The Effect of Social Capital Dimension on Lecture Performance

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Abstract:

This study aims to determine and analyze the effect of structures, rational and cognitive dimensions of social capital on lecturers' performance. It employs a quantitative approach to research within the ex post facto design. The sample of the study was 67 respondents from Patompo University. Data were collected using questionnaires and documentations. Data analysis was carried out through analytical activities, which includes prerequisite test analysis and hypothesis testing. The results of the study show that: 1) overall, structural dimension of social capital, rational dimension of social capital, and cognitive dimension of social capital have a positive and significant effect on the lecturer performance; 2) structural dimension of social capital have a positive and significant effect on the lecturer performance; 3) rational dimension of social capital have a positive and significant effect on the lecturer performance; and 4) cognitive dimension of social capital have a positive and significant effect on the lecturer performance. This finding becomes an input for higher education leaders to better understand and provide with insights into which social dimension can affect the performance of lecturers by considering school backgrounds, increasing the lecturer participation thorugh reward system and appropriate performance evaluation models.

Keywords: *Structural Dimension, Rational Dimension, Cognitive Dimension, Lecturer Performance*

Abstrak:

Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh structural modal sosial, dimensi rasional modal sosial, dan dimensi kognitif modal sosial terhadap kinerja dosen. Jenis penelitian ini adalah kuantitatif dengan pendekatan expost facto. Sampel terdiri dari 67 dosen Universitas Patompo. Data menggunakan angket dan dokumentasi. Teknik analisis data menggunakan analisis regresi berganda. Hasil penelitian menunjukkan bahwa: 1) secara simultan, dimensi structural modal sosial, dimensi rasional modal sosial, dan dimensi kognitif modal sosial berpengaruh secara positif dan signfikan terhadap kinerja dosen; 2) dimensi structural modal sosial berpengaruh secara positif dan signfikan terhadap kinerja dosen; 3) dimensi rasional modal sosial berpengaruh secara positif dan signfikan terhadap kinerja dosen; dan 4) dimensi kognitif modal sosial berpengaruh secara positif dan signfikan terhadap kinerja dosen. Temuan ini menjadi masukan bagi para pimpinan perguruan tinggi dan

memberi wawasan tentang dimensi social yang akan memengaruhi kinerja para dosen, mempertimbangkan latar belakang pendidikan dosen, meningkatkan partisipasi dosen dengan sistem penghargaan, serta model evaluasi kinerja yang tepat.

Kata Kunci: *Dimensi Structural, Dimensi Rasional, Dimensi Kognitif, Kinerja Dosen*

INTRODUCTION

In the current information age, universities have an essential role in improving human resources by improving the quality of education. The digitalization era demands proper transportation in almost every organization, including universities, which in turn experience changes in the educational environment at the tertiary level. Through the process of informatization, a modern higher education institution that is more flexible and includes institutional social verification can be achieved. Thus, human resources are an essential factor as an organizational driver in realizing organizational survival in that the human element is a planner and actor and, at the same time, determines the realization of organizational goals (Bayanova et al., 2019; Nuryanto et al., 2020; Haerani et al. ., 2020; Noerchoidah & Sumitro, 2020; Hartini, 2021).

Higher education is one of the subsystems of national education, which is the center for providing education and developing science and technology. Higher education is expected to help achieve noble ideals to obtain educated and trained human resources so that the quality of people's lives is getting better.

Law no. 14 of 2005 has explained the position of lecturers as professional educators who have an essential role in increasing dignity to develop science, technology, and art, and to achieve the quality of national education. Therefore, the task of a lecturer is complex. Apart from having to master competence by their scientific discipline, a lecturer must also be able to transform, develop, and disseminate the knowledge they have in order to realize the *Tridharma* of Higher Education (education and training, research, and community service). Lecturer performance is in the spotlight from various parties; lecturers improve their skills and expertise through education and training. Lecturers with high loyalty will be comfortable in tertiary institutions and uphold organizational values as their place of work to improve their performance (Bayanova et al., 2019; Jufrizen, Sari, Muslih, & Purnama, 2021; Sukurno, 2020).

As an institution, the higher education carries out a mandate in fostering students to produce output in the form of graduates who have competence, thinking, attitudes, and behavior that describe someone who is educated and has a high level of intelligence, has a noble character, masters various skills that are useful for their future. Thus, the success of college graduates is influenced by the lecturer performance (Pardiman, 2018). The quality of educators can be assessed from their behavior and performance so that they can provide the best for improving the quality of students (Kusuma, 2017; Yousef, 2017).

High lecturer performance potentially affects the progress of tertiary institutions and lectures' career development. For lecturers who wish to increase

their functional position and obtain certification allowances, they must actively carry out the *tridharma* activities of higher education, namely participating in education and training, research, and community service. Still, there is still a lack of lecturers that are involved in research and publication of scientific papers due to insufficient knowledge of research components. The number of lecturers assisted at 110 tertiary institutions in Makassar City is 740, the percentage of which are still minimum in conducting research and scientific publications (Kusuma, 2017).

As educators, lecturers need to have skills in teaching, supervising students, writing textbooks with the International Serial Book Number (ISBN), and so forth, which relate to the primary duties of a lecturer. Discussing the performance of a leacturer is interesting to discuss. Some experts have given the concept of performance. Robbins (2002), as quoted by Herawati & Rinofah (2019), reveals that performance is a measure of what individuals in an organization must and should not do. It measures what an employee does and does not do (Stacey et al., 2020; Haenggli et al., 2021; Alqudah et al., 2022).

Walker (2001), as cited by Hartini et al. (2017), Haerani et al.(2018), Bayanova et al. (2019), and Sukirno (2020), states that one of the determining factors for the success of an organization is the ability to manage, maintain, and retain its members. This can have an impact on improving performance in order to achieve competitive advantage.

According to Robbins, as quoted by Hartini & Acai Sudirman (2021) and Pardiman (2018), the performance indicators consist of work quality, quantity, timeliness, effectiveness, and freedom. At the same time, research on lecturer performance is measured through the implementation of *tridharma*, namely education and teaching, research, and community service.

Further, Herawati and Rinofah (2019) state that the lecturer performance is the ability of a lecturer to carry out his duties in the field of research and scientific publications. Apart from being an educator and a researcher, a leacturer need to have skills in research programs and produce scientific works published in a journal with national and international reputation. In addition, lecturers ought to be active in a community service by producing outputs in the form of scientific articles.

Lecturer performance is strongly influenced by social capital consisting of structural, rational, and cognitive dimensions (Cravens & Hunter, 2021; Luo & Zhan, 2021; Stacey et al., 2020). In general, social capital describes a relationship in people's lives. The role of lecturers in supporting the achievement of education quality cannot be separated from networks, relationships, and colleagues' and superiors' support in improving performance (Pardiman, 2018; Yousef, 2017). Personal relationships with society can realize their hopes and aspirations (Walenta, 2019). The characteristics of social capital are described as individual social capital both inside and outside the organization, trust, and similarities in carrying out the organization's vision, mission, goals, and objectives.

In a literature review conducted by (Yousef, 2017) on 750 students at the UAEU University in the United Arab Emirates, it was stated that lecturer strategies in the learning process, such as how to convey appropriate material,

suitable communication methods, and effective lecture structures, will make it easier for students to understand the materials. Egorychev et al., 2021views that higher education institutions in Russia fall into modern universities, where social and psychological dimensions are sophisticated and integrated. Their success in professional training and profit, the steady development of their consciousness and attitude, and the rest depend on their condition and expression.

The term 'social capital' was first introduced by an expert from the United States named Lyda Judson Hanifan in 1916 in her book entitled The Rural School Community Center. According to her, social capital is not wealth but will, a sense of friendship, and close cooperation in a group (Santoso, 2020).

Several experts have provided an understanding and concept of social capital. Social capital emphasizes the importance of social factors ignored by modern society with increasing individualism, competitiveness, and economic priority. The term social capital has been known since the 1990s and began to develop in several 20th-century literature studies, and is widely used by researchers in the field of social sciences. The foundation of social capital is social communication and interaction between individuals in a group (Bouslah et al., 2013; Dehghanian et al., 2016; Rafiq et al., 2021).

Cox (1995), as quoted by Nugroho et al. (2015), suggests that social capital is a series of relationships between individuals supported by networks, norms, and trust in mutually beneficial coordination and cooperation so that peace in these relationships can be obtained effectively and efficiently. In other words, social capital is the ability of people to work together in a group to achieve common goals. Nahapiet and Ghosal (1998) state that social capital has three dimensions, namely: structural, rational, and cognitive (Bouslah et al., 2013; Aprilia & Wibowo, 2017; Bayanova et al., 2019).

The structural dimension of social capital is a form of social interaction that refers to the relationship between actors by whom and how their relationship patterns, the structural dimension consists of ties, networks, network configurations, and the organization concerned, determined through structural characteristics as connecting networks and configurations to grow and empower social capital. Furthermore, the rational dimension of social capital is the nature and type of interpersonal interaction that refers to trust and social exchanges such as mutual trust, reciprocity, obligations, hopes, and desires, as well as the establishment of togetherness and concern for others. Finally, the cognitive dimension has a close relationship with the common understanding and meaning of something between individuals. The elements of the cognitive dimension consist of vision, narrative, understanding, and use of the same language regarding a goal in a social system. A belief that refers to expectations in behaving by the values and norms that apply and is bound in the form of cooperation (Enteni, 2016; Aprilia & Wibowo, 2017; Egorychev et al., 2021).

Deghhanian et al. (2016) argue that social capital is determined by its function, and not a single object, and is characterized by two aspects, namely: 1) a social structure that is a link in social life; and 2) a specific reaction from individuals who are in the structure, both individuals and groups in achieving a goal. One of the causes of low social capital is dishonesty as honesty,

commitment, and reciprocity are characteristics of social capital. An educator with a high social cognitive will have a good relationship in the work environment so that it can influence two other social dimensions, namely the structural and rational dimensions.

The structural capital dimension on lecturer performance in the higher education *tridharma* has high social networks that can affect performance in education, research, and community service (Ghifary, 2017; Bayanova et al., 2019; Sukirno, 2020; Egorychev et al ., 2021). Intrinsically, good social capital lies in the structure of relationships among organizational members. Thus, good social capital is supported by good relationships between individuals. Good relationships between educators and superiors can improve professional performance. In other words, positive relationships with colleagues have a positive impact on teamwork, collaborative networks, and increased educator performance (Rae et al., 2020; Rafiq et al., 2021; Tan, Wei, & Cui, 2022).

Regarding the lecturer performance, the researchers examined the effect of social capital on lecturer performance at the private university of Patompo University, using structural, rational, and cognitive dimensions. Based on the initial observations, the researchers found that most lecturers merely focused on teaching. At the same time, research and publications still needed to be more profound. The lack of scientific publications produced evidence of this, whereas in the *tridharma* of higher education, the three essential points (education and teaching, research, and community service) must be carried out and become obligations for lecturers. The field of research and teaching has the highest points in measuring lecturer performance. The low interest of lecturers in researching and publishing works in the form of scientific articles needs attention from related parties. Through the Ministry of Research, Technology, and Higher Education, the government provides funding every year to be used in research. Still, this needs to be more in demand by lecturers due to various factors such as motivation in achievement and lecturers' commitment to focus on that field.

Several researchers have examined the effect of social capital on lecture performance. Enteni (2016), Pardiman (2018), Nuryanto et al. (2020), Jufrizen et al. (2021), Rafiq et al. (2021), Bayanova et al. (2019), Egorychev et al. (2021) suggests that social capital has a positive effect on lecturer performance. When the three dimensions of social capital are put together, they influence performance. However, if these three dimensions are treated multidimensionally, they will show insignificant results. Thus, social capital must be unified (Aprilia & Wibowo, 2017; Ghifary, 2017).

Other research shows that the results of testing with SPSS for social capital variables have a positive and significant effect on performance (Ghifary, 2017; Walenta, 2019). At the same time, the results of research from Nugroho et al. (2015) and Walenta (2019) indicate that social capital has no significant effect on performance. Based on this research gap, the researchers reconfirmed the effect of social capital on the performance of lecturers in private tertiary institutions.

The reason for the researchers conducting this research was that the performance of lecturers in the field of research and scientific publications was still deficient. The low awareness of lecturers regarding the importance of

improving performance in the tridharma of higher education, social capital variables consisting of structural dimensions, rational dimensions, and cognitive dimensions have not been widely used. In addition, the researchers desire to contribute to the scientific field, which involves several variables that affect lecturer performance.

RESEARCH METHODS

This type of research is school action research as an effort to improve the This type of research is quantitative with an ex post facto approach. This study examines the relationship between the independent variables X1 (structural dimension), X2 (rational dimension), and X3 (cognitive dimension) to the dependent variable, namely lecturer performance (Y). As the dependent variable, the lecturer performance variable (Y) is composed of three indicators. Each indicator consists of questions as to the three elements: conducting education and teaching, research and community service (Pardiman, 2018).

The independent variable, the structural dimension of social capital (X1), consists of four indicators: completing tasks well; fulfilling the responsibilities according to the job description; carrying out the tasks that must be done, and meeting predetermined performance demands. The rational dimension of social capital (X2) consists of four indicators: being directly involved in activities; willing to take the time to help colleagues; willing to replace the task of colleagues, and talking to colleagues first. Finally, the cognitive dimensions of social capital (X3) are each built on four indicators, namely: following the prevailing norms; seeking to avoid conflict; having the same goals by the vision and mission of the organization; and sharing ideas with colleagues in the group (Nuryanto et al., 2020).

This research was conducted at Patompo University, Makassar City, South Sulawesi Province, from December to February 2022. The population in this study were all lecturers who had served for two years and had a minimum academic rank of an expert assistant. As for the number of lecturers who make up the population, 94 lecturers serve at the university from three faculties, namely the FKIP, FE, and Faculty of Engineering. There are 72 lecturers who have had available positions and served for two years. The sampling technique used is the purposive one. The sample in this study involves 72 people.

The instrument used was a questionnaire containing questions with a score for each answer based on the Likert scale. Respondents were given four options, namely 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree).

The instrument was also tested for its validity and reliability. The data analysis technique used in this study is multiple linear regression with SPSS program, starting from the prerequisite test, namely the normality test, multicollinearity test, t-test, F test, denomination coefficient, and estimation of the regression model.

RESULTS AND DISCUSSION

The variables in this study consist of four: the structural dimension of social capital, the rational dimension of social capital, and the cognitive

dimension of social capital. These three variables are independent, while the lecturer performance is the dependent one. The sample covered 72 respondents. Yet, the result showed that four respondents did not return the questionnaire. In contrast, one questionnaire could not be processed because it was damaged. Thus, the data processed came from 67 respondents.

Before carrying out the regression analysis, validity and reliability tests were first carried out and distributed to 20 respondents, with the results shown in Table 1.

Table 1. Validity test

No.	Variable	Indicator	r-count	r-table	Description
1.	Structural Dimensions of Social Capital (X_1)	X1.1.1	0.623	0.2	Valid
		X1.1.2	0.685	0.2	Valid
		X1.2.1	0.775	0.2	Valid
		X1.2.2	0.701	0.2	Valid
		X1.3.1	0.686	0.2	Valid
		X1.3.2	0.701	0.2	Valid
		X1.4.1	0.656	0.2	Valid
		X1.4.2	0.637	0.2	Valid
2.	The Rational Dimension of Social Capital (X_2)	X2.1.1	0.656	0.2	Valid
		X2.1.2	0.629	0.2	Valid
		X2.2.1	0.740	0.2	Valid
		X2.2.2	0.640	0.2	Valid
		X2.3.1	0.630	0.2	Valid
		X2.3.2	0.548	0.2	Valid
		X2.4.1	0.692	0.2	Valid
		X2.4.2	0.574	0.2	Valid
3.	Cognitive Dimensions of Social Capital (X_3)	X3.1.1	0.647	0.2	Valid
		X3.1.2	0.598	0.2	Valid
		X3.2.1	0.655	0.2	Valid
		X3.2.2	0.599	0.2	Valid
		X3.3.1	0.698	0.2	Valid
		X3.3.2	0.631	0.2	Valid
		X3.4.1	0.578	0.2	Valid
		X3.4.2	0.562	0.2	Valid
4.	Lecturer Performance (Y)	Y.1.1	0.655	0.2	Valid
		Y.1.2	0.709	0.2	Valid
		Y.1.3	0.738	0.2	Valid
		Y.2.1	0.557	0.2	Valid
		Y.2.2	0.646	0.2	Valid
		Y.2.3	0.534	0.2	Valid
		Y.3.1	0.640	0.2	Valid
		Y.3.2	0.521	0.2	Valid
		Y.3.3	0.536	0.2	Valid

Source: Primary Data (2022)

Overall, the question items from the four variables used in this study have an r-count value more significant than the r-table, namely 0.2. Thus, all questions are declared valid.

The Pearson Correlation analysis shows that the r-count is greater than the r-table value. The analysis results are declared reliable if Cronbach's Alpha value is close to 1 or r > 0.60. The Cronbach's Alpha value was used to measure the reliability test for each variable in a study. The results of the reliability instrument

test in this study can be shown in Table 2.

Table 2. Reliability Test

Variable	Cronbach's Alpha	Reliability Limits	Description
Lecturer Performance	0,796	0,60	Reliable
Structural Dimension	0,836	0,60	Reliabel
Rational Dimension	0,793	0,60	Reliabel
Cognitive Dimension	0,757	0,60	Reliabel

Source: Primary data processed, 2022

Table 2 above shows that the four variables can be declared reliable because all Cronbach's Alpha values are more significant than 0.60. Cronbach's Alpha value for lecturer performance variables is 0.796, structural dimension variables are 0.836, rational dimensions are 0.793, and cognitive dimensions are 0.757 so that this model can be analyzed further with multiple linear regression analysis.

Based on the normality test results using the Kolmogorov-Smirnov test, the variables can be declared generally distributed with a significance value of 0.092, which is greater than the value of 0.05. A variable is generally distributed if its significance value is greater than or equal to 0.05. If the significance value is less than 0.05, the data is not normally distributed.

A multicollinearity test is used based on decision-making through the Tolerance and Variance Inflation Factor (VIF) values to find out the value of intercorrelation between variables. Suppose a regression model has a Tolerance value of 0.10 and a Variance Inflation Factor (VIF) value of less than 0.10. In that case, the model is declared to have no multicollinearity, but if the model has a Tolerance value of less than 0.10 and a Variance Inflation Factor (VIF) greater than 0.10 can be stated that the model has multicollinearity.

Table 3 presents the results of the multicollinearity test to determine the correlation between the independent variables in this regression model.

Table 3. Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	Variance Inflation Factor
Structural Dimension (X_1)	0,523	1,912
Rational Dimension (X_2)	0,587	1,704
Cognitive Dimension (X_3)	0,683	1,464

Source: Primary data processed, 2022

Based on the results of the multicollinearity test in Table 3, it can be seen that the three independent variables have a Tolerance value of less than 0.10 and a Variance Inflation Factor (VIF) value of greater than 0.10, where the structural dimension has a Tolerance value of 0.523, the Variance Inflation Factor value. (VIF) 1.912, the rational dimension has a Tolerance value of 0.587, a Variance Inflation Factor (VIF) value of 1.704, and the cognitive dimension has a Tolerance value of 0.683 and a Variance Inflation Factor (VIF) value of 1.464. Thus, the

regression model is said to have no multicollinearity between the independent variables, so the regression model in this study does not interfere with the regression results.

Furthermore, F-count is used to test the influence of the structural, rational, and cognitive dimensions on lecturer performance. If F-count > F-table, then the three independent variables have a simultaneous influence. From the results of the analysis, it was obtained that the F-count was 77.92 while the F-table value was 2.36 with a significance value of 0.000, which is less than 0.05 so that it can be said that the three independent variables, namely the structural dimension (X_1), the rational dimension (X_2), and the cognitive dimension (X3) together (simultaneously) affect lecturer performance (Y). So, the structural, rational, and cognitive dimensions affect the performance of Patompo University lecturers.

Through hypothesis testing, the partial test can be tested using a t-count. To find out the influence of the structural, rational, and cognitive dimensions on lecturer performance, the analysis results can be seen, and the t-count values are obtained, which can be presented in table 4 below.

Table 4. Partial test (t)

	Model	t	Sig.
1	(*Constant*)	-,727	0,470
	Structural Dimension (X_1)	3,278	0,002
	Rational Dimension (X_2)	2,274	0,026
	Cognitive Dimension (X_3)	8,594	0,000

Source: Primary data processed, 2022

Table 4 above shows the results of the partial test, which can be described as follows:

1. The influence of the Structural Dimension on lecturer performance obtained a t-count value of 3.278 with a significance value greater than 0.002 < α=0.05, a t-count value of 3.278 > 1.66 (t-table), so this shows that partial Structural Dimensions have a significant effect on the performance of lecturers at Patompo University.

2. The influence of the Rational Dimension on lecturer performance obtained a t-count value of 2.274 with a significance value greater than 0.026 < α=0.05, a t-count value of 2.274 > 1.66 (t-table), so this shows that partial Rational Dimension has a significant effect on the performance of lecturers at Patompo University.

3. The influence of the Cognitive Dimension on lecturer performance obtained a t-count value of 8.594 with a significance value greater than 0.000 < α=0.05, a t-count value of 8.594 > 1.66 (t-table), so this shows that significantly partial Cognitive Dimensions have a significant effect on the performance of lecturers at Patompo University.

The coefficient of determination can be measured using R-Square, or Adjusted R-Square for variables used more than once. From the analysis results, the R-Square value is 0.888, while the Adjusted R-Square value is 0.788. Thus, the

structural, rational, and cognitive dimensions affect lecturer performance by 78.8%, and other factors influence the remaining 21.2%. Furthermore, the multiple linear regression equation can be described in Table 5.

Table 5. Multiple Linear Regression Test

	Model	Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-1.517	2.088	
	Structural Dimension (X_1)	.258	.079	.263
	Rational Dimension (X_2)	.184	.081	.172
	Cognitive Dimension (X_3)	.783	.086	.604

Source: Primary data processed, 2022

The results of multiple linear analysis in table 5 show that the independent variable, namely the structural dimension (X_1), obtained a structural dimension coefficient (b_1) of 0.258, and the rational dimension (X_2) obtained a rational dimension coefficient (b_2) of 0.184. The cognitive dimension (X_3) obtained a cognitive dimension coefficient (b_3) of 0.783. The constant number ($\beta 0$) is -1.517. Thus that if the structural dimension (X_1), rational dimension (X_2), and cognitive dimension (X_3) are 0, then the lecturer's performance (Y) is -1.517. The results of this analysis can be expressed in the following regression model equation:

$$Y = -1{,}517 + 0{,}258X_1 + 0{,}184X_2 + 0{,}783X_3$$

The regression model in this study shows changes in the structural dimensions, rational dimensions, and cognitive dimensions of all respondents in a positive direction which an increase will follow in lecturer performance. The results of the analysis can be described as follows:

1. The structural dimension (X_1) positively and significantly affects lecturer performance (Y) at Patompo University.

    The results of this study are supported by findings from Enteni (2016), Pardiman (2018), and Nuryanto et al. (2020), which state that the structural dimension has a positive and significant effect on lecturer performance. This is supported by statements from Bouslah et al. (2013), Bayanova et al. (2019), and Rafiq et al. (2021) that good social capital is the result of good support and relationships between individuals in organizations that will improve professional performance and have an impact on positive on teamwork, improving the performance of educators. This is because the structural dimension of social capital results from social interaction and relationship patterns consisting of bonds, networks, and so on. Beurdieu (1986) believes that social structures and functions can only be understood through social capital other than economic capital (Santoso, 2020).

2. The Rational Dimension (X_2) positively and significantly affects lecturer performance (Y) at Patompo University.

    This finding is reinforced by a statement (Enteni, 2016) that the rational dimension of social capital is the nature and type of interpersonal interaction that refers to trust and social exchanges such as mutual trust, reciprocity,

obligations, hopes and desires, and the establishment of togetherness and concern for others. The results of this study are in line with (Bayanova et al., 2019; Jufrizen et al., 2021; Rafiq et al., 2021) that the rational dimension of social capital has a positive and significant effect on lecturer performance. Santoso (2020) states that social capital plays a vital role in creating productive human capital so that a person can achieve maximum material benefits and success under certain conditions.

3. The Cognitive Dimension (X_3) has a positive and significant effect on lecturer performance (Y) at Patompo University

The results of this study are supported by Dehghanian et al. (2016), aspects determine that social capital, according to its function in involving aspects of social structure which are a link in social life, as well as the existence of specific reactions from individuals who are in the structure in achieving a specific goal. The results of this study are reinforced by findings from Bouslah et al. (2013), Ghifary (2017), Walenta (2019), and Rafiq et al. (2021), which state that the cognitive dimension of social capital has a positive and significant effect on lecturer performance. According to them, the performance of lecturers in higher education tri dharma has high social networks to influence performance in education, research, and community service.

Furthermore, the simultaneous influence of structural dimensions (X_1), rational dimensions (X_2), and cognitive dimensions (X_3) has a positive and significant effect on lecturer performance. This was reinforced by Moran, as cited by Aprilia & Wibowo (2017), Egorychev et al. (2021), and Sukirno (2020), that the closeness and trust of a relationship have a strong influence on growing social capital. Cox (1995) says that social capital is a series of relationships between individuals supported by networks, norms, and trust in mutually beneficial coordination and cooperation so that peace in these relationships can be obtained effectively and efficiently.

Inferring from research conducted by Bouslah et al. (2013), Enteni (2016), Pardiman (2018), Nuryanto et al. (2020), Sukirno (2020), Jufrizen et al. (2021), Rafiq et al. (2021), Egorychev et al. (2021) states that social capital which consists of structural dimensions, rational dimensions, and cognitive dimensions has a positive effect on lecturer performance. The impact of the social dimension is evident to be positive. Overall, the relationship between the two was solid and significant for different models (Marsat & Williams, 2016).

CONCLUSION

This research was conducted at Patompo University, located in Makassar City, South Sulawesi Province, with a population of 94 lecturers, with a sample of 67 people. Based on the research and discussion results, simultaneously, the structural, rational, and cognitive dimensions positively and significantly affect lecturer performance. This shows that the variable dimensions of the structural, rational, and cognitive dimensions contribute to improving the performance of lecturers at Patompo University.

Structural dimensions have a positive and significant effect on lecturer performance. This means that social interaction and good relationships between

individuals in the campus environment will improve the performance of lecturers at work. Furthermore, the rational dimension positively and significantly affects lecturer performance. This shows that trust and social exchange, such as mutual trust, reciprocity, obligations, hopes, and desires, as well as the establishment of togetherness and concern, will contribute to lecturers' high and low performance. Finally, the cognitive dimension positively and significantly affects lecturer performance. This illustrates that a close relationship with a shared understanding and meaning of something between individuals in the university environment will positively contribute to developing lecturer performance at Patompo University.

Related parties, particularly higher education leaders, pay more attention to various factors that can improve lecturer performance. These factors include structural, rational, and cognitive dimensions. These variables influence the improvement of lecturer performance at work, especially in developing higher education *tridharma*, which is the main task of lecturers.

This study still has many things that could be improved. The suggestions that can be submitted include: 1) the authors did this study at private universities only, and hence further researchers can conduct research by comparing the performance of lecturers at private universities and public universities; 2) This research is foused in one university, and thus further research can focus in several private universities; and 3) the researchers only use structural dimension, rational dimension, and cognitive dimension as independent variables, while further researchers can use different and varied variables to measure lecturer performance.

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