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### THE INFLUENCE OF COMPETENCE AND JOB SATISFACTION ON LECTURER PERFORMANCE ISLAMIC RELIGIOUS STUDIES COLLEGE (STAI) IN INDRAGIRI HULU REGENCY THROUGH SPIRITUAL MOTIVATION

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#### **Abstract**

*The performance of STAI lecturers in Indragiri Hulu Regency, the phenomenon seen from the results of the lecturer's tridharma, is not optimal. Many factors affect the performance of lecturers in this study, the researcher limits the research variables, namely competence, job satisfaction and mediating variables of spiritual motivation. With the aim of the study, namely to analyze the influence of competence on spiritual motivation, job satisfaction on spiritual motivation, competence on lecturer performance, job satisfaction on lecturer performance, spiritual motivation on lecturer performance, competence on lecturer performance through spiritual motivation, job satisfaction on lecturer performance through spiritual motivation. The type of research is quantitative. Primary data, the number of samples is 115 lecturers. The method used to analyze the data is a quantitative method, namely path analysis, correlation coefficient, determination coefficient, F test and T test. The results of the study are as follows, Competence affects spiritual motivation, Job satisfaction does not affect spiritual motivation, Competence affects lecturer performance, Job satisfaction does not affect lecturer performance, Spiritual motivation does not affect lecturer performance, Competence Through Spiritual Motivation does not affect Lecturer Performance, Job satisfaction Through Spiritual Motivation does not affect Lecturer Performance, STAI in Indragiri Hulu Regency.*

**Keywords:** *Spiritual Motivation; Competence; Job Satisfaction Lecturer Performance.*

#### **INTRODUCTION**

Law Number 14 (2005) states 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. Decree of the Director General of Higher Education Number 12/E/KPT/2021 states that the workload of lecturers is at least equivalent to 12 (twelve) semester credit units which include planning, implementing and controlling the learning process, implementing evaluation of learning outcomes, mentoring and training, research and community service. The achievement of this lecturer performance will improve the main performance indicators of existing higher education institutions. There are 2 STAI in Indragiri Hulu Regency, namely STAI Nurul Falah Air Molek and STAI Madinatun Najah Rengat, while the performance of STAI lecturers in Indragiri Hulu Regency is suspected of not being optimal, when viewed from the results of lecturer research and service, where in 2021 the planned research of 115 was only achieved 109 research 94.78%; planned service 115 service achieved only 111 service 96.52%.; 2022 planned research 115 only achieved 106 research 92.17%; planned service 115 service achieved only 108 service 93.91%.; 2023 planned

research 115 only achieved 101 research 87.82%; planned service 115 service achieved only 102 service 88.69%.

In 2023, STAI in Indragiri Hulu Regency in terms of governance indicators, none of them have A & B or Excellent & Very Good college accreditation, out of 8 study programs, none have been accredited A or Excellent, Based on the description above, information can be captured that indicates that the performance of STAI Lecturers in Indragiri Hulu Regency is still not optimal, this may also be felt by other universities besides STAI in Indragiri Hulu Regency, but in this study the research subjects were limited to only taking STAI in Indragiri Hulu Regency on the grounds that the research is more focused on looking at the research subjects of universities with similarities in terms of operational, academic and management profiles.

The results of observations at STAI in Indragiri Hulu Regency obtained information that there are still lecturers who have not received training to improve their competence such as scientific article writing training, pedagogical teaching training. Training is only often obtained by lecturers who have additional tasks in the structure, this indicates a problem with the competence of STAI lecturers in Indragiri Hulu Regency. The results of the observation also revealed that lecturers hope that salaries will be increased, the provision of publication incentives in reputable journals can be given so that the motivation of lecturers to publish increases, this indicates a problem of job satisfaction.

The results of the search show many factors that can affect individual performance and organizational performance. (Mangkunegara, 2017:14) states that performance *is* influenced by three factors: (1) Individual factors consisting of competence, background, demographics. (2) psychological factors, consisting of perception, *attitude*, *personality*, learning, motivation. (3) organizational factors, consisting of resources, leadership, rewards, *job design structure*. Meanwhile, Sedarmayanti (2017:133), revealed factors that affect performance include: Mental attitude, Education, skills, leadership management, income level, salary and income, social security, work climate, facilities and infrastructure, technology and opportunities to achieve. Among the many factors that affect performance, competence and job satisfaction were chosen as the causes of lecturer performance problems using the moderation variable of spiritual motivation.

The results of the search for several previous theories and research as well as phenomena in the field regarding lecturer performance, it was decided to solve the problem of lecturer performance using the umbrella of Herzberg's motivation theory, (1966) where Herzberg stated that there are two factors that encourage someone to achieve, namely intrinsic and extrinsic motivation. The next step taken is the selection of causal variables that cause the performance of STAI lecturers in Indragiri Hulu Regency to be low. Empirical studies conducted in relation to lecturer performance, several studies state that competence and job satisfaction has a positive influence on performance (Asmarani *et al.*, 2022; Garaika, 2020; Iskanto, 2022; Kartini *et al.*, 2020; Al-Ali *et al.*, 2019; Carvalho *et al.*, 2020; Cerci and Dumudag, 2019; Hassan *et al.*, 2020). Several studies also state that competence and job satisfaction do not affect performance (Adam and Kamase, 2019; Indradewa and Randi, 2021; Noel *et al.*, 2017; Nurhidayati *et al.*, 2022; Bagis *et al.*, 2021; Budiningsih *et al.*, 2021; Hastuti *et al.*, 2022; Irawan *et al.*, 2020; Romadhani *et al.*, 2022). *For this reason, the following research gap table is presented*: Mathis *et al.*, (2017:138) states that performance is the result of work that has been achieved by an individual or group of people in an organization, either formal or informal, public or private, which is greatly influenced by several factors. Some of these factors are more focused on individuals involved in the organization in an effort to achieve performance (Mathis *et al.*, 2017).

Based on the phenomenon of lecturer performance which is still not optimal, theoretical studies, *research gaps*, researchers are interested in conducting further research with variables, competence, job satisfaction and spiritual motivation as mediating variables in this study.

## LITERATURE REVIEW

### Performance

According to Prawirosentono in (Kurniati & Fidowaty, 2017) performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in order to achieve organizational goals . Performance is the result of the performance of a person or group in an industry to achieve goals that are in accordance with their responsibilities and authorities according to the rules and do not violate the law (Nursalam, 2015 ) while lecturer performance is something produced by lecturers in achieving their responsible and quality performance (Suryaman and Hamdan , 2016). Lecturer performance is Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning Lecturers, it is stated 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 (Tridarma of Higher Education). Factors that influence lecturer performance are motivation, competence, and leadership (Pramudyo, 2010).

According to Law Number 14 of 2005 concerning teachers and lecturers, in chapter 1 article 1 it is explained that what is meant by 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. While professional is a job or activity carried out by a person and becomes a source of income that requires expertise, skills or abilities that meet certain quality standards or norms and require professional education. While what is meant by permanent lecturers according to the BAN-PT accreditation standard<sup>18</sup> is lecturers who are appointed and placed as permanent staff at the relevant higher education institution. Including lecturers assigned by Kopertis and foundation lecturers at private higher education institutions in fields relevant to their field of study expertise. The competence of educational staff, especially lecturers, is interpreted as a set of knowledge, skills and behaviors that must be possessed, internalized, mastered and manifested by lecturers in carrying out their professional duties. These competencies include pedagogical competence, personality competence, social competence and professional competence.

### Competence

Competence is one of the important components that individuals must have so that the implementation of work tasks can run well. According to Sutrisno & Zuhri (2019) defines competence as an ability that is based on skills and knowledge supported by work attitudes and their application in carrying out tasks and work in the workplace that refers to the established work requirements. (Wibowo, 2014) states competence as the level of skills, knowledge and behavior possessed by an individual in carrying out the tasks assigned to him in the organization. According to Spencer & Spencer in Triastuti (2019) competence is more defined as the underlying characteristics of a person related to the effectiveness of individual work in their work. Meanwhile, Rusvitawati, Sugiati, & Dewi (2019) explain that competence consists of a number of key behaviors needed to carry out certain roles to produce satisfactory achievements or performance. Spencer and Spencer, (1993:315) stated that factors influenced by competence include: management development, recruitment, *training* and *development* , performance management, career planning, salary and *reward*, *team building*. (Robbins, 2017) defines job satisfaction as a general attitude toward one's job that indicates the difference between the amount of rewards received from work and the amount they believe they should receive. Kreitner and Kinicki, (2010:226) stated that job satisfaction is correlated with motivation, work involvement, extra-role behavior, organizational commitment, attendance, turnover, feelings of stress and work achievement/performance.

### **Job Satisfaction**

Every lecturer should continue to strive to improve their quality so that they can transfer knowledge to students who are educated. In order for lecturers to continue to have the desire to improve quality, they need to have a feeling of satisfaction in their workplace. This is as stated by Mu'at and Julina (2012) that the quality of lecturers will increase if they obtain job satisfaction. Realizing this, education providers in higher education need to pay attention to the extent of their lecturers' job satisfaction. Lecturer job satisfaction is a subjective evaluation of the match between their personal expectations, values, and needs with the work environment and academic tasks they carry out (Permana, et al., 2019). Factors that influence job satisfaction involve various aspects, such as recognition of contributions, a fair compensation system, effective leadership, supportive institutional policies, a conducive work environment, and adequate work facilities. The level of lecturer job satisfaction can affect motivation, teaching quality, and involvement in research, which in turn contribute to the overall quality of higher education (Arinal & Rahayu, 2017). Therefore, a deep understanding of the aspects that influence lecturer job satisfaction is key to improving lecturer welfare and, ultimately, improving the quality of education. Hariandja (2005:291) states that the factors that influence job satisfaction include several aspects, namely: Salary, the work itself, co-workers, superiors, job promotions and the work environment.

### **Spiritual Motivation**

Miftahun (2012) said that motivation is divided into two, namely primary motivation or psychological motivation and psychological and spiritual motivation. Primary motivation or psychology is natural motivation and has become a human nature and innate since birth, this motivation is related to the needs of the body and also everything related to physical form. While psychological and spiritual motivation is related to human needs both psychologically and spiritually which are not directly related to human needs biologically, but more towards human needs to develop with interaction with other humans and needs related to aspects of spirituality in humans. Spiritual motivation is a person's awareness that he has a relationship with God the Creator of the universe and himself. Baruddin, (2007:251) From the explanation above, it can be concluded that spiritual motivation is a drive related to religion, which requires individual awareness if he has a bond with God the Creator . Hamidi Bakran (2005:345) Spiritual motivation is the natural human drive to fulfill spiritual needs. (Anshari, 2002) spiritual motivation is the motivation of faith, worship and mu'amallat motivation in accordance with the outline taught in the Islamic religion. In Islamic teachings it is emphasized that the purpose of human life is to worship Allah SWT. Thus motivation in Islamic language is called intention, in the spiritual concept of Islam intention is everything that is based on Allah SWT. The meaning of working for a Muslim is a serious effort by moving all the assets of the mind and dhikr to actualize as a servant of Allah who must subdue the world as part of the best society/kharu ummah (Tasmara, 2002) . According to Anshari quoted by Yoiz Shofa in his journal, spiritual motivation is divided into three indicators, namely, faith motivation related to belief, worship motivation that is useful for carrying out worship and muamalat motivation related to human needs

**Research framework:**

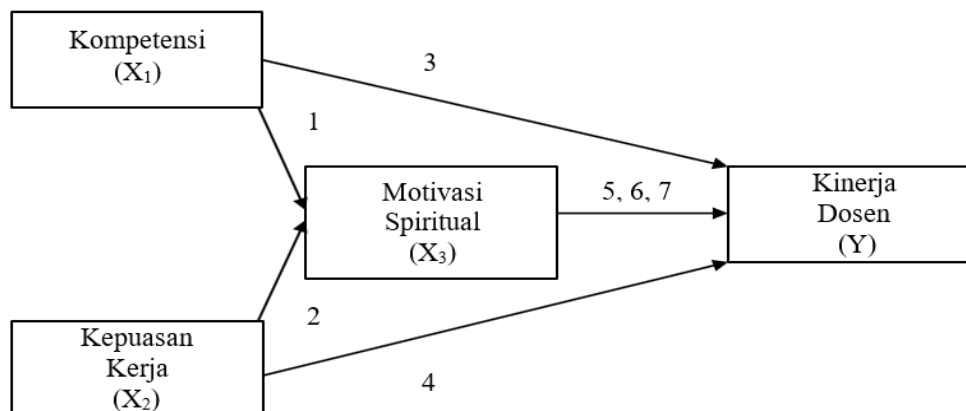


Figure : Research framework.

**Hypothesis**

- H1 : It is suspected that competence has an influence on spiritual motivation at STAI in the Regency Upper Indragiri.
- H2 : It is suspected that job satisfaction has an effect on spiritual motivation at STAI in Indragiri Hulu Regency.
- H3 : It is suspected that competence has an effect on the performance of lecturers at STAI in the Regency Upper Indragiri.
- H4 : It is suspected that job satisfaction has an effect on the performance of lecturers at STAI in the Regency Upper Indragiri.
- H5 : It is suspected that spiritual motivation has an influence on the performance of lecturers at STAI in Indragiri Hulu Regency.
- H6 : It is suspected that competence through spiritual motivation has an effect on lecturer performance. STAI in Indragiri Hulu Regency.
- H7 : It is suspected that job satisfaction through spiritual motivation has an effect on lecturer performance. at STAI in Indragiri Hulu Regency.

**RESEARCH METHODS**

The method used in this study is a quantitative method, according to (Sugiyono, 2018:13) quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied to produce a conclusion.; The sample in this study was 115 STAI Lecturers in Indragiri Hulu Regency, the census sampling method or saturated sample.; Types and sources of data, Types of quantitative data, primary data sources.; Data collection techniques, Interviews, Questionnaires.; The data analysis method used is the statistical analysis method using IBM SPSS 21 software.; Model feasibility test (F

test).; Path analysis ( *Path Analysis* ).; Multiple correlation coefficient (R).; Determination coefficient ( $R^2$  ).; Hypothesis test (T test).

## RESULTS AND DISCUSSION

### *Path Analysis*

The results of the path analysis of model I (*path analysis*) are as follows:

$$X_3 = 0.333X_1 - 0.201 X_2 + 0.96$$

- The influence of competence on spiritual motivation is 0.333.
- The influence of job satisfaction on spiritual motivation is -0.201.
- The results of the multiple correlation show that there is a low relationship between the competency characteristic variables and job satisfaction with competency, namely low, this is because the R value is 0.832.
- The coefficient of determination ( $R^2$ ) is 0.040, meaning that the variables of competence and job satisfaction have a large influence on spiritual motivation of 4.0%.
- The influence of other variables on the variables studied is ( $\epsilon$ ) = ( $\epsilon$ ) =  $1 - R^2 = 1 - 0.040 = 0.96$ .

Thus, the path diagram of structural model I is obtained as follows:

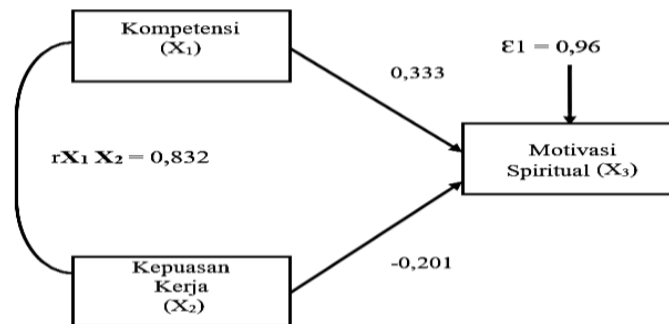


Figure: 1. Figure of Path Coefficient of Model I

### Structural Equations II

The results of the path analysis of model II are as follows:

$$Y = 0.325X_1 + 0.070 X_2 + 0.072 X_3 + 0.885$$

- The influence of competence on employee performance is 0.325.
- The influence of job satisfaction on employee performance is 0.070.
- The influence of spiritual motivation on employee performance is 0.072.
- The influence of competence on spiritual motivation is 0.333.
- The influence of job satisfaction on spiritual motivation is -0.201.
- The effect of job satisfaction on performance through spiritual motivation is  $-0.201 \times 0.072 = -0.01$ .
- The influence of competence on employee performance through spiritual motivation is  $0.333 \times 0.072 = 0.02$ .
- The results of the multiple correlation show that there is a low relationship between the variables of Competence, job satisfaction, and spiritual motivation with lecturer performance,

which is very strong, this is because the R value is 0.402.

- i. The coefficient of determination ( $R^2$ ) is 0.115, meaning that the variables of competence, job satisfaction, and spiritual motivation have a large influence on employee performance of 16.2%.
  - j. The influence of other variables on the variables studied is ( $\epsilon$ )= $1-R^2=1-0.115=0.885$
- Thus, the path diagram of structural model II is obtained as follows:

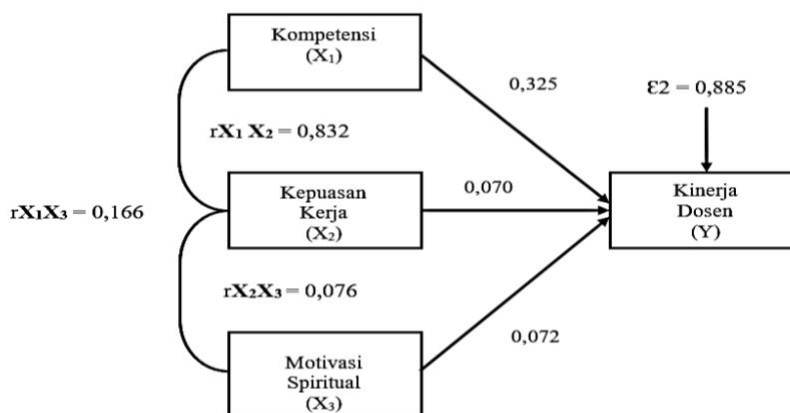


Figure: 2. Model II Path Coefficient Figure.

The results of the hypothesis framework model are as follows:

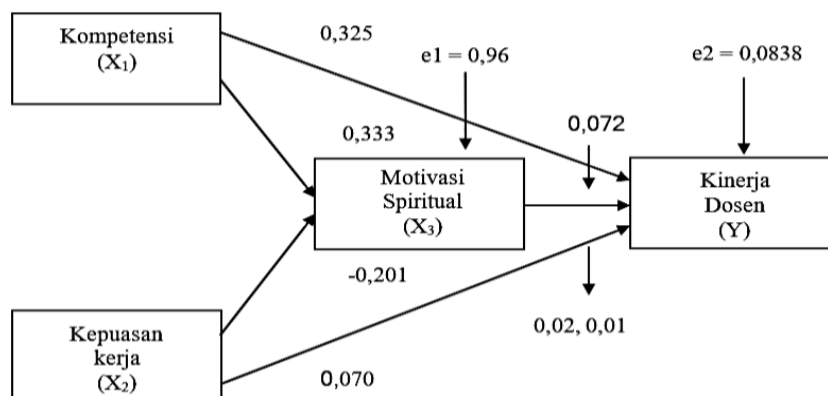


Figure: 3. Hypothesis Framework

**The influence of competence on spiritual motivation.**

The results of the study show that, where the t count of competence is 1.997 is greater than the t table, which is 1.98137. This means that competence has an effect on spiritual motivation. The results of the study show that, where the t count of spiritual motivation is 0.809 is smaller than the t table, which is 1.98137. This means that spiritual motivation does not affect lecturer performance. This is in line with research (Setiawan & Nafilah, 2022) Singgih Setiawan et al.) The results of the study show that Organizational Learning and Spiritual Motivation have a significant positive effect on the Performance of Lecturers and Employees at IAIN Pekalongan. Meanwhile, Competence as an intervening variable strengthens the influence of Organizational Learning and Spiritual Motivation on the Performance of

Lecturers and Employees at the State Islamic Institute (IAIN) Pekalongan.

**The influence of job satisfaction on spiritual motivation.**

The results of the study showed that, where the t count of job satisfaction is -1.204 is smaller than the t table which is 1.98137. This means that job satisfaction does not affect spiritual motivation. This is not in line with the study (Setiyorini, 2019) The results of the study concluded that the job satisfaction of PDAM Delta Tirta Sidoarjo Regency employees is greatly influenced by spiritual motivation.

**The influence of competence on lecturer performance.**

The results of the study showed that where the t count of competence is 2.036 is greater than the t table which is 1.98137. This means that competence has an effect on performance. This is in line with research (Lilawati & Mashari, 2017) that competence has an effect on lecturer performance. There is a significant influence between lecturer competence and lecturer performance at KH.A.Wahab Hasbullah Tambakberas Jombang University

**The influence of job satisfaction on lecturer performance.**

The results of the study showed that, where the t count of job satisfaction is 0.445 is smaller than the t table which is 1.98137. This means that job satisfaction does not affect the performance of lecturers. This is not in line with the study Job satisfaction affects employee performance (Lilawati & Mashari, 2017) there is a significant influence between lecturer job satisfaction and lecturer performance at KH A Wahab Hasbullah Tambakberas Jombang University

**The Influence of Spiritual Motivation on Lecturer Performance.**

The results of the study show that, where the t count of job satisfaction is 0.072, which is smaller than the t table, which is 1.98137. This means that Spiritual Motivation does not affect the performance of lecturers. This is not in line with research on the variables of spiritual motivation and spiritual leadership style simultaneously affecting the performance variable (Shofwa, 2013).

**The Influence of Competence on Lecturer Performance through Spiritual Motivation.**

Is  $X1 \rightarrow X3 \rightarrow Y = (0.333)(0.072) = 0.02.$ , This means that the large influence of competence on lecturer performance indirectly through spiritual motivation is 0.02. While the direct influence of competence on lecturer performance is 0.320. Thus, the direct influence of competence on lecturer performance is greater than the indirect influence, competence through spiritual motivation on lecturer performance, meaning that competence through spiritual motivation does not affect lecturer performance.

**The Influence of Job Satisfaction on Lecturer Performance through Spiritual Motivation.**

$X2 \rightarrow X3 \rightarrow Y = (-0.201)(0.072) = -0.01.$ , This means that the magnitude of the influence of job satisfaction on lecturer performance indirectly through spiritual motivation is -0.01. While the direct influence of job satisfaction on lecturer performance is 0.070. Thus, the direct influence of job satisfaction on lecturer performance is greater than the indirect influence, job satisfaction through spiritual motivation on lecturer performance. This means that job satisfaction through spiritual motivation does not affect lecturer performance.



## CONCLUSION AND SUGGESTIONS

### CONCLUSION

Based on the research results, the following research conclusions are drawn: Competence influences spiritual motivation, Job satisfaction does not influence spiritual motivation, Competence influences lecturer performance, Job satisfaction does not influence lecturer performance, Spiritual motivation does not influence lecturer performance, Competence through spiritual motivation does not influence lecturer performance, Job satisfaction through spiritual motivation does not influence lecturer performance, STAI in Indragiri Hulu Regency.

### SUGGESTION

1. The results of the study show that lecturer competence affects the performance of lecturers at STAI in Indragiri Hulu Regency. Therefore, there is a need for training efforts to improve lecturer competence such as scientific article writing training, pedagogical teaching training for lecturers and so on.
2. For further research, it is suggested to add other variables such as Organizational Culture, Leadership and others. So that it can obtain better findings in explaining lecturer performance and is useful for the development of science.

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