

DETERMINANT FACTOR OF COMPETENCIES AND IMPLICATION TO PERFORMANCE

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ABSTRACT

Professional lecturers must have good performance. This study aims to (1) find out an empirically tested model of determinant factors of lecturers' competencies and performance in higher education, and (2) investigate contributions of intellectual ability, individual learning and internal locus of control, and achievement lecturers' competence as individual variables and an aggregate to lecturers' performance. The sample consisted of 206 lecturers of private universities in the area of Aceh, selected by the proportional random technique. The data were collected through questionnaires and analyzed by the SEM technique. The results show that, first, the goodness of fit exists between the conceptual model and the empirically tested model ($p\text{-value } 0.000 > 0.05$ and $RMSEA 0.075 < 0.08$); second, the intellectual ability, organizational learning and internal locus of control, have significant influence to lecturers' competence and lecturers' performance with probability value: 0.021; 0.041; 0.008; 0.030; 0.034; 0.047 and 0.005. This implies that to improve lecturers' performance in higher education, it is necessary to develop intellectual ability, organizational learning and internal locus of control and competent lecturers' support.

Keywords: Intellectual ability, Organizational learning and Internal locus of control, Competencies, Performance

INTRODUCTION

The competition faced by Indonesia in the future will be much greater in order to face ASEAN Free Trade Area (AFTA), which is framed in ASEAN Economic Community (AEC) is an opportunity and challenge to Indonesia, especially in the educational challenge scored reliable

and skilled labor in the education level of the people of Indonesia, especially the productive labor force was still low when compared to the ASEAN member other countries. In other words, the impact of AFTA penetrated into many areas of life, including education and the world of higher education. Public demands on the quality of higher education as a result of globalization are a concrete problem, the solution of which cannot be delayed. This means that the learning process in universities must be qualified and meet the quality standards set. The existence and the challenges of a college depend on the assessment of the stakeholders. Therefore, universities need to run a quality assurance process for the convening of education

In addition, demand in improving higher education today needs to take into account the addition of human resources, especially lecturers as qualified educators. According Sonhadji (1990) says that the principal mission of the college is to develop, transfer and apply knowledge through experience of Tri Dharma College by placing the lecturer as major human resources.

The problem faced by the management of organizations or universities in Aceh is a problem concerning the faculty performance, because management needs to know and understand the factors that affect the performance of the lecturer. Factors that affect the performance of the lecturer is going to make the management can take the necessary policies, so as to improve the performance of lecturer's demands can be met in accordance with the purpose of Management in Private Universities. In addition to the success of the high performance of the lecturer is a key to the success of education, and the presence of a lecturer is very influential on all the educational resources available. Therefore, to create a high performance lecturer in higher education environments often associated with factors that influence the performance of lecturers, including factors related to intellectual ability, factors related to organizational learning, factors relating to the locus of control, and factors related to competence.

As known in the laws of the Republic of Indonesia Number 14 Year 2005 about teachers and lecturers, explained that: "competence is a set of knowledge, skills and behaviors that should be owned, internalized and mastered by teachers or lecturers in carry out the task in a professional manner. Mc Ashan argued that competence is defined as the knowledge, skills and abilities controlled by someone who has been a part of him, so that it can perform behaviors cognitive, affective, and psychomotor as well as possible. Finch and Cruncilton defines competence as a mastery of tasks, skills, attitudes, and appreciation done to sustain success (Mulyasa, 2009).

According to Grote in Pramudyo (2010) , the competence can be used to predict performance, ie who is performing well and less well depends on the competence which has, measured from the criteria or used standards. Competence is a set of knowledge, skills, behavior that must be owned by a person in carrying out the task of professionalism (Pramudyo, 2010). Meanwhile, according

to Rivai and Sagala (2009), competence is a desire to make an impact on others and the ability for influence other. Thus, to realize that education is successful, then an educator must master duties and skilled in performing their duties as educators.

From the foregoing it appears that the competence is reference of the ability to implement something that is acquired through education, lecturer competence refers to performance and act rationally to meet certain specifications in implementation of educational tasks. Said to be rational because have direction and purpose, while the performance is real behavior in the sense not only be observed, but includes something invisible.

Further, Becher, et.al. (2001) in their research stated that competence as the knowledge, expertise, ability, or personal characteristics of the individual that directly affect job performance. In contrast to Munene (2008) says that the main role of the competence of educators in preparing human resources is priority set based training competency-based management including educator competence, and performance assessment targets educators. The competence of lecturers measured perceptual can be done through a " pedagogical competence (in the field of learning / academic), professional competence, social competence and personal competence ", acquired through professional education (Law of the Republic of Indonesia Number 14 of 2005). Whereas Feryal (2010) that the competence of lecturers must have the ability to use a variety of teaching methods in the classroom, their learning needs to meet with students, creating a relaxing environment to meet the needs and interests of the student motivation to learn, but as the affective side is considered the most important faculty should have the performance. When they fail that they are responsible, but students believe they would receive if lecture give sufficient encouragement and positive feedback, it will increase their desire to study harder.

As mention above, determinant factor for competencies are intellectual ability, organizational learning and internal locus of control. According to Goleman (2002), said that intellectual ability is the ability to recognize our own feelings and the feelings of others, the ability to motivate yourself and the ability to manage emotions well in ourselves and in relationships with others. Intellectual ability will make the individual has the competence to carry out his duties without any doubt to one that can yield better performance. Intellectual ability is the capacity needed to run a mental activity (Robbins, 2008). The results of study from Kak et. al. (2001), that the intellectual ability to make people have the competence includes the knowledge, skills, abilities and characteristics. It is obtained from professional services through pre -service education, in-service training and work experience as well as standard personal relationships can be achieved with a high work results..

While learning organization is an organization of activities to improve the mastery of science, skill, professionalism, and other fields, that are sustainable both through formal and informal will make improvement in the performance of one's own carry out their duties. Pedler in Dale (2003) says that the learning organization is an organization that facilitates the learning of all its members and continuously transforms them. The study results Kogut Zander (1992); Henderson and Cockburn (1994) said the organization is a learning process in which organizations use existing knowledge and build new knowledge to shape the development of new competencies that are essential in a constantly changing environment. Results of another study by Wang Lo (2003) stated that organizational learning has positive influence on competence. The study results Khandekar Sharma (2006) aims to show the role of organizational learning are increasingly important for performance. Research found that organizational learning through activities of human resources has a positive influence on performance.

Beside that, Individuals who have external locus of control have confidence that the controlling of all aspects of life and the amplifier receives is luck, fate, or anyone else outside himself (Rotter, 1990). The study results Howell Avolio (1983) that an internal locus of control affect performance significantly and positively. The positive influence between internal locus of control with the achievement of the performance is the belief that what happened to him, failure or success due to the influence of his own. While the study of Sheldon (2010) describes that communication competence is positively influenced by internal locus of control, means internal locus of control a significant effect on the competence of individuals to achieve success in obtaining achievements.

Based on all the descriptions, the purpose of this study was to assess and obtain empirical evidence, namely:

1. Examine and analyze the effect of intellectual abilities on the performance of lecturers.
2. Examine and analyze the influence of organizational learning on the performance of lecturers
3. Examine and analyze the influence locus of control on the performance of lecturers.
4. Test and analyze the influence intellectual abilities on the competence of lecturers.
5. Examine and analyze the impact of organizational learning on the competence of lecturers.
6. Examine and analyze the influence locus of control on the competence of lecturers.
7. Examine and analyze the influence of competence on the performance of the lecturer

MATERIALS AND METHODS

Procedure

The method of this study is descriptive correlation which was performed by field approach. The measures for all the constructs in this study were adapted from past research. The 5-point Likert scale was used for the entire study. The statistical population consisted of lecturers and managers working in university at Kopertis XIII Aceh. The sample size was considered equal to the population. SPSS (Version 16) software was used to analyze the data which is taken from questionnaires. As to the statistical measures, descriptive statistics including frequency, percentage, mean, standard deviation and tabulations were used to describe the data.

Instrument Test

Test reliability and validity test questionnaire. Reliability measured by Cronbach's coefficient alpha. Test the validity of items to test whether each the questions really have valid / invalid. Some other test with SEM , among others, namely : a. Univariate outlier test, b. Multivariate outlier test, c. Unidimensionalitas Test, d. Causality Test.

Data Analysis

The analysis model is Structural Equation Modeling or SEM. SEM analysis process model is done through seven stages, namely:

1. Conceptualization models
2. Preparation of the path diagram
3. Preparation of structural equation
4. Select the type of input matrix and estimation models
5. Assess the structural model identification
6. Judging GOF criteria
7. Interpretation and modification of the model

RESULTS AND DISCUSSION

Test Reliability and Validity

The test results showed that all items quite valid questions with Cronbach's Alpha Coefficient above 0.60 means that the indicators used in each constructs is acceptable.

Multivariate Outlier Test

The test results outlier is said that all the cases that have mahalonobis greater than 45.315 is due to the result (p1) is still under 0,001 of observation we can conclude there is no in data .

Confirmatory factor analysis

Results of confirmatory factor analysis is any indicator variables or dimensions forming respective latent variables showed a good result , values (CR) above 1.96 with a P less than 0.05 . Formed latent variables certainly have a cut-off value above 0.7 for CR (constructs reliability) declare or all indicators to a p-value less than 0.05. Concluded indicators forming latent variable - CONSTRUCTS construct exogenous and endogenous showed a strong indicator in the measurement of latent variables.

Normality Test

Testing normality of the data on all the variables of this study indicated that the results of the analysis of multivariate normality has a value of 1.754 CR 2.58 , so it can be said that the data ditributed multivariate normal.

Goodness of Fit Test

After testing on all latent variables, the results are valid and reliable, the data multivariate normal, does not occur multi-collinearity and outliers, then the latent variables can be continued in the form of Figure 1. The analysis by the presented the following:

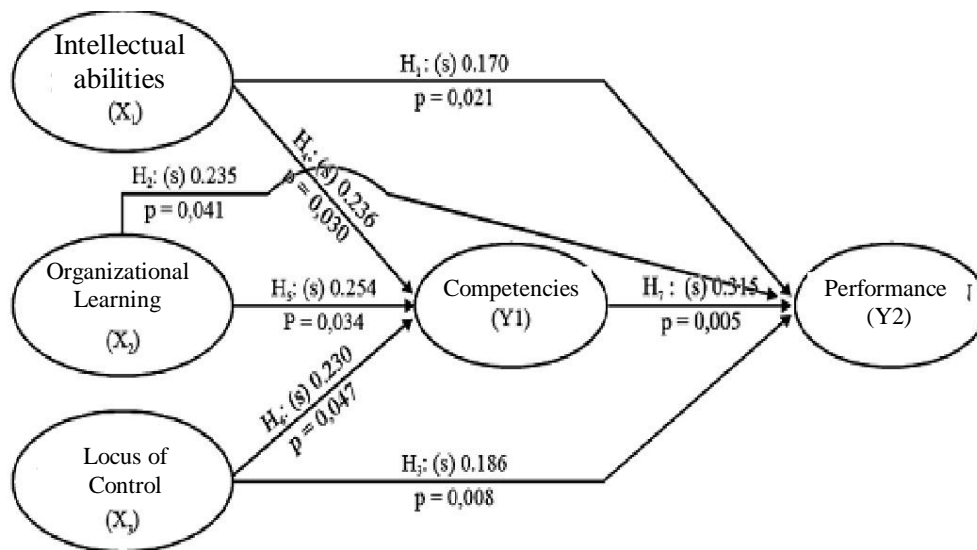


Figure 1: Result of Path Analysis Model

Hypothesis Test

In detail the results of the study hypothesis testing are discussed gradually in accordance with the hypothesis that has been filed, namely 7 (seven) hypothesis presented as follows;

1. Intellectual ability (X₁) significant effect on Lecturer performance (Y₂) with direction positive relationship. This can be seen from the path marked positive coefficient of 0.170 with a value of CR at 2.214 and obtained a significance probability (p) of 0.021 which is smaller than the significance level (α) which was set at 0.05
2. Organizational learning (X₂) significantly affects the Lecturer performance (Y₂) with the direction of a positive relationship. This can be seen from the path marked positive coefficient of 0.235 with a value of CR at 2.046 and obtained a significance probability (p) of 0.041 which is smaller than the significance level (α) which was set at 0.05.
3. Locus of control (X₃) significant effect on Lecturer performance (Y₂) with direction positive relationship. This can be seen from the path marked positive coefficient of 0.186 with a value of CR at 2.313 and obtained a significance probability (p) of 0.008 which is smaller than the significance level (α) which was set at 0.05.
4. Intellectual ability (X₁) significant effect on Lecturer competencies (Y₁) with direction positive relationship. This can be seen from the path marked positive coefficient of 0.236 with a

value of CR at 2.166 and obtained a significance probability (p) of 0.030 which is smaller than the significance level (α) which was set at 0.05

5. Organizational learning (X2) significantly affects the competencies (Y1) with the direction of a positive relationship. This can be seen from the path marked positive coefficient of 0.254 with a value of CR at 2.120 and obtained a significance probability (p) of 0.034 which is smaller than the significance level (α) which was set at 0.05.

6. Locus of control (X3) significant effect on competencies (Y1) with direction positive relationship. This can be seen from the path marked positive coefficient of 0.230 with a value of CR at 1.986 and obtained a significance probability (p) of 0.047 which is smaller than the significance level (α) which was set at 0.05.

7. competencies (Y1) significant effect on Lecturer performance (Y2) with direction positive relationship. This can be seen from the path marked positive coefficient of 0.315 with a value of CR at 2.782 and obtained a significance probability (p) of 0.005 which is smaller than the significance level (α) which was set at 0.05.

DISCUSSION

Results of the first hypothesis, intellectual ability affect the performance of the lecturers, the results otherwise significant to the direction of a positive relationship. This is because the lecturers are able to think rationally, creative, and innovative, is also able to decide right and fair, able to produce results employment and self belief that they can demonstrated expertise in the field of learning. Results of this study support the findings of Bettin (2001), Yuliana (2006), Sturman (2007) and Yunanto (2008).

Results of the second hypothesis, organizational learning affect the performance of the lecturers , the results are declared a significant positive correlation with the direction . This matter because the lecturers are able to think systemically to completing his work, able to deepen mastery of himself , with their self-confidence can improve their skills and have commitment to transfer knowledge and experience to students. Results of this study supports the findings of Chaston Sadler (2000), Friedman (2005), Shantha Liyaneg (2002), López (2005) and Khandekar Sharma (2006)

Results of the third hypothesis, affect the performance of the lecturers, the results otherwise significant to the direction of a positive relationship. This is because there is confidence of lecturer to demonstrate the capabilities and skills, have a strong grasp to achieve triumph, and

confident that his efforts could success. Results of this study support the results the findings of Hyatt T. D. Prawitt (2001), Kustini (2004), Syaiful (2009).

Results of the fourth hypothesis, competence affect the performance of the lecturers, the results revealed a significant with the direction of a positive relationship. This is because lecturers are required to improve the competence of learning such as understanding of lecture material in accordance with syllabus / SAP, can utilize technology learning, prosecuted as a role model for students and the community, and be able to embed a sense of loyalty in the mix. The study results supports the findings of Endah Setyowati (2002) and Vathanophas Thaingam (2007).

Results of the fifth hypothesis, intellectual ability affect the competence of lecturers, the results a significant positive correlation with the direction. This matter because the professor is able to design and develop learning, develop

knowledge by utilizing technology, able to motivate the students, has a concept and disciplines, able to understand the material lectures and teaching methods for the purpose competence. Results of this study support the results the findings of Sister (2001), Silverman (2008) .

Results of the sixth hypothesis, organizational learning significant effect on the competence of lecturers, significant results are expressed with direction positive relationship. This is because the lecturer has the ability to create a learning process, embody confidence in improving skills, creating a shared vision, to develop self-control in competence. Result this study supports the findings of O'Keeffe T. (2002), Wang Lo (2003), Pillay, Richard Wilss (2005), Leyking, Chikova Loos (2007), Shaihah, Sarmad Karaghoul (2009).

Results of the seventh hypothesis, competence has significant effect on the of lecturers performance, significant results expressed with direction positive relationship. This is because the lecturer have confidence that he is able to implement the learning process and realize plans are perceived, fruitless valuable, success or triumph, understand the concepts and scientific disciplines, and able to develop professionally. Results of this study support the findings of Zulkaida (2007).

CONCLUSIONS

The results of the data analysis showed that intellectual ability, organizational learning and internal locus of control, have significant influence to lecturers' competence and lecturers' performance. Lecturer of Aceh universities should convert competencies as a strategy into their core operations and systems to meet lecturers' demands and the universities goals. This conversion shall make lecturers show their sincere competencies that is beneficial for the

lecturer's performance which has a significant impact on performance. This study was based on a single service industry (higher education sector) with its own peculiar characteristics. It is not clear to what extent the substantive results of this study can be generalized to other industries.

Future research should apply the study's model on a larger population of other types of universities and other service and manufacturing industries.

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