

THE EFFECT OF MOTIVATION AND FUNCTIONAL POSITION ON LECTURER PERFORMANCE WITH JOB SATISFACTION AS A MEDIATION AT ANNUQAYAH UNIVERSITY

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Abstract: The main task of lecturers is to carry out the tri dharma of higher education, namely implementing education and teaching, conducting research and development, and implementing community service. Quality lecturer performance is very much needed by higher education. There are several factors that can influence lecturer performance including motivation, functional position, and lecturer job satisfaction. The purpose of this study is to describe the effect of motivation on job satisfaction, to describe the effect of functional position on job satisfaction, to describe the effect of job satisfaction on lecturer performance, to describe the effect of motivation on lecturer performance, to describe the effect of functional position on lecturer performance, to describe the effect of motivation on lecturer performance through the mediation of job satisfaction, and to describe the effect of functional position on lecturer performance through the mediation of job satisfaction. This study was conducted on permanent lecturers at Annuqayah Guluk-guluk University, Sumenep. The type of research is quantitative. The population in the study was 42 people. The results of the study indicate that motivation has a positive and significant effect on job satisfaction, functional positions have a positive and significant effect on job satisfaction, job satisfaction has a positive and significant effect on lecturer performance, motivation has a positive and significant effect on lecturer performance, functional positions have a positive and significant effect on lecturer performance, motivation has a positive and significant effect on lecturer performance through the mediation of job satisfaction, and functional positions have a positive and significant effect on lecturer performance through the mediation of job satisfaction.

Keyword: Motivation, Functional Position, Job Satisfaction, Lecturer Performance

I. Introduction

Tridharma of Higher Education is a goal of achievement in the form of a unity of activities or dharma that must be carried out by higher education institutions, consisting of three activities that cannot be separated because they are interrelated and support each other. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph (2) defines that: Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Mangkunegara (2004: 67) defines performance as the results of work in terms of quality and quantity achieved by an employee (lecturer) in carrying out his duties in accordance with the responsibilities given to him. Annuqayah University has a vision and mission to become a center for the development of science and technology based on Islamic boarding school values and environmentally friendly and to organize education and teaching, conduct research, and carry out community service. Research and community service data for the past 5 years show that the performance of Annuqayah University lecturers has decreased in community service in 2023 and in lecturer research in 2022-2023.

According to research conducted by (Lisda Van et al., 2023) shows that motivation has a strong relationship and has a positive and significant effect on employee performance. Research (Kambey & Manengkey, 2023) shows that motivation has a significant effect on lecturer performance. Research (Cahyono et al., 2021) shows that motivation has a significant effect on improving employee performance. In contrast to research conducted by (Hanafi & Sanosra, 2018) shows that motivation does not have a significant effect on performance either directly or indirectly.

Robbins (2006: 213) defines motivation as a process that helps determine the intensity, direction, and persistence of individuals in efforts to achieve goals. Duncan in Uno (2007:87) stated that work motivation is related to the drive that arises from within a person to carry out tasks as a whole based on their respective responsibilities (lecturers). For a lecturer, these duties and responsibilities are seen in implementing the Tri Dharma of Higher Education. At Annuqayah University, lecturer motivation is still low in research and community service data, facilities and learning support that are still minimal, such as the Civil Engineering Department which does not have

a laboratory to date, so that lecturers and students must carry out practice and research on campus outside and require independent costs between lecturers and students. Another factor that can improve lecturer performance is functional positions. According to research by (Meilia et al., 2021) shows that functional positions have a direct positive and significant effect on teacher performance. Research (Pribadi, 2022) shows that functional positions have a positive and significant effect on performance. Research (Lisda Van et al., 2023) shows that functional positions have a close relationship with employee performance. In contrast to research conducted by (Hasanah & Irhandayaningsih, 2019) showed that functional positions have no real (significant) influence on performance variables.

In July 2023, the Head of the Bureau of Personnel and Secretariat of Annuqayah University held Technical Guidance on the Acceleration of Functional Positions of Lecturers for all permanent lecturers at Annuqayah University. According to the Head of the Bureau of Personnel and Secretariat of Annuqayah University, the number of permanent lecturers who have functional positions is 6 lecturers out of a total of 42 and because the campus under the auspices of the Higher Education Service Institute (LLDIKTI) requires the requirements to become a thesis supervisor to have a minimum functional position of Assistant Expert, so that the acceleration of functional positions is carried out to support lecture activities on campus.

Quality lecturer performance is very much needed by higher education institutions in order to improve academic quality, so that the lecturer's performance is achieved, lecturers should get satisfaction in working first. Moore in Panggabean (2004: 128) stated that basically, job satisfaction depends on what a person wants from their job and what they get. The people who are most dissatisfied are those who have the most desires, but get the least, while the most satisfied are those who want a lot and get it. According to research (Wahyuni, 2019) shows that job satisfaction has a dominant influence on lecturer performance. Research (Pratama et al., 2022) shows that functional positions have a positive and significant effect on satisfaction

II. Literature Review

2.1. Lecturer Performance

Mangkunegara (2000:67) stated that performance (work achievement) is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Lecturer performance is the ability to carry out work or tasks that lecturers have in completing a job. Performance can be interpreted as work presentation, work implementation, work achievement, work results or work performance. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service (Tridharma of Higher Education). Lecturers are said to be competent according to the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, if the lecturer has mastered four basic competencies, namely: (1) Pedagogical Competence is the ability to manage student learning (2) Personality Competence is the ability to have a solid personality, noble character, wisdom, and authority and be a role model for students (3) Professional Competence is the ability to master lesson material broadly and deeply. (4) Social Competence is the ability of lecturers to communicate and interact effectively and efficiently with students, fellow lecturers, parents/guardians of students, and the surrounding community. (Trianto 2006:241)

2.1. Work Motivation

Robbins (2006: 213) defines motivation as a process that helps determine the intensity, direction, and persistence of individuals in efforts to achieve goals. Winardi (2004: 6) concludes that motivation is a power that exists within a person, which can be developed independently or developed by a number of external forces, essentially revolving around monetary and non-monetary rewards, which can affect performance results positively and negatively, which depends on the situation and condition of the person concerned. The elements that cause motivation in a person in this study are based on Herzberg's two-factor theory. Herzberg's driving factors are termed motivation factors, including six elements. The six elements lead to a person's work motivation including achievement, recognition, work itself, responsibility, interpersonal growth and advancement.

2.3. Functional Position

Based on the regulation of Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers, article 45 states that Lecturers must have academic qualifications, competence, be physically and mentally healthy, and meet other qualifications required by the higher education unit where they work, and have the ability to realize national education goals. Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 17 and 46 of 2013, concerning Lecturer Functional Positions and their Credit Points, that all lecturers must have an Academic Functional Position. The Academic Functional Position itself is a position that

indicates the duties, responsibilities, authority and rights of a Lecturer in a higher education unit which in its implementation is based on certain expertise and is independent.

2.4. Job Satisfaction

According to Robbins (2006) defines job satisfaction as the general attitude of an employee towards his work. A person with a high level of job satisfaction shows a positive attitude towards the job, on the other hand, a person who is dissatisfied with his job shows a negative attitude towards the job, because in general when someone talks about employee attitudes, what is meant is more often job satisfaction. If a lecturer feels satisfied with his job, then the lecturer has a positive and proud attitude, and rates his job highly, because the work situation and conditions can meet needs, desires, and expectations. Indicators of job satisfaction include salary, comfort with the job, pride in the institution, appreciation for work results, meaningfulness of tasks, opportunities to advance, authority to regulate the work system, feedback on the task itself.

III. Research Method

This research was conducted on permanent lecturers of Annuqayah University on Jalan Bukit Lincaran, Guluk-Guluk District, Sumenep Regency. The type of research is quantitative. The population in the study was 42 people. The research sample used a saturated sampling method as a whole for the entire population. Sample validity testing was carried out using the loading factor and average variance extracted (AVE) tests, while reliability testing used the internal consistency test based on the composite reliability value. Calculations of estimated parameters were carried out using SmartPLS 3.0.

IV. Result

4.1. Evaluation of Measurement Model

The initial outer loading value on the variables of motivation, functional position, job satisfaction, and lecturer performance, and can be seen in Table 1 all indicators are accepted to have a loading factor value above 0.5

Variabel	Outer Loading	Cronbach's Alpha	rho_A	CR	(AVE)
Motivation	0,715	0,908	0,916	0,923	0,502
	0,781				
	0,771				
	0,579				
	0,599				
	0,791				
	0,631				
	0,715				
	0,662				
	0,713				
	0,817				
	0,683				
	Functional Position				
0,694					
0,723					
0,703					
0,687					
0,691					
0,654					
0,744					
0,717					
0,818					
0,678					
0,730					
0,700					
0,724					

	0,720				
	0,734				
	0,705				
Job satisfaction	0,784	0,938	0,942	0,945	0,506
	0,699				
	0,656				
	0,706				
	0,706				
	0,658				
	0,774				
	0,688				
	0,661				
	0,758				
	0,664				
	0,683				
	0,597				
	0,629				
	0,796				
	0,685				
	0,708				
	0,767				
	0,624				
	0,716				
0,745					
0,661					
Lecturer Performance	0,767	0,948	0,953	0,953	0,531
	0,688				
	0,775				
	0,643				
	0,748				
	0,732				
	0,695				
	0,603				
	0,755				
	0,755				
	0,747				
	0,732				
	0,693				
	0,792				
	0,714				
	0,717				
	0,686				
0,836					

The reliability instrument in this study was measured by two criteria, namely the composite reliability value and Cronbach's alpha. All research variables have composite reliability and Cronbach's alpha values above 0.70. Therefore, the indicators used in this research variable are said to be reliable. Meanwhile, to test the validity, the average variance extracted (AVE) value is used with a limit value above 0.50. In table 1 above, it can be seen that all variables have an AVE value above 0.50. This can be interpreted that all indicators and variables are declared valid.

Table 2. Discriminant Validity Values

	Functional Position	Job satisfaction	Lecturer Performance	Motivation
Functional Position	0,710			
Job satisfaction	0,701	0,711		
Lecturer Performance	0,261	0,208	0,729	
Motivation	0,518	0,696	0,584	0,708

Furthermore, the measurement of the AVE root value of each construct variable is greater than the correlation between the construct variables and other variables (see Table 2), so it can be concluded that all latent variables in the study have good construct validity and discriminant validity.

4.2. Structural Model Results

The R-square value can be used to assess the influence of certain independent variables on the dependent variable. The estimated R-square value can be seen in Table 3 The R-square value can be used to assess the influence of certain independent variables on the dependent variable. The estimated R-square value can be seen in Table 4 showing the R-square value for the job satisfaction variable of 0.643 which can be interpreted that the latent variable of job satisfaction is explained by 64.3% by the latent variables of functional position and motivation and 35.7% is explained by other latent variables that are not hypothesized in the study. Then it is known that the R-square value for the lecturer performance variable is 0.434 which can be interpreted that the latent variable of lecturer performance is explained by 43.4% by the latent variable of job satisfaction and 56.6% is explained by other latent variables that are not hypothesized in the study.

Table 3. R-square value

	R Square	R Square Adjusted
Job satisfaction	0,643	0,625
Lecturer Performance	0,434	0,389

4.3. Direct Effect Hypothesis Testing

The proposed hypothesis, hypothesis testing was carried out using the Bootstrapping function in SmartPLS 3.0. All hypotheses in table 4 have a positive and significant effect at a significance level of P Values less than 0.05 and the t statistics value for a significance level of 5% less than 0.257.

Table 4. Path Coefficient Results of Direct Relationship

	Relationship of Construct Variables	Original Sample	T Statistics	P Values	Result
H1	Motivation -> Job Satisfaction	0,455	4,823	0,000	Significant
H2	Functional Position -> Job Satisfaction	0,465	4,579	0,000	Significant
H3	Job Satisfaction -> Lecturer Performance	0,502	1,971	0,025	Significant
H4	Motivation -> Lecturer Performance	0,842	5,862	0,000	Significant
H5	Functional Position -> Lecturer Performance	0,177	1,964	0,044	Significant

4.4. Analysis of Indirect Influence (Mediation)

The relationship between the independent variables and the dependent variables through the mediation variables in this study can be seen in Table 5. The hypothesis using the mediation variable of job satisfaction has a positive and significant effect at a significance level of P Values less than 0.05 and the t statistics value for a significance level of 5% less than 0.257.

Table 4. Path Coefficient Results Mediation Effect

	Relationship of Construct Variables	Original Sample	T Statistics	P Values	Result
H6	Motivation -> Job Satisfaction -> Lecturer Performance	0.228	1.769	0.039	Significant
H7	Functional Position -> Job Satisfaction -> Lecturer Performance	0.233	1.682	0.047	Significant

V. Discussion

5.1. Relationship between Motivation and Job Satisfaction

From the testing of the research results, there is a positive and significant influence between motivation and job satisfaction. This is in accordance with the results of the path coefficients in table 5 with an original sample value of 0.455 which shows a positive number with a calculated t value of 4.823 greater than the t-table value of 0.257 and a p-value of 0.000 less than 0.05, it can be said that the motivation variable has a significant effect on the job satisfaction variable. So it can be concluded that, if the job satisfaction variable increases by 1 unit, the motivation variable will increase by 0.455 times. This study is in accordance with previous research (Rama, 2023), work motivation has a positive and significant influence on job satisfaction. It can be said that if there is an increase in work motivation, job satisfaction will increase.

5.2. Relationship between Functional Position and Job Satisfaction

There is a positive and significant influence between functional positions and job satisfaction. This is in accordance with the results of the path coefficients in table 5 with an original sample value of 0.465 which shows a positive number with a t-value of 4.579 greater than the t-table value of 0.257 and a p-value of 0.000 less than 0.05, it can be said that the functional position variable has a significant effect on the job satisfaction variable. So it can be concluded that, if the job satisfaction variable increases by 1 unit, the functional position variable will increase by 0.465 times. In accordance with research conducted by (Pratama et al., 2022), that functional positions have a positive and significant effect on job satisfaction. It can be said that if there is an increase in functional positions, job satisfaction will also increase.

5.3. Relationship between Job Satisfaction and Lecturer Performance

There is a positive and significant influence between job satisfaction and lecturer performance. This is in accordance with the results of the path coefficients in table 5 with an original sample value of 0.502 which shows a positive number with a calculated t value of 1.971 greater than the t-table value of 0.257 and a p-value of 0.025 less than 0.05, it can be said that the job satisfaction variable has a significant effect on the lecturer performance variable. So it can be concluded that, if the lecturer performance variable increases by 1 unit, the job satisfaction variable will increase by 0.502 times. This study is in accordance with previous research (Wahyuni, 2019), showing that job satisfaction has a significant effect on lecturer performance. Lecturers who get job satisfaction, the lecturer's performance will be maximized in the long term and get better and more productive quality results.

5.4. Relationship between Motivation and Lecturer Performance

There is a positive and significant influence between motivation and lecturer performance. This is in accordance with the results of the path coefficients in table 5 with an original sample value of 0.842 which shows a positive number with a calculated t value of 5.862 greater than the t-table value of 0.257 and a p-value of 0.000 less than 0.05, it can be said that the motivation variable has a significant effect on the lecturer performance variable. So it can be concluded that, if the lecturer performance variable increases by 1 unit, the motivation variable will increase by 0.842 times. This study is in accordance with previous studies (Lisda Van et al., 2023) and (Kambey & Manengkey, 2023), there is a positive and significant influence between the work motivation variable and employee performance. A positive influence indicates that if work motivation is increased, employee performance will increase.

5.5. Relationship between Functional Position and Lecturer Performance

There is a positive and significant influence between functional positions and lecturer performance. This is in accordance with the results of the path coefficients in table 5 with an original sample value of 0.177 which shows a positive number with a t-value of 1.964 greater than the t-table value of 0.257 and a p-value of 0.044 less than 0.05, it can be said that the functional position variable has a significant effect on the lecturer performance variable. So it can be concluded that, if the lecturer performance variable increases by 1 unit, the functional position variable will increase by 0.177 times. In accordance with research conducted by (Meilia et al., 2021) and (Pribadi, 2022), that functional positions have a direct positive and significant effect on teacher performance. A positive influence indicates that if the functional position is increased, the lecturer's performance will increase.

5.6. Relationship between Motivation and Lecturer Performance with Job Satisfaction as a Mediating Variable

There is a positive and significant influence between motivation on lecturer performance and job satisfaction as a mediator at Annuqayah University. This is in accordance with table 6 with the results of the path coefficients with an original sample value of 0.228 which shows a positive number with a t statistics value of 1.769 greater than 0.257 and a p value of 0.039 less than 0.05, it can be said that the motivation variable has a significant effect on the lecturer performance variable with job satisfaction as a mediating variable. So it can be concluded that, if the lecturer performance variable increases by 1 unit, the motivation variable with job satisfaction as a mediator

will increase by 0.228 times. In accordance with research conducted by (Wahyuni, 2019); (Cahyono et al., 2021); (Meilia et al., 2021); (Pribadi, 2022); (Kambey & Manengkey, 2023); and (Rama, 2023) that motivation has a positive and significant effect on lecturer performance with job satisfaction mediation.

5.7. Relationship of Functional Position to Lecturer Performance with Job Satisfaction as a Mediating Variable

There is a positive and significant influence between functional position on lecturer performance with job satisfaction as a mediator. This is in accordance with table 4.9 with the results of the path coefficients with an original sample value of 0.233 which shows a positive number with a t statistics value of 1.682 greater than 0.257 and a p value of 0.047 less than 0.05, it can be said that the functional position variable has a significant effect on the lecturer performance variable with job satisfaction as a mediating variable. So it can be concluded that, if the lecturer performance variable increases by 1 unit, the functional position variable with job satisfaction as a mediator will increase by 0.228 times. In accordance with research conducted by (Meilia et al., 2021); (Pribadi, 2022); (Lisda Van et al., 2023); (Wahyuni, 2019); and (Pratama et al., 2022) that functional positions have a positive and significant effect on lecturer performance with job satisfaction mediation.

VI. Conclusion

Based on the results of the research and discussion, it can be concluded that: a) Motivation has a positive and significant effect on job satisfaction, b) Functional position has a positive and significant effect on job satisfaction, c) Job satisfaction has a positive and significant effect on lecturer performance, d) Motivation has a positive and significant effect on lecturer performance, e) Functional position has a positive and significant effect on lecturer performance, f) Motivation has a positive and significant effect on lecturer performance through the mediation of job satisfaction, g) Functional position has a positive and significant effect on lecturer performance through the mediation of job satisfaction

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