Lecturer Motivation and Certification on Lecturer Performance through Job Satisfaction

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Abstract

This study aims to test and analyze the influence of lecturer motivation and certification on lecturer performance through job satisfaction at STMIK Dipanegara Makassar. This study uses Quantitative Inference because it is expected to show the relationship between variable X and Variable Y through number numbers. Numbers will make it easier for researchers to analyze and provide the results of conclusions of answers, and formulations of the problems proposed. The analysis results showed that motivation, lecturer certification, and job satisfaction have a positive and significant effect on the performance of lecturers at STMIK Dipanegara Makassar. The result revealed that variable motivation, certification, and job satisfaction positively and significantly affect lecturers' job satisfaction at the Higher School of Informatics and Computer Management (STMIK) in Makassar. The better the motivation, it will be able to increase lecturer performance in the hope that it can contribute to the quality learning process of STMIK Dipanegara Makassar. The three variables with indicators that make up these variables give real meaning to the performance of lecturers through job satisfaction and are maintained or further improved because job satisfaction gives a meaningful and real meaning to the achievement of lecturer performance. Motivation with the indicators that make up the variable gives a meaningful meaning to the performance of lecturers. The expected motivation in the form of physical, security, and achievement needs owned by lecturers contributes to better lecturer performance improvement. Certification with indicators that form these variables gives a meaningful meaning to the performance of lecturers, certifications applied in the form of competencies and additional income provide a real and meaningful contribution to the performance of lecturers. Job satisfaction with the indicators that make it up gives real meaning to the performance of lecturers. Job satisfaction in the form of satisfaction with superiors/leaders, satisfaction with work, and colleagues as lecturers contribute to the performance of lecturers.

Keywords
Motivation, Lecturer Certification, Performance, and Job Satisfaction.

1. Introduction
The excellence in leadership, staffing the learning process, curriculum, goals, expectations, academic climate, self-assessment, and community engagement (Masrullah et al., 2021). In this period of national growth, an education system oriented to all sectors is needed, prioritizing contemporary and professional education management paradigms. Therefore, educational institutions, especially universities, are expected to effectively realize their participation as part of the mechanism of control over the existence of education itself.

Lecturer performance is one aspect that has a strategic role in improving growth and quality. For a university, one of the parties that play a strategic role in improving the progress and quality of the institution is the performance of lecturers. The lecturer is one of the essential elements in an educator system in universities. Regarding jobs and responsibilities, the role of lecturers is very important to realize the purpose of national education, educate all the life of the nation and state, and improve the quality of Indonesian people. It includes the quality of faith and Taqwa, noble character, mastery of science and technology, and art in the existence of Indonesian society is advanced, fair, prosperous, and ethical.

Due to the rapid advancement of science and the unavoidable demands to use e-learning or information technology, the responsibilities and roles of a lecturer will become more complex in the future (Asnawati et al., 2021). This situation demands the ability to respond to changing higher education needs. As a result, a lecturer's willingness to improve the quality and intensity of his academic activities is undoubtedly a thorough and integrated awareness. It is very relevant to implementing the tri dharma of higher education, including education and teaching, research, and community service. When combined with mentoring activities and structural tasks, these three activities can be used to assess academic achievement.

God, who has carried out the mission to the maximum and well, bears man's responsibility. With the various forms of responsibility mentioned above, a lecturer must have a solid and clear motivation, including a high dedication to achievements, promotion or rank arrangements, significant income as a form of educational responsibility and the awards they receive, and most importantly, the form of education (Putra et al., 2021; Rahmansyah San et al., 2021). Often, the lecturer is motivated to do his job well and can increase the satisfaction and quality of work desired. The weak and strong motivation or encouragement of one's work can determine the magnitude of job satisfaction. Work motivation is defined as anything that inspires or motivates people to work. As a result, work motivation can be referred to as a morale booster in work psychology. The size of the workforce is determined by the strength and weaknesses of a worker's work motivation.

God, who has carried out the mission to the maximum and well, bears man's responsibility. With the various forms of responsibility mentioned above, a lecturer must have a strong and clear motivation. It includes a high dedication to achievements, promotion or rank order, significant income as a form of responsibility for education personnel, the awards he receives, and, most importantly, their type of education. Lecturers are often encouraged to do a good job, increasing the satisfaction and quality of the desired job. The small amount of job satisfaction is determined by the weakness and strength of one's work motivation or motivation. Work motivation is defined as anything that inspires or motivates people to work. As a result, work motivation can be referred to as a morale booster in work psychology. The size of the workforce is determined by the strength and weaknesses of a worker's work motivation.

Lecturers are a voting force with a strategic position that directly influences the learning process, the quality of graduates, and competitive output patterns. It can be interpreted that the quality of students is determined by the quality of the lecturer as the main element of the educational youth saga. Even the current quality assurance system, which is a general reference in institutions, has identified lecturers as a resource that is strongly related to the competence of graduates for the competitive mentality, that is, to have knowledge and expertise in the discipline he is engaged in (Djojonegoro, 2004). The involvement of lectures in this direction in its decade of the r because universities have a high joke organization and lecture function.

In addition, there are several other phenomena related to lecture performance that sometimes appear in teaching institutions, not least in some High Schools of Informatics and Computer Management in Makassar. It includes some lectures that do not have SAP and RPS for the students' eyes. The number of meetings per semester on average does not reach the number that has been set, namely 14 meetings per semester. The implementation of UTS and UAS, which is always not by the schedule that the academics have set to cause reporting for the final exam result scores, is also always delayed and impacts the main students. They will carry out registration in the next semester.

Another problem that is often related to lecture-performance is caused by the low honorarium/salary obtained from serving the forging institution. Lectures seek income, such as examples of IT consultants, entrepreneurship, online motorcycle taxi drivers, and other activities to meet their brutality. There are still fewer qualifications for a lecture with a master's degree or more, the delivery of lecture materials without planning, and counter rack lectures according to RPS. The research aims to determine how much influence motivation and certification have on lecturer performance through job satisfaction at the Makassar High School of Management and Informatics (STMIK)."

2. Literature Review
Motivation comes from the Latin word "Movere," which means "drive" of the movement power. Motivation is a force to encourage the willingness of an organizational member to fulfill ability in the form of skills or time and energy in carrying out various activities. It becomes responsible and fulfills the obligations to achieve various goals and objectives and the organization that has been determined. Motivation is the driving force that becomes active at certain times, especially if the need to achieve goals is strongly felt /urgent (Rahmitasari et al., 2021). The motivational process is a personal/internal influence that leads to choices, effort, perseverance, achievement, and environmental regulation

Work motivation is identified as a psychological process that will determine the direction, intensity, and perseverance of the act on the job is an important component of work-related functions (Darno et al., 2021; Kasmiaty et al., 2021; Suryanti et al., 2021). Expectancy theory is developed based on the work environment to motivate employee expectations. The theory is more about motivation and the way it connects to everyone. It is believed that there is a relationship between the amount of effort performed by the task and the achievements that can be achieved from hard work and rewarded for hard work and performance.

From some of the above definitions, it can be concluded that the definition of work in terms of motivation operations is defined as a person's internal and external impulse to get something or to achieve goals. It can be seen in 2 dimensions: (1) internal and (2) external encouragement. Achievement, recognition, and responsibility are three-dimensional indicators of internal driving—the dimensions of external encouragement and indicators: promotion and growth. Lecturer work motivation is very important in improving its performance; With motivation, lecturers can improve their quality in implementing professional tasks, such as educational responsibilities or learning, research, and community involvement

According to an analysis study of the Ministry of National Education (2011) on the lecturer certification system in the framework of internal bureaucratic reform, the certification program aims to improve the quality of national education and lecturer welfare by encouraging lecturers to develop their abilities continuously (Kurniawan et al., 2022; Mislia et al., 2021; Nath et al., 2021; Setianto et al., 2022; Suharyanto et al., 2021). Professionalism. The educator certificate is a formal affirmation of the lecturer's position as a professional in the college given to them as part of the certification procedure.

The following is the purpose of providing educational certification for lecturers: 1. Review the professionalism of lecturers to find out their ability to fulfill their responsibilities; Maintain the role of a lecturer as a learning agent at a college; Improve the effectiveness of educational outcomes and procedures; Increase the speed of the goal of national education; Improve the instructor's understanding of the need to maintain academic integrity, including the discussion about plagiarism.

According to the government, providing educator certification and benefits to lecturers can improve their performance of lecturers, thus improving the quality of national education. Given the importance of this, the certification and performance of lecturers should receive attention. For this reason, it is important to monitor and investigate the performance of lecturers so that the government's expectations in terms of improving performance can be met at—the education level. According to Ahmad, funds or benefits are components of payment for services or income directly related to the harshness of the worker's job responsibilities and work performance or are the distribution of "Indirect Compensation" funds to their employees that are usually related to the company's efforts (Ahmad et al., 2021).

The achievement of an organization's goals, functions, or tasks is called performance. On the other hand, performance is defined as the execution of work according to a given condition or identifying employee behavior. Performance is defined as the level of realization of goals and indicates that everyone, each group or work unit, can achieve the goal through labor. Work performance is described as the level of success in making efforts so that employees can complete their tasks and the fulfillment or completion of work (Rasyid et al., 2021).

Performance is one of the work achievements or workability shown by an employee to get an optimal job. So, the term performance means that someone doing certain activities indicates an activity or action. A person's performance can be seen in the conditions and situations of daily work. The activities carried out by a person while carrying out his work show how a person is trying to achieve the goals that have been determined.

The elements of educational performance, according to Rahmat et al., (2015), aim to: (1) develop the performance, ability, and results of educational output, (2) facilitate the exchange of information and communication about the best educational practices with various types of educational institutions, and (3) as a tool to improve and understand performance in educational institutions, as well as a guideline for strategic planning (Rahmat et al., 2021).

According to the value system that applies to a person, every human being has a different level of satisfaction. The greater the pleasure with the activity that is perceived in line with the individual's desires, the higher the assessment of the perceived activity by the individual's desires. Wexley and Yuki's translation states that job satisfaction refers to how employees feel about their work. Job satisfaction refers to a favorable attitude towards an employee's healthy adaptation to work arrangements and situations, including salary, social conditions,

physical conditions, and psychological factors. Wages/salaries, supervision, work environment, possible promotions, co-workers, work supplies, and job security are all factors that affect job satisfaction. Job satisfaction must be continuously evaluated so that lecturers can work efficiently (Syamsyucri et al., 2021; Zamad et al., 2021) Factors that can affect job satisfaction are (1) wanting to move, (2) arrogance, (3) age, (4) level of position, (5) small size of an organization. Ilyas et al, (20221 and Setyorini et al (2022) reveal factors affecting work satisfaction, namely factors of feelings. It is related to work such as salary or wages obtained, chance to develop a career, fellow relationships, types of work, work placement, the organizational structure of a company, quality of supervision, while factors related to themselves, including age, ability, health conditions, and background education (Ilyas et al., 2022; Setyorini et al., 2021).

Job satisfaction is an important arrangement of an organization's work activities that must be maintained and maintained to meet the job satisfaction of individual human resources, by the description above. Five indications that cannot be separated as a source of work happiness for everyone who works are responsibility (responsibility), achievement (achievement), recognition (recognition), progress (advancement), and work itself (work itself).

3. Methods
3.1 Research Design
Inferential quantitative is used in this study because it is expected to describe the relationship between variables X and Y in depth using numbers. Researchers will be able to review and provide findings, solutions, and formulations of problems posed with the help of statistics.

The population used were all lecturers in the Scope of STMIK Dipanegara. In this case, Permanent Lecturers and DPK Lecturers, with a sample number of approximately 115 people, used probability sampling techniques. While the sample used is a saturated / Census sample to generalize the research results to raise the conclusion of the study as something that applies to the population. The data collection technique carried out in this study is to use questionnaires. Sampling techniques using purposive samples. This technique is a way of approaching the subject with a specific goal in mind. The sampling techniques in this study used the formula, Solving. As for the solving formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:
   n= Sample Size
   N= Population Size
   e = error

3.2 Data Quality Testing
Validity is a measure that indicates the level of reliability or validity of a measuring instrument. Pearson's correlation analysis method performs a validity test on each instrument item or question item associated with a variable. It is said to be valid if the correlation between each variable indicator and the constructed variable has a positive value and a significant result. It is substantial at a level of 0.05 (2-tailed) in this situation.

Researchers use SPSS (Statistical Package for Social Science) software to get a valid value from the validity test. Here are the steps in testing validity: Specifies the R-value table; Based on table r, then df = n-2, where n = the number of questionnaires checked at a significant level of 5%. Search for the R-value result; The result of the R-value on each variable will be obtained in the Corrected column of the item - Total Correlation at the SPSS Version 16 output. Determining conclusions; If r value positive r value is greater than r table, then valid. It is invalid if the R-value l is negative, and the r value is smaller than the r table.

The Rehabilitation Test is designed to see if the questionnaire consistently assesses the same or stable concept if used regularly. The Cronbach alpha coefficient is a tool for assessing the consistency of reliability between the most popular items and revealing a fairly. The consistency index of reliability is perfect when used to test the internal consistency of the study. If a constructor variable has an Alpha Cronbach value greater than 0.60, it says reliability rehabilitation less than 0.6 is bad, 0.7 is sufficient, and Cronbach alpha 0.8 or higher is excellent (Table 1).

Table 1. Interpretation of Instrument Reliability

The magnitude of α Value (Alpha)	Unteachability

0.80 – 1.00	High
0.60 – 0.80	Enough
0.40 – 0.60	Slightly Low
0.20 – 0.40	Low
0.00 – 0.20	Very Low

3.3 Hypothesis Testing with Path Analysis

Following the fulfillment of the main assumptions outlined above as the basis for research on path analysis methods, the first step in using the path analysis model is to develop structural model equations and path diagrams based on theoretical studies. This path analysis approach will assess the degree of contribution represented by the path coefficient on each path diagram of the casual relationship between variables X1, X2, on Y and their effect on Z. Correlation analysis and regression are used as the basis for the calculation of path analysis.

The standard path coefficient is also known as the beta value in SPSS software using regression analysis options. The path coefficient is equal to the simple r correlation coefficient if a simple path diagram contains one of the relationship elements between the free variable and the bound variable.

How to test the hypothesis using table F, with the following rules: The F-count > F-table (F-count≥ F-table) so that Ha is accepted, and Ho is rejected; The F-count < F-table (F-count ≤ F-table) so that Ha is rejected, and Ho is accepted.

Significance testing methods used the methods below: If the probability value of 0.05 < or = Sig probability value. or (0.05 ≤ Sig), then Ha is rejected, and Ho is accepted, the conclusion is not significant; If the probability value is 0.05 > or = Sig probability value. or (0.05 ≥ Sig), Ha is accepted, and Ho is rejected; the conclusion is significant. After seeing the results of the two hypotheses above, structural equations are obtained in the table below in Table 2

Table 2. Simultaneous Structure Equations

No.	The relationship of each variable	Equation
1.	X1, X2 Against Y	$Y=\beta YX1X1+ \beta YX2X2+\beta YE1$
2.	X1, X2, and Y Against Z	$Z=\beta ZX1X1+ \beta ZX2X2+ \beta ZYY+ \beta ZE2$

The test is individually indicated by the table (coefficient). The research hypothesis to be tested is formulated into a statistical hypothesis: Ha= pyx1 > 0. Ho= pyx1 = 0. Ha= pyx2 > 0. Ho= pyx2 = 0. Ha= pyx3 > 0. Ho= pyx3 = 0. Individually the statistical test used is a t-test calculated by the formula:

Significance testing used to look for generalizations of variable relationships both simultaneously and partially is: If the probability value of 0.05 is smaller or equal to the probability value of sig or (0.05 ≤ sig), then Ho is rejected, and Ha is accepted, meaning significant; Suppose the probability value of 0.05 is greater or equal to the probability value of the sig or (0.05 ≥ sig). In that case, Ho is rejected, and Ha is accepted, meaning it is not significant; Significance testing used to obtain generalizations of variable relationships partially is: What is calculated ≤ t-table, Ho is accepted, and Ha is rejected, meaning it has no significant effect; If the calculation > t-table, Ho is rejected, and Ha is accepted, meaning it has a significant effect.

3.4 Variable Operational Definition

The variables in the study are becoming more and more significant. Variables are operationalized ideas. The operational attributes of the item are defined more explicitly. As a result, the following are the factors associated with the study in Table 3:

Table 3. Operational Definition

No.	Variable	Indicators	Information
1.	Motivation (X1)	1. Achievement Needs 2. Physical Needs 3. The Need for a Sense of Security	
2.	Lecturer Certification(X2)	1. Competence 2. Additional Revenue 3. Certificate	

| 3. | Lecturer Performance (Y) | 1. Loyalty
2. Quality of Work
3. Quantity of Work | |
| 4. | Job Satisfaction (Z) | 1. Satisfaction with Superiors
2. Satisfaction with Colleagues.
3 Satisfaction with Work | |

4. Results and Discussions

4.1 Validity Test

Product Moment correlation between variables whose items are the method used to assess validity in this study. Explanation of the test results in the Table 4 below:

Table 4. Test Results of Validity of Research Items

Variable	Indicators	R count	R table	Information
Motivation (X1)	X1.1	0,558	0,194	Valid
	X1.2	0,612	0,194	Valid
	X1.3	0,569	0,194	Valid
	X1.4	0,604	0,194	Valid
	X1.5	0,604	0,194	Valid
Certification (X2)	X2.1	0,667	0,194	Valid
	X2.2	0,705	0,194	Valid
	X2.3	0,512	0,194	Valid
	X2.4	0,564	0,194	Valid
	X2.5	0,559	0,194	Valid
Job Satisfaction (Y1)	Y1.1	0,686	0,194	Valid
	Y1.2	0,653	0,194	Valid
	Y1.3	0,527	0,194	Valid
	Y1.4	0,742	0,194	Valid
	Y1.5	0,646	0,194	Valid
Lecturer Performance (Y2)	Y2.1	0,704	0,194	Valid
	Y2.2	0,628	0,194	Valid
	Y2.3	0,645	0,194	Valid
	Y2.4	0,595	0,194	Valid
	Y2.5	0,677	0,194	Valid

Table 4 above shows that the r-count-values of twenty statement items range from 0.512 to 0.742, where r-count > the value of r-table (or > 0.6), and r-table = 0.194 for df (n-2) = 101 at 0.05 levels. As a result, all statement questions on the questionnaire are valid or capable of revealing anything that the questionnaire will assess to be used for further research.

4.2 Reliability Test

The instrument reliability test is presented below. The following Table 5 shows the results of Cronbach's Alpha calculations against instrument reliability:

Table 5. Research Variable Reliability Test Results

Variable	Cronbach's Alpha	Information
Motivation (X1)	0,727	Reliable
Certification (X2)	0,736	Reliable
Job Satisfaction (Y1)	0,759	Reliable
Lecturer Performance (Y2)	0,757	Reliable

Based on 5 for reliability test results, it is estimated that the four variables are worth Cronbach's Alpha. All are said to be reliable because they have Cronbach's Alpha value above 0.6 so that all variables that are examined are reliable and can be used at a later stage.

4.3 Hypothesis Testing Analysis

To find out whether motivation, certification, and job satisfaction affect lecturer performance, then the Beta coefficient-value (standardized coefficient) is then used in statistical analysis models, incredibly linear regression, which can be seen in Table 6 below:

Table 6. Linear Regression Test Results

Variable	Beta Coefficient	T count	Value P	Information
Motivation (X1) Job Satisfaction (Y1)➡	0,265	3,018	0,003	Significant
Certification (X2) Job Satisfaction (Y1)➡	0,632	7,196	0,000	Significant
Motivation (X1) Lecturer Performance (Y2)➡	0,189	2,033	0,045	Significant
Certification (X2) Lecturer Performance (Y2)➡	0,455	4,148	0,000	Significant
Job Satisfaction (Y1) Lecturer Performance (Y2)➡	0,266	2,618	0,000	Significant

The t-test is used to assess the influence of motivation on job satisfaction. By comparing the t-value with the t-table, then the test T. The effect is considered large if t-calculate > t-table and can be ignored if t-calculate < t-table. Value T-table of 1,984 was obtained by looking at df 101 (n – 2; 103 – 2) of 5%. The value t-calculate for the motivation variable is greater than the t-table, 3.018 > 1.984, and the significant value is slightly 0.05,0.003, as seen in the table above. As a result, the motivational component positively and substantially impacts job satisfaction, justifying the hypothesis. The effect of the motivation variable on job satisfaction has a beta coefficient value of 0.265, which indicates that the motivation variable contributed to the increase and decrease in job satisfaction by 26.5%.

The T-test is used to determine the effect of certification on job satisfaction. The influence is considered significant if t-calculate > t-table, and it is said not to have a significant effect if t-count < t-table. By comparing the t count with the t-table, test t is performed. The table's T-value is 1.984, specified by looking at df 101 (n – 2; 103 – 2) at α 5. The t count-value for the certification variable greater than the t-table is 7.196 > 1.984, and the significant value is smaller than 0.05, which is 0.000, as seen in the table above. The influence of motivational variables on job satisfaction has a beta coefficient value of 0.632 which means that the certification variable contributes 63.2% to the rise and fall of job satisfaction. As a result, the motivational component positively and substantially impacts job satisfaction, justifying the hypothesis.

The T-test is used to assess the influence of motivation on lecturer performance. The influence is considered significant if t-calculate > t-table, then it is said not significant if t count < t-table. By comparing the value of t count with the t-table, test t is performed. The table's T-value is 1.984, specified by looking at df 101 (n – 2; 103 – 2) at α 5%. The value of t-calculate for a motivation variable is greater than the t-table. It is 2.033 > 1.984, and the significance value is smaller than 0.05, to be exact, 0.045, as seen in the table above. The influence of motivational variables on lecturer performance has a beta coefficient value of 0.189, which shows that the motivation variable contributes 18.9% to the lecturer's performance. As a result, the motivational component positively and substantially impacts job satisfaction, justifying the hypothesis.

The T-test is used to assess the impact of certification on lecturer performance. By comparing the value of t count with the t-table, test t is performed. Effect significant what does not count > t-table, and it is said not significant if t count < t-table. The table's T-value is 1.984, specified by paying attention to df 101 (n – 2; 103 – 2) at α 5%. The value t-calculate for the motivation variable is greater than the t-table, which is 4.148 > 1.984, and the value of significance is smaller than 0.05, which is 0.000, as seen in the table above. The certification variable for pedaling lecturer performance has a beta coefficient value of 0.189, which means that the certification variable contributes 18.9% to the fluctuating lecturer performance. Consequently, the certification variable positively and substantially affects job satisfaction, confirming the hypothesis. The t-test was used to assess the effect of job satisfaction on lecturer performance. Significant effect if t count > t-table, and no significant effect if t count < t-table. By pairing the t count with the t-table, a t-test is performed. The T-table value is 1.984, determined by looking at df 101 (n – 2; 103 – 2) at 5%. The t-count-value on the job satisfaction variable is greater than the t-table (2.618 > 1.984), and the person's significance value is less than 0.05 (0.010), based on the table above. As a result, the job satisfaction variable positively and substantially affects job satisfaction, which justifies the hypothesis. Job satisfaction on lecturer performance has a beta coefficient (standardized coefficient) of 0.266, which means that the certification variable contributes 26.6% to changes in lecturer performance.

5. Conclusion

After the discussion of hypotheses conducted through the results above, the conclusion can be seen below: Motivation and certification are the main factors in lecturers' job satisfaction at the Higher School of Informatics and Computer Management (STMIK) Makassar. It shows that the more motivated the

lecturer, the better the performance, which will help improve the quality of teaching and learning at the Makassar Higher School of Informatics and Computer Management (STMIK); The third variable with indicators that form these variables gives real meaning to the performance of lecturers through job satisfaction. It is maintained or further improved because job satisfaction gives a meaningful and real meaning to the achievement of lecturer performance; Motivation with the indicators that make up the variable gives a meaningful meaning to the performance of lecturers. The expected motivation in the form of physical needs, security needs, and achievement needs owned by lecturers contributes to better lecturer performance improvement; Certification with indicators that form these variables gives a meaningful meaning to the performance of lecturers, certifications applied in the form of competencies and additional income provide a real and meaningful contribution to the performance of lecturers; Job satisfaction with the indicators that make it up gives real meaning to the performance of lecturers. Job satisfaction in the form of satisfaction with superiors/leaders, satisfaction with work, and colleagues as lecturers contribute real to the performance of lecturers.

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