

# Explaining Gender in Moderating the Effect of Competency, Work Discipline and Job Satisfaction on Lecturer Performance

Aeni Fauziyah Wulandari<sup>1</sup>, Alex Winarno<sup>2</sup>, Bachruddin Saleh Luturlean<sup>3</sup>,  
Farihin Nur<sup>4</sup>

<sup>1,2,3</sup>Business Administration Department, Universitas Telkom, Bandung, West Java, Indonesia

<sup>4</sup>Islamic Educational Management Department, Institut Agama Islam Negeri Syekh Nurjati Cirebon, West Java, Indonesia

Email: aenifauziyah5@gmail.com<sup>1</sup>, winarno@telkomuniversity.ac.id<sup>2</sup>,  
bachruddinsaleh@telkomuniversity.ac.id<sup>3</sup>, farihinnur4@gmail.com<sup>4</sup>

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## Abstract:

Every educational institution certainly wants qualified teaching staff or lecturers to carry out the tri-dharma of higher education, which is an obligation for lecturers. This study aimed to determine the effect of competence, work discipline and job satisfaction on lecturer performance with gender as a moderating variable. This study used a quantitative approach with a descriptive causal research type. The population of this study consisted of lecturers of IAIN Sheikh Nurjati Cirebon, which amounted to 256 lecturers. The sample of this study was 156 lecturers. This research data collection instrument used a questionnaire of 58 statement items to measure competence, work discipline, job satisfaction and employee performance – data analysis of this study using moderated linear regression analysis with the help of the SPSS 26 program. Hasil penelitian ini menunjukkan bahwa secara parsial kompetensi, disiplin kerja dan kepuasan kerja berpengaruh signifikan terhadap kinerja pegawai. Gender memoderasi pengaruh kompetensi, disiplin kerja dan kepuasan kerja terhadap kinerja pegawai. Dengan demikian kompetensi, disiplin kerja dan kepuasan kerja menjadi pendukung bagi pegawai memiliki kinerja yang baik.

**Keywords:** *Competency, Work Discipline, Job Satisfaction, Lecturer Performance, Gender*

## Abstrak:

Setiap lembaga pendidikan tentunya menginginkan tenaga pengajar atau dosen yang berkualitas untuk melaksanakan tridharma perguruan tinggi yang wajib dimiliki oleh dosen. Penelitian ini bertujuan untuk mengetahui pengaruh kompetensi, disiplin kerja dan kepuasan kerja terhadap kinerja dosen dengan gender sebagai variabel moderasi. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian deskriptif kausal. Populasi penelitian ini adalah seluruh dosen IAIN Syekh Nurjati Cirebon yang berjumlah 256 dosen. Sampel penelitian ini adalah 156 dosen. Instrumen pengumpulan data penelitian ini menggunakan kuesioner sebanyak 58 item pernyataan untuk mengukur kompetensi, disiplin kerja, kepuasan kerja dan kinerja karyawan. Analisis data penelitian ini menggunakan analisis regresi yang dimoderasi dengan bantuan program SPSS 26. Hasil penelitian ini menunjukkan bahwa secara parsial kompetensi, disiplin kerja dan kepuasan kerja berpengaruh signifikan terhadap kinerja dosen. Gender memoderasi pengaruh kompetensi, disiplin kerja dan kepuasan kerja terhadap kinerja dosen. Dengan demikian, kompetensi, disiplin kerja, dan kepuasan kerja mendukung dosen dalam mencapai kinerja yang baik.

**Kata Kunci:** *Kompetensi, Disiplin Kerja, Kepuasan Kerja, Kinerja Dosen, Gender*

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## INTRODUCTION

In the era of globalisation and rapid development of technology, the education sector is one of the essential pillars in building superior human resources (Li, 2020; Ammirato et al., 2023; Norman et al., 2024). As a higher education institution, higher education has a strategic role in producing quality graduates who can compete nationally and internationally (Rosyidah & Rosyidi, 2020; Mohamed Hashim et al., 2022; Diana, 2023). One indicator of the success of universities is the performance of their employees, especially lecturers, who contribute directly to the quality of education and research (Uslu, 2020; Budiharso & Tarman, 2020; Rusdi et al., 2022).

In higher education, lecturer performance is crucial in determining the quality of education students receive (Elumalai et al., 2021; de Matos Pedro et al., 2022; Wijaya & Khoir, 2022). Optimal lecturer performance impacts the learning process and improves the educational institution's reputation (Suwatno & Priansa, 2011; Sutrisno, 2017; Jamali et al., 2022). However, understanding the factors that affect lecturer performance is a complex matter, considering the complexity of the work environment and the variables that play a role in it (Wirawan, 2009; Wibowo, 2014; Sunyoto, 2015).

Competence, work discipline, and job satisfaction are often cited as the main determinants of a lecturer's performance (Sudarmanto, 2014). Competence includes the abilities and skills lecturers possess in carrying out academic tasks. At the same time, work discipline is related to the discipline and consistency of lecturers in carrying out their responsibilities (Wibowo, 2011). On the other hand, satisfaction refers to the extent to which lecturers feel satisfied with their work, which can affect their motivation and productivity (Wahjono, 2010).

This research focuses on employee performance problems at IAIN Syekh Nurjati Cirebon. Based on initial observations, it was found that there are differences in performance between male and female employees that can be related to factors of competence, work discipline, and job satisfaction. In addition, no research has examined the influence of gender as a moderation variable in the relationship between competence, work discipline, and job satisfaction on employee performance within IAIN Syekh Nurjati Cirebon.

Previous research by Rahmadiani and Edi Jusriadi (2018) examined the influence of competence, work discipline, and job satisfaction on employee performance and found that these three variables had a significant effect. Furthermore, research conducted by Tiolina Fernanda, Agita Karina, Shindu Bayrewi, and Rafida Khairani (2021) also supports these findings, showing that competence, work discipline, and job satisfaction have a positive influence on employee performance. Angles Williams, Purnama Yanti, Vina Prenita, and Melinawaty Lumban (2020) assert that competence, work discipline, and job satisfaction significantly affect employee performance. Sarmijan, Tiarapuspa, and Ikhsan HS (2022) found that gender moderates the effect of work from home, work-life balance, and compensation on employee performance. Another study by

Ni Made Satya, I Ketut Setia, Imade Purba, and Ni Putu Nisriani (2020) also shows the significant role of gender as a moderation variable in organisational commitment and employee performance. Cynthia Aulia and Yustina Erti (2023) found that work-life balance and quality of work-life have a positive effect on employee performance, with gender as a moderation variable. Based on these studies, it can be concluded that although many studies have examined the effect of competence, work discipline, and job satisfaction on employee performance, no one has specifically examined gender roles as a moderation variable in this context at IAIN Syekh Nurjati Cirebon.

Although studies on the influence of competence, work discipline, and job satisfaction on employee performance have been conducted, research that examines gender roles as a moderation variable in this relationship has never been conducted at IAIN Syekh Nurjati Cirebon. This research gap provides an opportunity to explore further how gender moderates the influence of these factors on employee performance.

Although studies on the effect of competence, work discipline and job satisfaction on performance have been studied by researchers before, research that examines specifically the effect of competence, work discipline and job satisfaction on employee performance with gender as a moderation variable has never been studied, so this research is essential. In addition, this study offers novelty by examining gender roles as moderation variables in the relationship between competence, work discipline, and job satisfaction on employee performance in higher education. This approach has yet to be widely researched, thus making new contributions to human resource management and higher education literature. The novelty of this research lies in the in-depth exploration of how gender can affect the dynamics of employee performance in the academic environment, especially at IAIN Syekh Nurjati Cirebon. The results of this research can then be used as a reference in the development of higher education.

This study analyses the influence of competence, work discipline, and job satisfaction on employee performance at IAIN Syekh Nurjati Cirebon. It also aims to examine gender roles as a moderation variable in the relationship between competence, work discipline, and job satisfaction and employee performance. Thus, the results of this study are expected to provide strategic recommendations for the development of human resources in universities, significantly improving employee performance by considering gender aspects.

## RESEARCH METHODS

This study uses a quantitative approach with causal descriptive research to examine the influence of competence, work discipline, and job satisfaction on lecturer performance with gender as a moderation variable (Sugiyono, 2014; Sugiyono, 2019). This type of research is suitable for use because it aims to identify cause-and-effect relationships between the variables studied. The independent variables in this study are competence, work discipline, and job satisfaction, while the dependent variable is lecturer performance. Gender is a moderation variable that can affect the strength of the relationship between independent and dependent variables (Umar, 2019).

Research data was collected from all IAIN lecturers, Syekh Nurjati Cirebon, totalling 266 people. The sampling technique used was probability sampling with the proportionate stratified sampling method, resulting in a sample of 156 lecturers. The study sample demographics include gender, age, education level, and length of service. The data collection instrument is a questionnaire with 58 statement items designed to measure competence, work discipline, job satisfaction, and lecturer performance. This questionnaire uses a Likert scale with a range of values from 1 to 5, from strongly disagree to agree strongly. The research instrument has been tested for validity and reliability, and the results show that it is worth using. The questionnaires were distributed through Google Forms to all respondents selected as samples (Trisliatanto, 2020).

The collected data was analysed using descriptive and inferential statistics. Data analysis begins with a normality test to ensure data distribution. Next, multicollinearity and heteroscedasticity tests were performed to test the classical regression assumption. The moderation linear regression test was used to identify the effect of gender moderation variables in the relationship between competence, work discipline, and job satisfaction on lecturer performance. The entire data analysis process is carried out with the help of the SPSS program version 26 for Windows. Regression is designed to determine how much gender variables moderate the relationship between independent and dependent variables (Sunyoto, 2015).

## RESULTS AND DISCUSSIONS

This section explains the results of this research instrument's validity and reliability test. This study used a questionnaire of 58 statement items to measure aspects of competence, work discipline, job satisfaction and lecturer performance, distributed to 156 lecturers. The validity test of this study was analysed using Cronbach Alpha with the help of SPSS version 26. This validity test criterion is if  $<0.05$  is declared invalid, while the reliability test criterion is if Cronbach Alpha is  $0.60-0.70$ , then it is accepted, but if  $<0.7$  is declared unreliable.

The following are the results of validity tests, which can be seen in Tables 3, 4, 5, and 6, and reliability tests, which can be seen in Table 7, on each research variable.

**Table. 1 Variable Validity Test (Competency)**

Variable	Statement	r-Count	r-Table	Description
Competency (X1)	X1.1	0,593	0,1322	Valid
	X1.2	0,786	0,1322	Valid
	X1.3	0,795	0,1322	Valid
	X1.4	0,657	0,1322	Valid
	X1.5	0,610	0,1322	Valid
	X1.6	0,527	0,1322	Valid
	X1.7	0,776	0,1322	Valid
	X1.8	0,785	0,1322	Valid
	X1.9	0,753	0,1322	Valid
	X1.10	0,532	0,1322	Valid
	X1.11	0,686	0,1322	Valid
	X1.12	0,755	0,1322	Valid

X1.13	0,771	0,1322	Valid
X1.14	0,660	0,1322	Valid
X1.15	0,680	0,1322	Valid

Table 1 above shows that the validity test of variable X1, namely the competence of lecturers, is declared valid. This can be seen from the value of  $r$  count  $>$   $r$  table. Thus, as many as fifteen statements on the competency variable are declared valid.

**Table 2. Variable Validity Test (Work Discipline)**

Variable	Statement	r-Count	r-Table	Description
Work discipline (X2)	X2.1	0,444	0,1322	Valid
	X2.2	0,560	0,1322	Valid
	X2.3	0,546	0,1322	Valid
	X2.4	0,713	0,1322	Valid
	X2.5	0,761	0,1322	Valid
	X2.6	0,666	0,1322	Valid
	X2.7	0,693	0,1322	Valid
	X2.8	0,647	0,1322	Valid
	X2.9	0,679	0,1322	Valid
	X2.10	0,657	0,1322	Valid
	X2.11	0,485	0,1322	Valid
	X2.12	0,592	0,1322	Valid
	X2.13	0,694	0,1322	Valid
	X2.14	0,691	0,1322	Valid
	X2.15	0,533	0,1322	Valid
	X2.16	0,576	0,1322	Valid

Table 2 above shows that the validity test of variable X2 work discipline is declared valid. From the value  $r$ , calculate  $>$   $r$  table. Thus, as many as sixteen statements of labour discipline variables were declared valid. Furthermore, the job satisfaction validity test results can be seen in the following table.

**Table 3. Variable Validity Test (Job Satisfaction)**

Variable	Statement	r-Count	r-Table	Description
Job satisfaction (X3)	X3.1	0,444	0,1322	Valid
	X3.2	0,485	0,1322	Valid
	X3.3	0,506	0,1322	Valid
	X3.4	0,627	0,1322	Valid
	X3.5	0,773	0,1322	Valid
	X3.6	0,774	0,1322	Valid
	X3.7	0,718	0,1322	Valid
	X3.8	0,773	0,1322	Valid
	X3.9	0,732	0,1322	Valid
	X3.10	0,706	0,1322	Valid
	X3.11	0,547	0,1322	Valid
	X3.12	0,636	0,1322	Valid
	X3.13	0,656	0,1322	Valid

Table 3 above shows that the X3 job satisfaction validity test is valid. This can be seen from the value of  $r$  count  $>$   $r$  table. Thus, as many as thirteen statements of job satisfaction variables were declared valid.

**Table 4. Variable Validity Test (Lecturer Performance)**

Variable	Statement	r-Count	r-Table	Description
Lecturer performance (Y)	Y.1	0,651	0,1322	Valid
	Y.2	0,830	0,1322	Valid
	Y.3	0,804	0,1322	Valid
	Y.4	0,713	0,1322	Valid
	Y.5	0,685	0,1322	Valid
	Y.6	0,595	0,1322	Valid
	Y.7	0,812	0,1322	Valid
	Y.8	0,832	0,1322	Valid
	Y.9	0,761	0,1322	Valid
	Y.10	0,634	0,1322	Valid
	Y.11	0,796	0,1322	Valid
	Y.12	0,756	0,1322	Valid
	Y.13	0,651	0,1322	Valid
	Y.14	0,767	0,1322	Valid
	Y.15	0,698	0,1322	Valid

Table 4 above shows that the validity test Y of lecturer performance is valid. This can be seen from the value of r count > r table. Thus, as many as fourteen statements of lecturer performance variables are declared valid because they match the criteria if rTable>0.235 is declared valid.

**Table. 5 Variable reliability test**

Variable	Cronbach's Alpha	N of Items	Description
Competence	0,916	15	Reliable
Work discipline	0,893	16	Reliable
Job satisfaction	0,885	13	Reliable
Lecturer Performance	0,932	14	Reliable

Table 5 shows that the reliability test results declare the questionnaire a reliable research instrument. This is known from Cronbach's Alpha value>0.7, which means that all questionnaires in this study are reliable or consistent and can be used as instruments in research. The results of data analysis show that respondents' statements in each variable are in the categories of good, quite good, and very good. This can be seen in Table 8 below.

**Table 6. The response of respondents to the variable**

Variable	Per cent	Description
Competency	90%	Very good
Work discipline	90%	Very good
Job satisfaction	89%	Very good
Lecturer performance	88%	Very good

Based on Table 6, it is known that respondents' responses to competency variables are included in the outstanding category, which is 90%, and responses to work discipline variables are also included in the outstanding category, which is 90%. Respondents' responses to job satisfaction are included in the outstanding category, which is 89%, and respondents' responses to lecturer performance are included in the outstanding category, 88%. An inferential statistical analysis

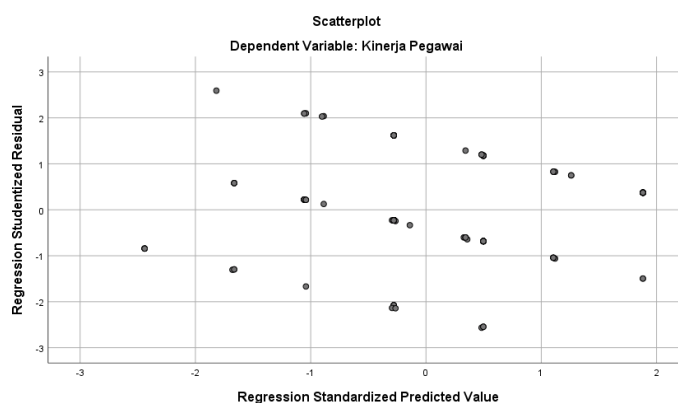


determined how competence, work discipline, and job satisfaction influence lecturer performance. However, previously, it was necessary to conduct a normality test, as seen in Table 7.

**Table 7 Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardised Residual
N		72
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	6.31029972
Most Extreme Differences	Absolute	.070
	Positive	.035
	Negative	-.070
Test Statistic		.070
Asymp. Sig. (2-tailed)		.062 <sup>c</sup>

Table 7 shows that the normality test results using the Kolmogorov-Smirnov test are normally distributed data. This can be seen from the significance value obtained, which is  $0.062 > 0.05$ . Thus, based on the decision-making criteria, the data is usually distributed.



**Figure 1. Heteroskedasticity Test**

Based on the results of the heteroskedasticity test above, in Figure 1, it can be concluded that the *scatterplot* graph results have no apparent pattern, and the points spread above and below the number 0 also do not form a pattern. Thus, it can be proven that heteroskedasticity does not occur.

**Table 8. Multikolinearitas Test**

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	(Constant)	1.419	.392				3.617
Competence	.243	.077	.241	3.152	.002	.841	1.189
Work Discipline	.195	.117	.170	1.659	.099	.466	2.145
Job Satisfaction	.238	.105	.224	2.281	.024	.512	1.954

a. Dependent Variable: Lecturer Performance

In Table 8, it can be seen that the tolerance value of the competency variable (X1) is 0.841, the *tolerance* value of the work discipline variable (X2) is 0.466, and the *tolerance* value of the job satisfaction variable (X3) is 0.512. As for the VIF value of the competency variable (x1) of 1.189, the VIF value of the work discipline variable is 2.145, and the VIF value of the job satisfaction variable (Y) is 1.954. The results showed that the tolerance value of the variable > 10 VIF values < 10 showed no multicollinearity problems in this study.

**Table 9. Results of Moderated Regression Analysis Test**

		Coefficients				
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.813	.720		3.906	.000
	Competence	-.075	.125	-.074	-.596	.552
	Work Discipline	.582	.199	.509	2.923	.004
	Job Satisfaction	-.187	.162	-.175	-1.154	.250
	Gender	-1.883	.845	-1.409	-2.228	.027
	CompetenceGender	.459	.155	1.497	2.966	.004
	Discipline WorkGender	-.638	.242	-2.044	-2.639	.009
	Satisfaction work gender	.661	.206	2.100	3.215	.002

a. Dependent Variable: Lecturer Performance

Based on the data in Table 11, the  $\alpha$  value is 2.813. The value of the regression coefficient ( $\beta_1$ ) for the competency variable was 0.075, for work discipline ( $\beta_2$ ) was 0.582, and for job satisfaction ( $\beta_3$ ) was 0.187. The regression coefficient value ( $\beta_4$ ) for the moderating variable between competence, work discipline, and job satisfaction on lecturer performance was 1.883. In addition, the value of the regression coefficient ( $\beta_5$ ) for the moderating variable against competence was 0.459, against work discipline was 0.638 ( $\beta_6$ ), and against job satisfaction was 0.661 ( $\beta_7$ ).

The significance of gender moderation on each variable suggests that gender can amplify the influence on lecturer performance. For competence, a significance value of 0.004 indicates that gender strengthens the influence of competence on lecturer performance. In the work discipline variable, a significance value of 0.009 also shows that gender strengthens the influence of work discipline on lecturer performance. Similarly, the job satisfaction variable, with a significance value of 0.002, shows that gender strengthens the influence of job satisfaction on lecturer performance. Thus, gender is proven to have a significant role in moderating the relationship between competence, work discipline, and job satisfaction on lecturer performance.

**Table 10. Model Conformity Test Results (Test F)**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.183	3	5.061	17.158	.000 <sup>b</sup>
	Residual	44.836	152	.295		
	Total	60.019	155			

a. Dependent Variable: Lecturer Performance

b. Predictors: (Constant), Job Satisfaction, Competence, Work Discipline



The calculated result F is 17.158 while the table F ( $\alpha = 0.05$ ; df regression = 3; df residual = 152) is 2.66. The result means that F count > F table (17.158 > 2.66). With a significance value of  $0.000 < 0.05$ , the results show that  $H_a$  is accepted and  $H_o$  is rejected, where simultaneously, there is a positive and significant influence between competence, work discipline, and job satisfaction on the performance of IAIN lecturer Syekh Nurjati Cirebon.

**Table 11. T Test Results**

Model	Coefficients					
	Unstandardised Coefficients		Standardised Coefficients		Sig.	
	B	Std. Error	Beta	t		
1	(Constant)	1.419	.392		3.617	.000
	Competence	.243	.077	.241	3.152	.002
	Work Discipline	.195	.117	.170	1.659	.099
	Job Satisfaction	.238	.105	.224	2.281	.024

a. Dependent Variable: Lecturer Performance

Analysis of the t-test results shows that the competency variable (X1) has a calculated value of 3.152, greater than the table of 1.655, and a significance value of 0.002, smaller than 0.05. This shows that partially, the competency variable (X1) has a significant effect on the lecturer performance variable (Y). For the work discipline variable (X2), the calculated value of 1.659 is slightly greater than the table of 1.655, but the significance value of 0.099 is greater than 0.05. Based on these results, partially, the work discipline variable (X2) does not have a significant effect on the lecturer performance variable (Y). The job satisfaction variable (X3) has a calculated value of 2.281, greater than the table of 1.655, and a significance value of 0.024, smaller than 0.05. This shows that partially, the job satisfaction variable (X3) has a significant effect on the lecturer performance variable (Y).

**Table 12. Test results of Coefficient of Determination ( $r^2$ )**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503 <sup>a</sup>	.253	.238	.543

a. Predictors: (Constant), Job Satisfaction, Competence, Work Discipline  
b. Dependent Variable: Lecturer Performance

Based on the results of Table 12 above, the coefficient of determination (R) is 0.503, and the value of the coefficient of determination R square ( $R^2$ ) is 0.253. So, the coefficient of determination of 25.3% shows that the influence of the independent variables of competence, work discipline, and job satisfaction on the dependent variable of lecturer performance is 25.3%. In contrast, the rest is influenced by other variables not studied in this study.

### Performance Analysis of IAIN Lecturer Syekh Nurjati Cirebon

The questionnaire results obtained have different answer results. The average number of respondents' response scores on lecturer performance variables is 90%, which is in the outstanding category. The results of the six dimensions found that the highest number of scores was the indicator with the highest

percentage of 94%, namely in the thirteenth indicator with a statement that lecturers could communicate with workers. The lowest percentage result was 84% in the sixth category, with a statement that lecturers could complete work on time.

### **Competency Analysis at IAIN Lecturer Syekh Nurjati Cirebon**

The results of the questionnaire obtained have different answer results. The average number of respondents' response scores on competency variables is 90%, which is in the outstanding category. The results of the five dimensions found that the highest number of scores was the indicator with the highest percentage of 94%, namely the first indicator with a statement that the lecturer constantly assesses my mental readiness at work. Then, the second largest percentage, 94%, is in the ninth indicator, with a statement that lecturers view work as a mandatory thing to complete. The third largest percentage, 94%, is in the thirteenth indicator, with a statement that lecturers' knowledge can be applied by employees in their work. The fourth most significant percentage, 94%, is in the fourteenth indicator, with the statement that lecturers are always looking for new ways of working. Meanwhile, the lowest percentage, 80%, is in the sixth indicator, with a statement that lecturers view success in work as the result of their efforts.

### **Work Discipline Analysis at IAIN Lecturer Syekh Nurjati Cirebon**

The results of the questionnaire obtained have different answer results. The average number of respondents' response scores on the work discipline variable is 89%, which is in the outstanding category. The results of the eight dimensions found that the highest number of scores was the indicator with the highest percentage of 97%, namely in the first indicator with a statement that a clear organisational goal fosters a sense of lecturer discipline. In addition, the highest percentage, 94%, is in the second indicator with a statement that lecturers are always willing to work hard to achieve organisational goals. The weakness of the questionnaire results in implementing lecturer work discipline, namely with a percentage of 80%, namely in the sixth indicator with a statement that the allowance or salary provided by the organisation is by the work provided.

### **Analysis of Job Satisfaction at IAIN Lecturer Syekh Nurjati Cirebon**

The results of the questionnaire obtained have different answer results. The average number of respondents' response scores on the job satisfaction variable is 88%, which is in the outstanding category. That is, there is excellent job satisfaction in lecturers. The results of the six dimensions found that the highest number of scores was the indicator with the highest percentage of 97%, namely in the first indicator with the statement that completing work with the lecturer's skills gave a sense of satisfaction. In addition, the highest percentage, 95%, is in the second indicator, with a statement that the results of the work carried out by lecturers responsibly cause satisfaction. The weakness of the questionnaire results in the implementation of lecturer job satisfaction, namely with a percentage of 78%, namely in the fifth indicator with a statement that lecturers are satisfied with the salary the organisation has given, just like similar organisations.

Discussion of the results of this study shows that competence and job satisfaction significantly influence lecturer performance, while work discipline does not. This result is in line with the findings of Sari and Mustofa (2020) in the

International Journal of Higher Education," which states that lecturer competence plays a vital role in improving academic performance. However, these results contradict a study by Abdullah et al. (2020) in the "Journal of Educational Management," which found that work discipline significantly influences lecturer performance in Malaysian universities. In contrast, research conducted by Lee et al. (2021) in the "Journal of Human Resource Development" supports the findings of this study by showing that job satisfaction is a crucial factor affecting the performance of lecturers in higher education institutions in South Korea. In addition, this study identified gender roles as moderation variables that amplify the influence of competence and job satisfaction on lecturer performance but are not significant for work discipline. These findings align with a study by Zhang and Li (2020) in "Gender in Management: An International Journal," which highlights that gender can influence the effectiveness of various work factors on employee performance. Thus, the results of this study add new evidence to the literature that underscores the importance of considering gender factors in lecturer performance management.

This research makes a significant contribution to the field of education management in several important ways. First, this study enriches the literature on factors that affect lecturer performance, focusing on competence, work discipline, and job satisfaction. The finding that competence and job satisfaction significantly influence lecturer performance emphasises the importance of professional development and lecturer welfare in improving the quality of education. Second, this study reveals gender roles as moderation variables that strengthen the influence of competence and job satisfaction on lecturer performance. This provides new insights that lecturer development policies should consider gender factors to ensure their effectiveness. Third, the results of this research can be a reference for decision-makers in higher education institutions in designing training and development programs that are more targeted and inclusive in order to improve the overall performance of lecturers. In addition, the findings can also be used as a basis for follow-up research that explores other factors that might influence lecturer performance, as well as interactions between those variables in a broader context.

## CONCLUSION

Based on the results of research data analysis, competence affects the performance of lecturers. This means that lecturers with a high level of education expertise can improve performance with no errors and delays in carrying out responsibilities for their duties. Work discipline affects the performance of lecturers. This is because lecturers who have work discipline, such as always being present and punctual at work and complying with the rules that apply in the company, will improve the performance of lecturers. Job satisfaction affects the performance of lecturers. With lecturers feeling satisfied at work, they will be able to improve their performance of these lecturers, such as salaries that are responsibilities, the right to speak, and having facilities and workspaces that support work. Gender can partially and simultaneously moderate the influence of competence, work discipline and job satisfaction on lecturer performance.

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