

Educational and Teaching Performance of Educators at the Faculty of Economics and Business, Manado State University (UNIMA): Analysis of Professional Competence and Motivation

Anas Romzy Hibrida¹, Tinneke Evie Meggy Sumual²

Universitas Negeri Manado^{1,2}

Kampus Unima, Tonsaru, Kec. Tondano Sel., Kabupaten Minahasa, Sulawesi Utara
95618 Indonesia

Correspondence Email: anashibrida@unima.ac.id

ORCID ID: <https://orcid.org/0000-0002-0380-2135>

ARTICLE INFORMATION

Publication information

Research article

HOW TO CITE

Hibrida, A. R., Sumual, T. E. M. (2022). Educational and Teaching Performance of Educators at the Faculty of Economics and Business, Manado State University (UNIMA): Analysis of Professional Competence and Motivation, *Journal of International Conference Proceedings*, 5(2), 64-75.

DOI:

<https://doi.org/10.32535/jicp.v5i2.1671>

Copyright©2022 owned by Author(s).
Published by JICP



This is an open-access article.
License: Attribution-Noncommercial-Share Alike (CC BY-NC-SA)

Received: 3 July 2022
Accepted: 15 July 2022
Published: 25 July 2022

ABSTRACT

The quality of human resources in Indonesia is closely related to the quality of education, therefore higher education as one of the types of formal education plays an important role in realizing this. Education and teaching in universities during the Covid-19 Pandemic became a challenge in itself because there were various problems that affected the performance of educational personnel. The purpose of this study is to analyze the influence of professional competence and motivation on the educational and teaching performance of educators at the Faculty of Economics, Manado State University (FEB UNIMA) during the Covid-19 pandemic. This type of quantitative research takes data netted with a questionnaire of 40 educators who are willing to fill out the questionnaire. The results of this study show that there is a significant influence between the variables of professional ability and motivation on the educational and teaching performance of educators at FEB UNIMA during the pandemic. This study concludes that the improvement of research and teaching performance of educators is determined by professional ability and motivation. The results of this study recommend to educators to continue to improve professional abilities and work motivation so as to contribute more to improving their performance.

Keywords: Professional Competence, Motivation, Educational and Teaching Performance, Educators, Covid 19 Pandemic

INTRODUCTION

One of the indicators of the progress of the Indonesian nation is the quality of human resources. The quality of Indonesia's human resources depends on the quality of Indonesian education. The higher the quality of education in Indonesia, the higher the quality of human resources produced. College plays an important role alongside primary education. As an institution, universities organize higher education to continue education organized by elementary schools, junior high schools, and high schools in Indonesia. Universities are expected to produce graduates who are competent and competitive at the national and international levels so as to improve the ranking of Indonesia's Human Development Index (HDI). The world of education has a major function in this context. First, the commitment to provide high quality and discipline to graduates, and to be a dynamicator, innovator and motivator of the nation's culture. Second, the world of education, especially universities, has an obligation to provide graduates who are willing to work while having the opportunity to create jobs (Nento, 2018).

The implementation of education in Indonesia is also a task and obligation that must be carried out by all Indonesian people because it is the goal of the establishment of the Indonesian state, namely educating the nation's life. Education and teaching carried out by educators at the tertiary level have an influence on progress in the education sector. Although at this time it is still in a new stage of habituation in teaching caused by pandemic conditions. At this time, the world of education is getting an exam in the form of a Covid pandemic which causes face-to-face meetings to be limited and replaced with the use of *media conferences* or the use of digital technology (Lina Saparlina Andriani, 2021). This is a serious threat to education in Indonesia if educators as educators do not have the ability to carry out their obligations in carrying out learning. This reduces the quality of higher education. The use of digital technology is certainly related to the skills of educators, especially their professional skills. Law Number 14 of 2005 concerning Teachers and Educators Article 1 (1) states that educators are professional educators whose main functions are education, teaching, guidance, training, evaluation, and assessment of students. (DPR RI, 2005)

If the educator has professional abilities, the educator can be called an expert. So competence is a key factor in achieving organizational goals (Syahrum et al., 2016). According to (Dewan Perwakilan Rakyat Indonesia, 2008), competence is a combination of knowledge (thinking ability), attitude (mental strength), and ability (physical strength), in the form of actions that must be done by educators as teachers to perform their professional duties. Professional competence is shown by how educators carry out the work principles and obligations of educators that must be fulfilled in the workload of educators (BKD). Communicating the delivery of learning materials well to students requires the accuracy of learning process strategies. Educators must also be honest, interactive, communicative and disciplined. Professional competence is the ability of an educator to master natural sciences, techniques, and cultural studies with a minimum mastery of detailed lecture materials in order to meet the achievement criteria for graduates of the course. So, qualified educators are those who are able to maximize the task of the Tri Dharma of Higher Education, especially in the fields of education and teaching. Competence will lead performance in a better direction (Jeffrey & Author, 2017)

In addition to technical abilities, educators must also be motivated to encourage their competence. Motivated educators will strive to maintain and develop the quality of their work to achieve the expected goals and focus on work priorities. According to (Utama et

al., 2015), motivation is also one of the factors that influence performance. Education and teaching are indicators of the successful performance of educators. The education and teaching of educators must be consistent with indicators of competence and academic performance so that students can understand well the material being taught and apply their knowledge in society. The education and teaching of educators is part of the obligations and responsibilities regulated in Government Regulation Number 60 concerning Higher Education in 1999, including the implementation of work program plans, preparation of lecture materials, teaching, learning evaluations, internships, final assignments and examiners, and scientific orations. The motivation of educators has a great effect on their performance (Aru Setiawan et al., 2022).

The reality on the ground, the educational and teaching performance of educators has decreased due to the ongoing Covid-19 pandemic in Indonesia. This sign can be seen in the low productivity of educators (Limbong, 2021). This may be due to the lack of adaptation of educators to the use of digital learning media. To eliminate these weaknesses, it is necessary to increase the professional competence and motivation of educators in order to spur the educational and teaching results of educators at the Faculty of Economics and business UNIMA. UNIMA, one of the most popular campuses in the Minahasa region of North Sulawesi, should be a *blueprint* for other universities in the same region. That way, UNIMA can create great graduates and generations and participate in efforts to become the golden generation of 2045 and organize demographic bonuses in the eastern part of Indonesia. Manado State University (UNIMA) has diverse faculties, one of which is the Faculty of Economics and Business (FEB). The number of new students at FEB UNIMA every year is quite large and is in the second place after the Faculty of Social Sciences (FIS). This is what dampens the enthusiasm to encourage FEB UNIMA in improving the quality of the implementation of the tridharma of higher education by educators, especially in the fields of education and teaching. This is to maintain and improve the quality of FEB UNIMA graduates at all times.

In line with the various explanations given about the importance of improving the quality of education and teaching as well as Indonesian human resources. Researchers are interested in choosing an analysis of the professional competence and motivation of educators at FEB UNIMA. The ability to educate and teach that has national standards and has the ability to produce a superior generation. Researchers chose the title as follows: **"Educational and Teaching Performance of Educators in the Faculty of Economics and Business, Manado State University (UNIMA) During the Pandemic: Analysis of Professional Competence and Motivation"**.

LITERATURE REVIEW

1. Professional competence

Law Number 14 of 2005 concerning Teachers and Educators explains four competencies that educators must have. These are pedagogical, personal, social and professional competencies. (DPR RI, 2005). Hutapea and Thoha in (Qoni'ah & Aryani, 2018) state that there are three main dimensions of competence, namely knowledge, skills and behavior. According to PP No. 19 of 2005, professional competence is the ability to master teaching materials thoroughly and in detail, and can guide students to meet competency standards (DPR RI, 2005). Usman in (Emelda, 2019) divided several indicators of professional competence, such as understanding the foundation of education, learning materials, organizing educational programs, and the ability to develop tools to assess learning outcomes and the learning process. In the existing literature, the teacher's professional competency index is divided into two, namely: (1)

understanding of teaching materials that are in sync with the curriculum, in accordance with the teaching materials of the courses, understanding the relationship of concepts between courses, and scientific concepts and methods of applying scientific concepts in everyday life. (2) understand the structure and scientific method. It includes critical scientific studies and research steps to deepen knowledge or disciplines. Mulyasa in (Nurdianti, 2017). The ability of educators in using digital media for learning is part of professional competence (Supyani & F, 2021)

2. Motivation

Suparyadi in (Handoko et al., 2021) that motivation is a high-level effort to achieve organizational goals, conditioned by the ability of efforts to meet individual needs, defined as a willingness to do work. Motivation is a state that moves a person towards a certain goal. Robbins in (Kusuma, 2022) mentions motivation as a process that causes intensity, command or continuous effort that a person makes to achieve a goal. Motivation is a state of personality that encourages a person's desire to engage in a certain activity in order to achieve a goal. Smith and Wakely in (Muhammad, 2017) posit that Motivation provides encouragement to stimulate morale and can be integrated into efforts to work together, work effectively and achieve satisfaction. Needs are the main driving factor that generates specific behaviors. There is a basic theory of motivation put forward by Abraham Maslow explaining in detail and in depth about the motives that exist in humans. According to him, human behavior is greatly influenced by motivation. In the theory of the hierarchy of needs of Abraham Maslow, the motivation of the human being to do something can be classified as follows: Physical Needs, Safety, Social, Reward, and Self-Actualization. While McClelland in (Kadir & Amalia, 2017; Ridha, 2020) categorizes three human needs that can motivate work passion. Need for Achievement, Need for Affiliation and Need for Power. (DPR RI, 2005). (Rahman, 2016) explains Motivation has an effect on a person's performance in an organization.

3. Educational and Teaching Performance of Educators

By Ragas dalam (Kusuma, 2022) described performance as the ability of educators to apply an integrated set of knowledge, skills in carrying out tasks effectively. Performance is referred to as an illustration of the level of achievement of program implementation in realizing the goals, mission of the organization including the implementation of the strategic plan scheme, Titisari dalam (Dharma, 2018). The educational and teaching performance of educators is the result of the achievements of educators in carrying out the tasks given based on competence, experience, integrity, and time (Syarkani, 2017). Law Number 14 of 2005 concerning Teachers and Educators states that educators are professional educators and scientists whose main mission is to transform, develop, and disseminate science, technology, and art through education, research, and community service. The performance of educators is the competence of an educator to perform their duties or obligations (DPR RI, 2005). (Dikti, 2021) stated that the indicators of the implementation of the Tridharma of higher education and the performance of educators include aspects of education and teaching, research, and community service. (Rusmayanti et al., 2022) said competence is an influencing factor in improving performance.

RESEARCH METHOD

This research is classified as quantitative research that aims to analyze the influence of professional competence and motivation on the educational and teaching performance of educators at the Faculty of Economics and Business, Manado State University (FEB UNIMA) during the Covid pandemic. The data collection method uses a questionnaire

that is distributed to all FEB UNIMA educators with 40 questionnaire fillers. The questionnaire contains 5 questions with a likert scale. Educational and Teaching Performance Variables are measured by dimensions of readiness in teaching, readiness and suitability of lecture implementation with RPS and SKL, readiness in final project guidance, ability to use methods, materials, and learning media with LMS. Professional competency variables are measured by the dimensions of mastery of lecture materials, learning methods used, to the guidance and evaluation of student final projects, especially during a pandemic until graduates reach the desired competency standards and motivation variables are measured by intrinsic and extrinsic dimensions including primary needs, work atmosphere and self-actualization.

The netted data were analyzed with multiple linear regression analysis techniques that already met the requirements of classical assumption tests including F-tests and t-tests. The three classical assumption tests used were the Kolmogorov-Smirnov data normality test, the multicholnearity test using tolerance values and VIF values, and the heteroskedasticity test using scatter plots. Multiple linear regression analysis is used to test the variables of professional competence (X1), motivation (X2), education and teaching of educators (Y) using the following equation:

$$Y = a + \beta_1 X_1 + \beta_2 X_2$$

Ket:

Y = Bound or dependent variables.

X = Free or independent variable.

a = Konstanta.

β = Slope or Coefficient of estimate.

The F-test and the t-test were performed to determine the significance of simultaneous and partial influences between variables using R-square values, the ratio of F-counts and F-tables and the comparison of t-counts and t tables.

RESULTS

1. Test results of the validity of research instruments X_1 , X_2 and Y

No Soal	r hitung	r tabel	Keterangan
X1.1	0.487	0.320	Valid
X1.2	0.749	0.320	Valid
X1.3	0.649	0.320	Valid
X1.4	0.487	0.320	Valid
X1.5	0.601	0.320	Valid
X1.6	0.610	0.320	Valid
X1.7	0.414	0.320	Valid
X1.8	0.571	0.320	Valid
X1.9	0.527	0.320	Valid

No Soal	r hitung	r tabel	Keterangan
X2.1	0.552	0.320	Valid
X2.2	0.397	0.320	Valid
X2.3	0.762	0.320	Valid
X2.4	0.711	0.320	Valid
X2.5	0.751	0.320	Valid
X2.6	0.715	0.320	Valid
X2.7	0.727	0.320	Valid
X2.8	0.847	0.320	Valid
X2.9	0.798	0.320	Valid
X2.10	0.501	0.320	Valid
X2.11	0.631	0.320	Valid
X2.12	0.628	0.320	Valid
X2.13	0.617	0.320	Valid
X2.14	0.517	0.320	Valid

No Soal	r hitung	r tabel	Keterangan
Y.1	0.397	0.320	Valid
Y.2	0.560	0.320	Valid
Y.3	0.594	0.320	Valid
Y.4	0.680	0.320	Valid
Y.5	0.480	0.320	Valid
Y.6	0.552	0.320	Valid
Y.7	0.598	0.320	Valid
Y.8	0.663	0.320	Valid
Y.9	0.552	0.320	Valid
Y.10	0.501	0.320	Valid
Y.11	0.498	0.320	Valid
Y.12	0.644	0.320	Valid

2. Results of the reliability test of research instruments X_1 , X_2 and Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.716	9

Reliability Statistics	
Cronbach's Alpha	N of Items
.880	14

Reliability Statistics	
Cronbach's Alpha	N of Items
.779	12

3. Normality test results

One-Sample Kolmogorov-Smirnov Test				Kompetensi Profesional (X1)	Motivasi (X2)	Pendidikan dan Pengajaran (Y)
N				40	40	40
Normal Parameters ^{a,b}	Mean			39.67	60.08	50.18
	Std. Deviation			3.058	5.855	5.481
Most Extreme Differences	Absolute			.133	.113	.172
	Positive			.133	.075	.127
	Negative			-.092	-.113	-.172
Test Statistic				.133	.113	.172
Asymp. Sig. (2-tailed) ^c				.072	.200 ^e	.004
Monte Carlo Sig. (2-tailed) ^d	Sig.			.073	.221	.004
	99% Confidence Interval	Lower Bound		.066	.211	.003
		Upper Bound		.079	.232	.006

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.

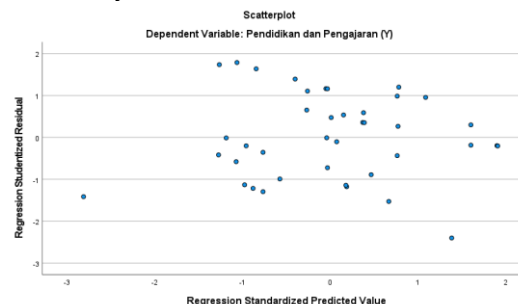
e. This is a lower bound of the true significance.

4. Multicollinearity test results

		Coefficients ^a				Collinearity Statistics	
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Tolerance VIF
1	(Constant)	.447	10.084		.044	.965	
	Kompetensi Profesional (X1)	.700	.241	.391	2.910	.006	.894 1.118
	Motivasi (X2)	.366	.126	.390	2.909	.006	.894 1.118

a. Dependent Variable: Pendidikan dan Pengajaran (Y)

5. Heteroscedasticity test



6. Multiple Linear Regression Analysis Results

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Motivasi (X2), Kompetensi Profesional (X1) ^b		Enter

a. Dependent Variable: Pendidikan dan Pengajaran (Y)

b. All requested variables entered.

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.636 ^a	.404	.372	4.344	2.088

a. Predictors: (Constant), Motivasi (X2), Kompetensi Profesional (X1)

b. Dependent Variable: Pendidikan dan Pengajaran (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	473.426	2	236.713	12.542	.000 ^b
	Residual	698.349	37	18.874		
	Total	1171.775	39			

a. Dependent Variable: Pendidikan dan Pengajaran (Y)

b. Predictors: (Constant), Motivasi (X2) , Kompetensi Profesional (X1)

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1	(Constant)	.447	10.084		.044	.965	
	Kompetensi Profesional (X1)	.700	.241	.391	2.910	.006	.894
	Motivasi (X2)	.366	.126	.390	2.909	.006	.894

a. Dependent Variable: Pendidikan dan Pengajaran (Y)

DISCUSSION

1. The feasibility of this questionnaire is a measure of the perception of educators towards educational and teaching performance at FEB UNIMA. From validity testing, it is known that all questions can be a measure of respondents' perceptions based on related theories (Yudisaputro, 2020). In addition, the reliability test results show that all items have stability, predictability, accuracy and consistency so as to ensure data consistency even though they are tested at different times. The data obtained from the validity test of three variables, namely professional ability (X1), motivation (X2), and teacher education and Educational Performance (Y) using Pearson's product moment ($r\text{-table}$) = 0.320. All items are known to be valid based on the total test value ($r\text{-count}$) for all items greater than 0.320. In contrast, the cronbach's alpha values of the three research variables in the reliability test showed > 0.60, so it was concluded that all survey items were reliable.
2. Hypotheses related to the professional competence and motivation of FEB UNIMA educators on educational and teaching performance can be accepted and declared influential. (Widhiarso, 2011) mentions that hypotheses are acceptable if there is no sign of heteroskedasticity. (VAN HARLING & Tobi, 2018) suggests the influence of professional competence of educators and motivation affects performance. The data were normally distributed because in the first classical assumption test, the normality test, it was found that the absolute values of the variables X1, X2, and Y were smaller than 0.215 (table KS) with N = 40. With normal distribution, THE leadership of FEB UNIMA can see the consequences of proper performance in their institutions. The choice of application of compensation, promotion and development becomes an alternative policy that can be done (M. Jainuri, 2013). In the second classical assumption test, namely the multicollinearity test, the tolerance of the two variables (X1 and X2) > 0.10 and the VIF value of the two variables < 10.00, then the two variables are multicoll-free. (Ghozali, 2016) mentioned that there is a strong linear between the variables of professional competence and motivation. FEB UNIMA Educators have professional competencies that are closely related to motivation. In line with (Tahrir, 2018) mentioning competence is related to motivation. The third classical assumption test is the heteroskedasticity test, which shows the presence of a pattern with irregular points above and below the

0 axis and the y axis, then H_0 is accepted or there is no sign of heteroskedasticity.

3. Researchers have tested all three interrelated variables shown in the first table that the removed variable column does not show a number. This means that all variables, namely professional competence (X1), motivation variables (X2), and educational and teaching performance variables of educators (Y) are included or not removed. At FEB UNIMA, educators harness their professional potential and motivation to spur their performance. Utilization of capabilities and potentials is carried out both separately and simultaneously. In line with (VAN HARLING & Tobi, 2018) which states that the performance of educators increases after the development of professional competencies of educators and the provision of motivation is shown in the second, third and fourth tables that the value of R square is 0.404 or 40.4% and it can be concluded that the two variables (X1 and X2) have a simultaneous effect on variable Y. From this number, it is known that and Test F carried out obtained a significance value of $0.000 < 0.05$ so that It can be concluded that the two variables (X1 and X2) have a significant positive effect on the variable Y and obtained the regression equation as follows :

$$Y = 0,447 + 0,700 + 0,366$$

As a result, the t-count value of the variable X1 is 2,910 and X2 is 2,909 and both are greater than the 1,686 present in the t-table. From this it can be concluded that each variable (X1 and X2) has a partial influence on variable Y with the significance value of X1 is 0.006 and X2 is 0.006 smaller than 0.05, then it can be concluded that each variable (X1 and X2) has a significant positive effect on variable Y.

4. From the professional component of the educators at FEB UNIMA, it is known that each has quite varied competencies, but all agree to use their competencies to support educational and teaching performance. Proven by mastery of the material, mastery of methodology, guidance of student final projects, and evaluation. (Nofrion, 2019) mentions basic teaching skills including explaining skills, questioning skills, providing reinforcement, holding variations, mastery of methodology and material delivery skills. All skills in education and teaching have been carried out by educators at FEB UNIMA even though the covid pandemic is still ongoing. So that pandemic conditions, educational and teaching performance are maintained properly.
5. From the motivational component, it is known that the external motivation of educators at FEB UNIMA has been met, including salaries for primary needs. However, the extrinsic motivation of FEB UNIMA educators and the needs of self-actualization have different levels due to different needs. Motivation has an influence on the performance of educators (Gariyasa, 2021). Differences in the level of motivation of educators can be encouraged by maintaining good relations and communication between educators, as well as by participating in education and training for educators. Lecturer performance can be improved from the aspect of meeting the needs of lecturers in accordance with abraham maslow's theory of needs (Hibrida & Suparyadi, 2018)
6. From the R square value of 0.404 or 40.4 % of the two variables, the fact that there is 59.6% is another factor besides the two variables X which simultaneously affects the educational and teaching performance of FEB UNIMA educators. This shows that there are other factors that greatly affect the performance of education and teaching during the pandemic.

CONCLUSION

1. There was a partial significant influence between the professional competency variable (X_1) with a t-count value of 2.910 and a significance of 0.006 on the educational and teaching performance of educators (Y) at FEB UNIMA
2. The Motivation Variable (X_2) had a partial significant effect on the educational and teaching performance of educators (Y) at FEB UNIMA with a t-count value of 2.909 and a significance of 0.006.
3. The professional competence variable (X_1) and motivation variable (X_2) simultaneously had a significant effect on the education and teaching variable of educators (Y) at FEB UNIMA with an R-squared value of 0.404 and the F Test signification value of 0.000
4. From the R square value of 0.404 or 40.4 % of the two variables, the fact that there is 59.6% is another factor besides the two variables X which simultaneously affects the educational and teaching performance of FEB UNIMA educators.
5. Abilities that support the competence of educators and motivation during the pandemic need to be improved in order to maintain the continuity of educational and teaching performance, including in habituating the use of *digital learning* or LMS for learning.
6. Seeing the results of this research, faculty leaders must encourage educators to develop their professional competencies and increase the motivation of educators so that the educational and teaching performance of educators at FEB UNIMA can be achieved optimally.

LIMITATION

Using quantitative analysis to determine the significance of the influence of professional competence and motivation of educators at Faculty of Economics and Business (FEB) UNIMA on educational and teaching performance during the Covid pandemic.

ACKNOWLEDGMENT

Thank you to several parties who have assisted in the completion of the writing of this journal. This article can be used as a basis for policy making for stakeholders, especially the leaders of the Faculty of Economics and Business, Manado State University (UNIMA) to improve the educational and teaching performance of educators. And can be used as a reference for other campuses or faculties to increase the fulfillment of the obligations of the Tri Dharma of Higher Education for its educators so that the quality of human resources for superior university graduates can be realized.

DECLARATION OF CONFLICTING INTERESTS

This article was created in order to improve the quality of human resources and improve the quality of Indonesian education by referring to research conducted at the Faculty of Economics and Business, Manado State University (UNIMA). It is far from practical

political interests, so it is hoped that readers can contribute to the perfection of this research.

REFERENCES

- Aru Setiawan, M., Ribhan, & Nova Mardiana. (2022). The Effect Of Motivation And Reward System On Employee Performance With Commitment As A Mediation Variable. *International Journal of Science, Technology & Management*, 3(2), 563–573. <https://doi.org/10.46729/ijstm.v3i2.495>
- Dewan Perwakilan Rakyat Indonesia. (2008). Peraturan Pemerintah No. 74 Tahun 2008. *Dewan Perwakilan Rakyat Indonesia*, May.
- Dharma, Y. (2018). The effect of work motivation on the employee performance with organization citizenship behavior as intervening variable at bank aceh syariah. In *Emerald Reach Proceedings Series* (Vol. 1, Issue 2, pp. 7–12). <https://doi.org/10.1108/978-1-78756-793-1-00065>
- Dikti, D. (2021). *Kepdirjendikti tentang PO BKD*.
- DPR RI. (2005). Undang-Undang (UU) tentang guru dan dosen nomor 14. *Dewan Perwakilan Rakyat Indonesia*, 2.
- Emelda. (2019). Analisis Pengaruh Kompetensi Profesional dan Iklim Organisasi Terhadap Kinerja Dosen STIE Rahmanyah Sekayu. *Jurnal Manivestasi*, Vol. 1, No.1, Juni 2019 : 42-53, 42–53.
- Gariyasa, N. M. C. (2021). Pengaruh motivasi dan kompetensi terhadap kinerja dosen tetap di sekolah tinggi pariwisata bali internasional denpasar. *Jurnal Ilmiah Hospitality Management*, 11(2), 101–111. <https://doi.org/10.22334/jihm.v11i2.182>
- Ghozali, I. (2016). *Aplikasi analisis multivariate dengan program SPSS 23*.
- Handoko, S. D., Wibowo, N. M., & Hartati, C. S. (2021). Analisis Pengaruh Lingkungan Kerja, Kepemimpinan Dan Kompensasi Terhadap Kinerja Pegawai Melalui Kepuasan Kerja. *Jurnal EMA*, 6(1), 17–26. <https://doi.org/10.47335/ema.v6i1.61>
- Hibrida, A. R., & Suparyadi. (2018). Analisis Kompetensi dan Kompensasi terhadap Kinerja Dosen di Universitas Islam Kediri (UNISKA) Kediri dengan Motivasi sebagai Variabel Intervening. *Jurnal Ilmu Manajemen*, 7(4), 309–318.
- Jeffrey, I., & Author, C. (2017). The Effect of Competence, Training and Work Discipline towards Employees' Performance (A Case Study at PT. Krakatau Argo Logistics). In *International Journal of Business and Management Invention ISSN* (Vol. 6). Online. www.ijbmi.org
- Kadir, M. A. H., & Amalia, L. (2017). The Effect Of Job Motivation , Compensation , Organizational Culture Towards Job Satisfaction And Employee Performance Of The Ministry Of Man Power. *International Journal of Business and Management Invention*, 6(5), 73–80. www.ijbmi.org
- Kusuma, A. A. (2022). THE INFLUENCE OF MOTIVATION AND WORK ENVIRONMENT ON EMPLOYEE PERFORMANCE OF HOTEL MURIA SEMARANG. *International Journal of Business and Management Invention (IJBMI)*, 11(06), 1–36. <https://doi.org/10.54209/ekonomi.v10i01.55>
- Limbong, A. (2021). Dampak Pandemi Covid-19 Terhadap Kinerja Dosen UNAI Pada Tahun Ajaran 2019/2020. *TelKa*, 11(1), 29–37. <https://doi.org/10.36342/teika.v11i01.2476>
- Lina Saptarlina Andriani. (2021). IMPLEMENTASI PEMBELAJARAN DARING PADA MASA PANDEMI COVID-19 DI FAKULTAS EKONOMI DAN BISNIS UIN SYARIF HIDAYATULLAH JAKARTA. *Kompetensi Kemenag*, 6(2), 79–84. <http://dx.doi.org/10.1016/j.iheduc.2012.08.001>
- M. Jainuri, M. P. (2013). *DISTRIBUSI NORMAL*.
- Muhammad, M. (2017). Pengaruh Motivasi Dalam Pembelajaran. *Lantanida Journal*,

- 4(2), 87. <https://doi.org/10.22373/lj.v4i2.1881>
- Nento, S. (2018). Analisis Kompetensi Profesional dan Kinerja Dosen. *Jurnal Ilmiah Iqra'*, 6(1). <https://doi.org/10.30984/jii.v6i1.619>
- Nofrion, N. (2019). Keterampilan Dasar Mengajar Guru. *Universitas Negeri Yogyakarta*, 171011500130, 1–10.
- Nurdianti, R. R. S. (2017). Pengaruh Kompetensi Profesional Dan Kompetensi Pedagogik Terhadap Kinerja Guru Ekonomi Sma Negeri Di Kota Bandung. *Jurnal Ilmiah Manajemen & Bisnis*, 18(2), 177. <https://doi.org/10.30596/jimb.v18i2.1503>
- Qoni'ah, I., & Aryani, D. (2018). The Influence Of Competence And Motivation On The Performance Of Accounting Officers With Leadership As Moderating Variable (Study In Pasuruan District Government). In *International Journal of Business and Management Invention (IJBMI) ISSN* (Vol. 7). www.ijbmi.org
- Rahman, Z. (2016). Effect of Ability , Motivation and Personality of Satisfaction And Performance Lecturer In Palopo. *International Journal of Business and Management Invention ISSN*, 5(2), 14–16. www.ijbmi.org
- Ridha, M. (2020). Teori Motivasi McClelland dan Implikasinya dalam Pembelajaran PAI. *PALAPA*, 8(1), 1–16. <https://doi.org/10.36088/palapa.v8i1.673>
- Rusmayanti, P. A., Martini, N. N. P., & Qomariah, N. (2022). The Effect of Competence and Job Satisfaction on Organizational Citizenship Behavior and Employee Performance. *International Journal of Business and Management Invention (IJBMI)*, 11(1), 21–29. <https://doi.org/10.35629/8028-1101012129>
- Supyani, Y., & F, D. F. (2021). Klasifikasi Kompetensi Digital Dosen Bahasa Inggris Di Era Pandemi. *Sebatik*, 25(2), 460–467. <https://doi.org/10.46984/sebatik.v25i2.1524>
- Syahrum, A., Hj Ida Aju Brahmasari, D., & Nugroho, R. (2016). Effect of Competence, Organizational Culture and Climate of Organization to the Organizational Commitment, Job Satisfaction and the Performance of Employees in the Scope of Makassar City Government. In *International Journal of Business and Management Invention ISSN* (Vol. 5). Online. www.ijbmi.org
- Syarkani, S. (2017). Pengaruh Disiplin Kerja Terhadap Kinerja Karyawan Pada Pt. Panca Konstruksi Di Kabupaten Banjar. *Jurnal Ilmiah Ekonomi Bisnis*, 3(3), 365–374. <https://doi.org/10.35972/jieb.v3i3.136>
- Tahrir, T. (2018). PENGARUH KOMPETENSI DOSEN TERHADAP MOTIVASI BELAJAR PADA MAHASISWA FAKULTAS PSIKOLOGI UIN “SGD” BANDUNG. *Psymphatic : Jurnal Ilmiah Psikologi*, 6(1), 756–765. <https://doi.org/10.15575/psy.v6i1.2133>
- Utama, N. P. S. P., Dewi, L. P. U. K., Yudiastuti, L. N., & Bhuwaneswari, A. A. A. M. (2015). Pengukuran Kinerja Sektor Publik. In *Fakultas Ekonomi Dan Bisnis, Universitas Udayana* (p. 22).
- VAN HARLING, V. N., & Tobi, M. D. (2018). ANALISIS HUBUNGAN MOTIVASI KERJA, KOMPETENSI DOSEN, KEPEMIMPINAN, LINGKUNGAN KERJA DAN KOMITMEN PROFESI TERHADAP KINERJA DOSEN POLITEKNIK KATOLIK SAINT PAUL SORONG. *SOSCIED*, 1(1), 46–56. <https://doi.org/10.32531/jsoscied.v1i1.114>
- Widhiarso, W. (2011). *Berkenalan dengan Homoskedastisitas dan Heterokedastisitas*. 4(1), 1–5.
- Yudisaputro, H. (2020). *teori-uji-validitas-dan-reliabilitas/berbagienergi.com*. <https://berbagienergi.com/2020/04/22/teori-uji-validitas-dan-reliabilitas/>