

Supporting the Performance of Lecturer: The Effect of Competency and Motivation on Lecturer Performance

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Abstract:

Every higher education institution needs to focus on the performance of its lecturers if they want to develop and produce quality education. This research aims to determine the influence of competence and motivation on the performance of lecturers. This research uses a quantitative approach with a causal relationship research design. The population of this study is all lecturers of the Faculty of Education and Teacher Training, IAIN Syekh Nurjati Cirebon, amounting to 168 people. The sample for this study is 63 people. The research data collection instrument uses a questionnaire consisting of 38 statements to measure competence, motivation, and performance. The data analysis for this research uses path analysis with the help of the SPSS program. The results of this study indicate that the significance value of the correlation between competence and motivation is $0.00 < 0.05$, which means that there is a significant relationship between competence and motivation. Then, the results of the correlation testing between competence and motivation towards performance show that the F-value of the influence of competence and motivation on performance is 21.260 with a significance value of $0.00 < 0.05$, which means that competence and motivation simultaneously have a significant influence on lecturers' performance. Thus, competence and motivation support lecturers in achieving performance.

Keywords: *Competence, Motivation, Lecturer Performance*

Abstrak:

Setiap Perguruan Tinggi perlu fokus pada kinerja Dosen jika menginginkan Perguruan Tinggi berkembang dan menghasilkan mutu pendidikan yang berkualitas. Tujuan penelitian ini adalah untuk mengetahui pengaruh kompetensi dan motivasi terhadap kinerja Dosen. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian hubungan kausal. Populasi penelitian ini adalah seluruh Dosen Fakultas Ilmu Tarbiyah dan Keguruan, IAIN Syekh Nurjati Cirebon yang berjumlah 168 orang. Sampel penelitian ini sebanyak 63 orang. Instrumen pengumpul data penelitian ini menggunakan kuesioner sebanyak 38 item pernyataan untuk mengukur kompetensi, motivasi, dan kinerja. Analisis data penelitian ini menggunakan analisis jalur dengan bantuan program SPSS. Hasil penelitian ini menunjukkan bahwa nilai signifikansi korelasi antara kompetensi dan motivasi sebesar $0,00 < 0,05$ yang artinya terdapat hubungan yang signifikan antara kompetensi dan motivasi. Kemudian hasil pengujian korelasi antara kompetensi dan motivasi terhadap kinerja diketahui bahwa nilai Fhitung pengaruh kompetensi dan motivasi terhadap kinerja yaitu 21,260 dengan nilai

signifikansinya sebesar $0,00 < 0,05$ artinya kompetensi dan motivasi secara simultan berpengaruh signifikan terhadap kinerja dosen. Dengan demikian kompetensi dan motivasi menjadi pendukung bagi dosen untuk berprestasi.

Kata Kunci: *Kompetensi, Motivasi, Kinerja Dosen*

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INTRODUCTION

Higher education plays a crucial role in creating high-quality and competitive human resources. Lecturers are one of the main components of the higher education system, and their performance greatly influences the quality of education. Therefore, factors that affect lecturer performance must be well understood (Cowen, 2023; Herrmann & Rundshagen, 2020).

There are two factors believed to have a significant influence on lecturer performance, which are competence and work motivation. Competence refers to a lecturer's ability to master teaching materials and teaching methodology and interpersonal and communication skills with students. Competence plays a crucial role in supporting lecturer performance. With the inherent competence in an individual, it can be easier to accomplish tasks well (Blokker et al., 2019; Chen et al., 2019).

Understanding how a lecturer's competence in their job is crucial. Previous research has shown that competence is a dimension that can support a person's performance. Furthermore, the individual's competence can help career development (Ahmad & Imam, 2022; Alkhudary & Gardiner, 2021). This research is based on findings about various types of task competencies that have implications for motivating someone to perform their job well (Fernandez-Perez & Martin-Rojas, 2022; Kaufmann, 1979).

Regarding lecturer performance, several competencies must be mastered by a professional lecturer. This is stated in the provisions of the Indonesian Law No. 14 of 2005 concerning teachers and lecturers. To become a professional lecturer, one must have four competencies: pedagogical competence, personal or personality competence, social competence, and professional competence.

Meanwhile, work motivation is also an essential part that can support performance. Motivation is the drive or desire to work well and achieve desired goals (Szabó et al., 2023; Zhihang & Yueyue, 2021). Motivation can be used as a variable to understand a lecturer's performance comprehensively. Motivation is divided into two parts: internal and external (Rofifah et al., 2021). Internal motivation is based on the influence that arises from within an individual, while external motivation is the motivation that comes from outside the individual (Setiyati, 2014). Internal motivation, such as empathy between a leader and their subordinates, and empathy between colleagues, can build positive work motivation (Giurge & Woolley, 2022b; Oh & Roh, 2022).

In addition to the above explanation, a person's career motives must also be analyzed in this research topic because they can affect a lecturer's performance. Lecturer can perform their job well if what they obtain from their work aligns with their initial career motives. On the other hand, a person's

performance may be better if it meets their initial career expectations (Malik et al., 2022; Yong, 1995; Zhihang & Yueyue, 2021). Motivation plays a vital role because it triggers a person to act and do something (Goetz et al., 2006; Pekrun, 1992; Spector et al., 2014). In this case, a lecturer's motivation level can affect their performance. If a lecturer has high motivation, they can easily carry out their tasks (Gentry & Paulus, 2014; Jirakorn et al., 2015).

Previous research on motivation has explained that when an organization provides clear expectations about career advancement and ensures the basic needs of individuals are met, it can increase motivation to perform and encourage the development of competencies (Seibert et al., 2013; Srour et al., 2013; Akkermans et al., 2018). Furthermore, another reason that drives a lecturer to perform well is being aligned with their interest and aspirations of becoming a lecturer to develop their knowledge and learn from young students (Fray & Gore, 2018).

Based on this, to encourage individuals to perform well and increase their motivation, the basic needs of every individual need to be the focus of attention. In psychology, Abraham Maslow explains that several basic needs must be fulfilled, including physiological/biological, safety, love/belonging, esteem, and self-actualization (Azis et al., 2022). If an individual's basic needs are met, they will be motivated to perform their work well and maximally because they feel guilty if the results of their work do not meet expectations (Hidayat & Patras, 2022). Thus, a person will continue to strive to do their best for their organization (Bowling et al., 2004; Halbesleben & Wheeler, 2015). Similarly, a lecturer's performance can only be optimal if their motivation is high due to insufficient organizational or university support (Malik et al., 2022).

From the above description, work competence and motivation mutually influence each other in affecting the performance of lecturers. Lecturers with good competence and high work motivation tend to perform better in carrying out their tasks in higher education environments. In this regard, this research focuses on factors that influence the performance of lecturers. To measure performance, research will be conducted over an agreed period using precise measuring instruments (Armstrong, 2022).

This study focuses on examining the influence of competence and motivation on lecturer performance. Although studies on this topic have been conducted by previous researchers, such as (Suprihatin et al., 2022), which studied the effect of motivation and discipline on teachers' performance, the result showed that motivation and discipline influenced the performance of madrasah teachers. Then, the research conducted by (Ahmad & Imam, 2022) researched how competence and career rewards can improve performance. Furthermore, the study conducted by (Giurge & Woolley, 2022a; Watt et al., 2012; Yong, 1995) In td that intrinsic motivation to become a teacher is a dominant factor in driving individuals to perform their tasks and duties well. Although previous research has examined the influence of competence on performance and motivation on performance, a specific study on the effect of competence and motivation on the performance of lecturers has yet to be conducted, making this study significant.

In the context of education, lecturers are a critical factor affecting the quality of education and learning. Therefore, developing lecturer competencies and motivation is essential to improve lecturer performance in fulfilling academic and administrative tasks. Various motivation theories are used to analyze the influence of competencies and motivation on lecturer performance. This study uses the Expectancy, Self-Efficacy, and Competency Theories to analyze the influence of competencies and motivation on lecturer performance.

RESEARCH METHODS

This research aims to determine the influence of competency and motivation on the performance of lecturers. It employs a quantitative approach with a causal relationship research design. This study aims to establish a cause-and-effect relationship, where independent variables influence the dependent variable, which is the variable that is affected (Sugiyono, 2019).

The population of this study is all lecturers of the Faculty of Education and Teacher Training, IAIN Syekh Nurjati Cirebon, which consists of 168 lecturers. The sampling technique used in this study is probability sampling using proportional cluster sampling. The sample of this study consists of 63 lecturers, 69.8% male lecturers and 30.2% female lecturers. The educational qualification of the sample in this study is S-2 and S-3 education. The lecturers with S-2 education qualifications are 55.6%, and those with S-3 are 44.4%.

The data collection instrument for this research is a questionnaire consisting of 38 statements to measure the aspects of competence, motivation, and performance. The indicators for each aspect are detailed in the following Table 1.

Table 1. Competency

Competency	Motivation	Work Performance
Pedagogy	Existence	Quality
Personal	Relatedness	Quantity
Professional	Growth	Using time at work
Social		Collaboration

The data collection instrument in this study used a 38-item questionnaire to measure the aspects of competency, motivation, and performance. The indicators for each aspect are detailed in Table 1. The validation test for the research instrument has been conducted, and the result is valid and reliable. Therefore, the research instrument is suitable for use. The Likert scale is used as the research instrument in this study. The Likert scale measures the attitude, opinion, and perception of an individual or a group of people about social phenomena. Each item question in this study is answered using the Likert scale with values ranging from 1 to 5, with the descriptions ranging from strongly disagree to agree strongly. Technically, the research instrument was distributed via Google Forms to the Faculty of Islamic Education and Teacher Training research sample at IAIN Syekh Nurjati Cirebon. After the data for this research were collected, the data analysis was conducted.

This research data were analyzed using descriptive statistics and inferential statistics. The normality test was performed to determine whether the obtained data were normally distributed, followed by multicollinearity, heteroscedasticity, and path analysis tests. The SPSS version 26 for the Windows application program supported each statistical test stage.

RESULTS AND DISCUSSION

This section describes the results of the validity and reliability tests of the research instrument. The study used a questionnaire comprising 38 statement items to measure the aspects of competence, motivation, and performance distributed to 63 lecturers. The study's validity was analyzed using Cronbach Alpha with the help of SPSS version 26. The validity testing criteria is <0.03 , and the reliability testing criteria is Cronbach Alpha between 0.60-0.70; if it is <0.60 , it is considered unreliable.

The following presents the results of the validity and reliability tests for each variable in the study.

Table 2. Variable Validity Test (Competency)

Variable	Statement	r-Count	r-Table	Validity
Competence (N1)	N1.1	0,725	0,378	Yes
	N1.2	0,580	0,378	Yes
	N1.3	0,563	0,378	Yes
	N1.4	0,693	0,378	Yes
	N1.5	0,622	0,378	Yes
	N1.6	0,607	0,378	Yes
	N1.7	0,484	0,378	Yes
	N1.8	0,579	0,378	Yes
	N1.9	0,603	0,378	Yes
	N1.10	0,415	0,378	Yes
	N1.11	0,739	0,378	Yes
	N1.12	0,628	0,378	Yes

From the Table 2 above, it shows that the validity test for variable X1, which is teacher's competency, is valid. This is indicated by the value of r count $>$ r table. Therefore, out of the twelve statements in the competency variable are considered valid.

Table 3. Variable Validity Test (Motivation)

Variable	Statement	r-Count	r-Table	Validity
Motivation (N2)	N2.1	0,646	0,378	Yes
	N2.2	0,776	0,378	Yes
	N2.3	0,705	0,378	Yes
	N2.4	0,846	0,378	Yes
	N2.5	0,732	0,378	Yes
	N2.6	0,811	0,378	Yes
	N2.7	0,704	0,378	Yes
	N2.8	0,877	0,378	Yes
	N2.9	0,628	0,378	Yes
	N2.10	0,756	0,378	Yes
	N2.11	0,761	0,378	Yes
	N2.12	0,789	0,378	Yes

Table 3 shows that the validity test of variable X2 (motivation) is valid. This can be seen from the value of r count $>$ r table. Thus, twelve statements on the work motivation variable are considered valid. Furthermore, the validity test results for the lecturers' performance can be seen in the following table.

Table 4. Variable Validity Test (Work Performance)

Variable	Statement	r-Count	r-Table	Validity
Work performance (Q)	Q.1	0,776	0,378	Yes
	Q.2	0,698	0,378	Yes
	Q.3	0,721	0,378	Yes
	Q.4	0,771	0,378	Yes
	Q.5	0,685	0,378	Yes
	Q.6	0,759	0,378	Yes
	Q.7	0,681	0,378	Yes
	Q.8	0,730	0,378	Yes
	Q.9	0,580	0,378	Yes
	Q.10	0,677	0,378	Yes
	Q.11	0,676	0,378	Yes
	Q.12	0,795	0,378	Yes
	Q.13	0,757	0,378	Yes
	Q.14	0,742	0,378	Yes

From the table 4 above, it shows that the validity test results of variable Y regarding the performance of lecturers are considered valid. This is seen from the value of r count $>$ r table. Thus, as many as fourteen statements of the lecturer performance variable are declared valid because it meets the criterion that if r Table $>$ 0.03 it is considered valid.

Table 5. Variable Reliability Test

Variable	Cronbach's Alpha	N of Items	Reliability
Competence	0,810	12	Yes
Motivation	0,929	12	Yes
Work Performance	0,923	14	Yes

From Table 5, it is known that the results of the reliability test indicate that the questionnaire as a research instrument is considered reliable. This can be seen from the value of Cronbach's Alpha $>$ 0.7, which means that all questionnaires in this study are reliable or consistent, so they can be used as instruments in the study.

Based on the data analysis results, it is known that the respondents' statements in each variable tend to be in the good to very good category. This can be seen in the following table.

Table 6. The Response of Respondent to The Variable

Variable	Percent	Description
Competence	92%	Very good
Motivation	84%	Very good
Work performance	83%	Good

Based on table 6, it is known that the respondents' responses to the competency variable are in the very good category, which is 92%, the responses to the motivation variable are also in the very good category, which is 84%, and the respondents' responses to the performance of lecturers are in the good category, which is 83%. To determine the influence of competency and motivation on lecturer performance, inferential statistical analysis is carried out, but before that, a normality test needs to be performed as follows.

Table 7. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.54566243
Most Extreme Differences	Absolute	.101
	Positive	.068
	Negative	-.101
Test Statistic		.101
Asymp. Sig. (2-tailed)		.176 ^c

Based on table 7, it is known that the result of the normality test using the Kolmogorov-Smirnov test shows that the data is normally distributed. This can be seen from the standard deviation value of 4.545 and the obtained significance value of $0.176 > 0.05$. Thus, based on the decision-making criteria, the data is considered normally distributed.

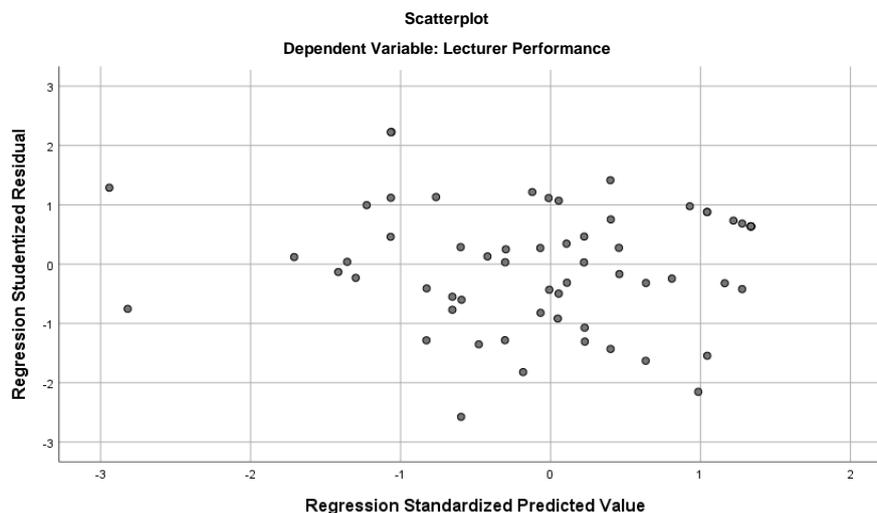


Figure 1. Heteroscedasticity Test

Based on the above heteroscedasticity test results, it can be concluded from the scatterplot graph in Figure 1 that there is no clear pattern and the points are scattered above and below the number 0, and they do not form a pattern. From this test result, it can be proven that there is no heteroscedasticity.

Table 8. Multikolinieritas Test

		Coefficients ^a					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	13.340	7.662		1.741	.087		
	Competence	.674	.140	.496	4.799	.000	.912	1.097
	Motivation	.223	.080	.289	2.791	.007	.912	1.097

a. Dependent Variable: Lecturer Performance

Based on Table 8, it can be seen that the tolerance value for the competency variable (X1) is 0.912, and for the motivation variable (X2) it is also 0.912. Meanwhile, the VIF value for the competency variable (X1) is 1.097 and the VIF value for the motivation variable is 0.197. These results indicate that the tolerance value for the variables is >10 and the VIF value is <10, which means that there is no multicollinearity problem in this study.

The correlation between Competence and Motivation

Before explaining the influence of competence and motivation on lecturers' performance, it is important to first understand the correlation between competence and motivation. The results of this correlation are presented in the following Table 9.

Table 9. The Correlation between Competence and Motivation

		Correlations	
		Competency	Motivation
Competence	Pearson Correlation	1	.297*
	Sig. (2-tailed)		.018
	N	63	63
Motivation	Pearson Correlation	.297*	1
	Sig. (2-tailed)	.018	
	N	63	63

*. Correlation is significant at the 0.05 level (2-tailed).

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.644 ^a	.415	.395	4.621

a. Predictors: (Constant), Motivation, Competency

b. Dependent Variable: Lecturer Performance

Based on Table 9, it is known that the significance value is 0.00, which indicates that there is a significant correlation between competency and motivation. In addition, there is a coefficient of determination (R Square value) of 0.415 which explains that competency and motivation influence the performance of lecturers. This is a positive sign and indicates that competency and motivation are positively related, meaning that as competency increases, motivation also increases. Therefore, the conclusion is that the correlation between competency and motivation is significant and positive.

The study shows a positive correlation between competence and work motivation. Lecturers with good competence, including teaching ability, expertise in their field, and interpersonal skills, tend to be more motivated to carry out teaching, research, and community service tasks. Looking at the findings, the competence variable obtained an average score of 92%, included in the outstanding category, with the highest score in this variable being on the statement that lecturers apply learning techniques that involve students in discussion and question-and-answer sessions. Furthermore, based on experience, the lecturers who were subjects of this study have been working as lecturers for 11-20 years. This aligns with the view that work experience influences performance (Judge & Robbins, 2017). On the contrary, less competent lecturers tend to be less motivated in carrying out these tasks.

Based on the previous study results, there is consistency in showing a positive correlation between competence and work motivation (Blokker et al., 2019; Suprihatin et al., 2022; Zhang et al., 2023). In a recent study conducted on lecturers of the Faculty of Education and Teaching Science at IAIN Syekh Nurjati Cirebon, the findings were consistent with previous studies. The study found a significant relationship between lecturer competence and motivation and that both competence and motivation had a significant simultaneous effect on lecturer performance.

The more competent someone is in their field, the greater the likelihood they will feel motivated to contribute more to their work (Collie, 2022). Lecturers with high competence will feel more confident and able to provide better teaching, so they will feel more satisfied with their work and feel compelled to contribute more to the development of science (Brouwer et al., 2022). In addition, the higher the work motivation of lecturers, the greater the likelihood of them improving their competence and skills in the academic field. Motivated lecturers learn and develop themselves in the academic field they pursue. Thus, the higher the work motivation of lecturers, the greater the likelihood of them becoming more competent and skilled in their work (Brouwer et al., 2022; Suryanto et al., 2022; Zhihang & Yueyue, 2022).

In conclusion, lecturers' competence and work motivation is interrelated and mutually influential. High competence can increase work motivation, and high work motivation can increase the competence of lecturers (Blokker et al., 2019; Giurge & Woolley, 2022a; Szabó et al., 2023). Therefore, educational institutions need to provide sufficient support to enhance lecturers' competence and work motivation to provide high-quality teaching and contribute to the development of science.

The Influence of Competence and Motivation on Lecturer Performance

In this section, we will test the influence of competence and motivation on the performance of lecturers, both simultaneously and partially. Based on the data analysis results, the path coefficients of each independent variable on lecturer performance in the Faculty of Islamic Education and Teacher Training at IAIN Syekh Nurjati Cirebon were obtained.

Table 10. Partial Test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	13.340	7.662		1.741	.087		
Competence	.674	.140	.496	4.799	.000	.912	1.097
Motivation	.223	.080	.289	2.791	.007	.912	1.097

a. Dependent Variable: Lecturer Performance

Based on table 10 above regarding the influence of competence and motivation on lecturer performance, it can be seen that there is a path coefficient on competence towards lecturer performance of 0.496 with a significance level of 0.000. This means that competence directly affects lecturer performance by 0.496. Meanwhile, the path coefficient of motivation towards lecturer performance is 0.289 with a significance level of 0.007. This means that motivation directly affects lecturer performance by 0.289.

Table 11. Simultaneous Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	907.875	2	453.938	21.260	.000 ^b
	Residual	1281.109	60	21.352		
	Total	2188.984	62			

a. Dependent Variable: work performance
b. Predictors: (Constant), Motivation, Competency

Based on Table 11 above, it can be seen that the calculated F-value for the influence of competence and motivation on the performance of lecturers is 21.260, with a significance value of 0.000. From the test results, it can be concluded that competence and motivation simultaneously significantly affect the performance of lecturers at the Faculty of Education and Teacher Training, IAIN Syekh Nurjati Cirebon. The research findings show that competence and motivation impact the performance of lecturers. The analysis and discussion about the influence of competence and work motivation on the performance of lecturers can be viewed from three perspectives: motivation theory, self-efficacy, and competence theory.

According to motivation theory, several factors influence the work motivation of lecturers and ultimately affect their performance. In motivation theory, internal factors such as drive, needs, desires, and individual interests influence a person's work motivation (Giurge & Woolley, 2022a; Oh & Roh, 2022; Szabó et al., 2023).

Based on the respondents' feedback on the motivation variable of 84%, which falls under the category of very good, it can be concluded that there is a strong sense of empathy, unified communication, and mutual support among the lecturers. In addition, the lecturer's career path is clear, their basic needs are met, and they are free to self-actualize. Consistent with these findings, research shows

that a supportive work environment can enhance individual motivation to perform well (Oktaviani & Putra, 2021).

The findings indicate that the lecturers have internal and external motivations to perform well. Internal motivation arises from within the lecturers to develop their competence and enjoy learning activities with students. Meanwhile, extrinsic motivation comes from external factors, such as a supportive environment for the professional development of lecturers (Deal et al., 2013; Fray & Gore, 2018; Rofifah et al., 2021).

Motivation significantly influences the performance of lecturers. This is because motivation plays a vital role in motivating someone to act and do something (Goetz et al., 2006; Pekrun, 1992; Spector et al., 2014). Another motivation for lecturers to perform well is career advancement. This is in line with previous research that states that lecturers can perform well if what they obtain from their work matches their initial career goals. Suppose the basic needs of the lecturers are met, and there is freedom and support from the university for career development. In that case, individuals can dedicate themselves to performing well. They will strive as much as possible for their institution because they have a sense of ownership towards the institution and feel a sense of gratitude (Giurge & Woolley, 2022a; Hidayat & Patras, 2022; Jamalia et al., 2022). That is right. Conversely, a person's performance can only become satisfactory if it meets their expectations (Malik et al., 2022; Yong, 1995; Zhihang & Yueyue, 2021).

Another factor that affects the work motivation of lecturers is the need for achievement and recognition. The motivation theory proposed by Maslow (Rojas et al., 2023) states that a hierarchy of physiological, safety, love, esteem, and self-actualization needs influences individual needs. The need for esteem and self-actualization can motivate lecturers to improve their performance. Work motivation is an important part that can support performance. Motivation is the drive or desire to work well and achieve desired goals (Szabó et al., 2023; Zhihang & Yueyue, 2021).

From the perspective of self-efficacy theory, it states that an individual's belief in their ability to perform a specific task or job also affects their work motivation (Sánchez-Cardona et al., 2012). Self-confidence is an individual's belief in their ability to achieve specific goals. Lecturers with high self-confidence will tend to be more motivated in their work and perform better (Jud et al., 2023; Yusof et al., 2014).

Related to the above, competence is vital in increasing lecturers' work motivation. Lecturers who have high competence in their field will be more motivated in their work and have better performance. Regarding lecturers' performance, several competencies must be mastered by professional lecturers. This is stipulated in the provisions of Indonesian Law No. 14 of 2005 concerning teachers and lecturers. To become a professional lecturer, one must have four competencies: pedagogical competence, personal or personality competence, social competence, and professional competence.

On the other hand, the competence theory states that an individual's ability and skills in performing specific tasks or jobs significantly affect their

performance. The competencies possessed by a lecturer can make it easier for them to carry out their work effectively. Thus, it is essential for lecturers to continually improve and develop their competencies to enhance their work performance and job satisfaction (Blokker et al., 2019; Chen et al., 2019). This aligns with the notion that competence is a dimension that can support performance and career development (Ahmad & Imam, 2022; Alkhudary & Gardiner, 2021).

From the above description, competencies and motivation influence the performance of lecturers. This is in line with previous research that has shown that both motivation and competencies have a significant impact on individual career performance (Suprihatin, Rachmawati, Sasongko, Ma'arif, & Khadafi Kader, 2022; Ahmad & Imam, 2022; Giurge & Woolley, 2022; Watt et al., 2012; Yong, 1995).

CONCLUSION

Based on the research findings and discussions previously conducted regarding the influence of competence and motivation on the performance of lecturers in the Faculty of Education and Teaching Science at IAIN Syekh Nurjati Cirebon, it can be concluded that the competence and motivation of lecturers are categorized as very good. Meanwhile, the performance of lecturers is categorized as good. Furthermore, the research findings indicate that the influence of competence and motivation on performance, seen partially, has a significant effect, as shown by the significance value of the influence of competence and motivation on performance of <0.05 , which means it has a significant effect. Moreover, the data analysis shows that competence and motivation simultaneously significantly affect lecturer performance by 41.5%.

This research has important implications and contributions to higher education development, as it provides a better understanding of the importance of improving the competence and motivation of lecturers to enhance the quality of education. The research findings can also contribute to the development of research in the field of higher education development, especially in terms of improving lecturer performance. Additionally, the research results can provide recommendations for higher education policies, such as providing incentives and awards to lecturers with high competence and motivation to encourage the improvement of education quality.

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