table 3.

| Table 3. Statistic Group |
|-------------------------|
| Campus                  | N   | Mean     |
| Lecturer Competence     |     |         |
| Tarakan                 | 76  | 53.0526  |
| Sabah                   | 42  | 53.2143  |
| Academic Culture        |     |         |
| Tarakan                 | 76  | 16.7500  |
| Sabah                   | 42  | 16.3810  |
| Lecturer Performance    |     |         |
| Tarakan                 | 76  | 47.3947  |
| Sabah                   | 42  | 48.1429  |

For Group Statistics output, statistics from both samples showed that for lecturer competence in Tarakan Indonesia had an average of 53.0526 lower than lecturer competence in Sabah Malaysia, which was 53.2143. It can be concluded that for Malaysia, Sabah lecturers competence was better than the competence of lecturers in Tarakan - Indonesia.

For academic culture in Tarakan, Indonesia had an average of 16.7500 higher than the academic culture in Sabah Malaysia that was equal to 16,3810. It can be concluded that for the academic culture of Tarakan, Indonesia was better than the academic culture in Sabah Malaysia.

For the performance of lecturers, Tarakan Indonesia had an average of 47.3947 lower than the performance of lecturers in Sabah Malaysia, which amounted to 48.1429. It can be concluded that for the performance of Malaysia Sabah lecturer was better than the performance of lecturers in Tarakan Indonesia.

| Table 4. Reliability Test of Independent Samples t-Test |
|--------------------------------------------------------|
| t-test for Equality of T Means                        |
| Lecturer Competence                                   | Academic Culture | Lecturer Performance |
| -.120                                                  | .747             | -.596                |
| Df                                                     | 116              | 116                  |
| Sig. (2-tailed)                                        | .905             | .457                 |

For the different test of lecturer competence variable had t value equal to -0.120 with probability 0.905. Therefore probability > 0.05; it can be concluded that the average competence of lecturers in Tarakan and Sabah did not differ significantly. For the different test of academic culture, the variable has t value equal to 0.747 with probability 0.457. Therefore probability > 0.05; it can be concluded that the average academic culture in Tarakan and Sabah did not differ significantly. For the different test of lecturer performance, variable had t value equal to -0.596 with probability 0.552. Therefore probability > 0.05; it can be concluded that the average performance of lecturers in Tarakan and Sabah did not differ significantly.

3.2 Influence of lecturer competence on lecturer performance
The results showed that for the influence of lecturer competence on lecturer's performance has a significant level of 0.000 (0.000 <0.05). This meant that the lecturer competency variable had a significant positive influence on the performance of lecturers in Tarakan and Sabah.
The results of this study supported theorists of Spencer and Spencer [9] that intellectual, emotional and social competence as part of the deepest personality in a person can predict or influenced the effectiveness of individual performance. The results of this study also supported Soo and Won's research (2009) [10], the research findings showed that group cohesiveness had a positive interaction effect with competence on performance at the group level. In other words, group cohesiveness was strengthened by a competent group capable of achieving better performance. Research Neda et al., (2010) [11], research findings showed that in this study, competence affected work performance. Apriani research (2009) [13], research findings indicated that competence, motivation, and leadership were strong and significant related to the implementation of Three Pillars of Higher Education. Research Sethela and Rosli (2011) [12], showed that there was a significant relationship between the role of ambiguity, competence, and person fit-job with employee performance. Tresnajaya (2013) [14], research findings indicated that competence, organizational commitment, and motivation partially or simultaneously had a positive effect on individual performance.

3.3. Influence of Academic Culture on Lecturer Performance
The results showed that for academic culture on lecturer performance had a significant level of 0.008 (0.008 <0.05). This meant that academic, cultural variables had a significant positive influence on the performance of lecturers Tarakan and Sabah.

The results of this study showed that one of the factors that affected the performance was the organizational factors, which included: organizational culture, organizational structure, job design, leadership, reward system (reward system).

The results of this study supported the previous research of Olu and Ojo (2009) [10], which examined the "Impact Assessment of Corporate Culture on Employee Job Performance". This study showed that there was a positive relationship between organizational culture and employee performance. Research Mujeeb et al., (2011) [18], who examined related to "Relationship between Organizational Culture and Performance Management Practices: A Case of University in Pakistan". The results of the analysis showed that statistic, involvement was highly correlated with consistency and adaptability. Similarly, other dimensions of organizational culture had a significant positive relationship with performance management practices.

3.4. The difference of lecturer competence, academic culture and lecturer performance in Tarakan and Sabah
For reliability test of lecturer competence variable had probability value 0.905. Therefore probability> 0.05; it can be concluded that the average competence of lecturers in Tarakan and Sabah did not differ significantly. For the different test of academic culture, variable had probability value > 0.05; it can be concluded that the average academic culture in Tarakan and Sabah did not differ significantly. For the different test of lecturer performance, variable had probability value > 0.05; it can be concluded that the average performance of lecturers in Tarakan and Sabah did not differ significantly.

4. Conclusion
Based on the analysis of research results, it can be concluded as follows: 1) Lecturer competence variable had a significant positive effect on lecturer performance in Tarakan and Sabah region; 2) Academic culture variables had a significant positive effect on the performance of lecturers of Tarakan and Sabah; 3.

Reliability test on lecturer competence variables that the average competence of lecturers in Tarakan and Sabah did not differ significantly. For academic culture, it can be concluded that the average of academic culture in Tarakan and Sabah was not significantly different. For the lecturer's performance, it can be concluded that the average performance of lecturers in Tarakan and Sabah did not differ significantly. In the end, the results of this study can be a reference for quality development policies in the two regions.
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