Do Motivation and Competence Influence Civil-Service Lecturers' Performance and Academic Grade Promotion?

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Abstract: This paper seeks to explore the influence of motivation and competences on civil-service lecturers' performance and academic grade promotion. It employed descriptive quantitative and qualitative research by distributing questionnaires to 64 civil-service lecturers serving in private universities. It deals with the following academic grade: instructor, assistant professor, and associate professor. Then, the data were analyzed by using descriptive statistics and multiple linear regression with statistical processing program. The results affirm that simultaneously both motivation and competence influence lecturers' performance.

Key Words: academic grade of lecturer, competence, performance, motivation, regression

Abstrak: Tujuan penelitian ini adalah untuk mengkaji serta menganalisis pengaruh motivasi dan kompetensi terhadap kinerja dan kenaikan jabatan fungsional dosen PNS. Penelitian ini menggunakan pendekatan penelitian deskriptif kuantitatif dan kualitatif dengan menggunakan metode survei melalui penyebaran kuesioner terhadap 64 orang dosen PNS yang ditugaskan pada perguruan tinggi swasta, dengan kualifikasi jenjang jabatan fungsional Asisten Ahli, Lektor, dan Lektor Kepala. Analisis data menggunakan analisis statistik deskriptif dan uji regresi berganda dengan menggunakan bantuan aplikasi pengolah statistik. Hasil penelitian menunjukkan bahwa variabel independen, yaitu motivasi dan kompetensi secara bersama-sama atau simultan mempunyai pengaruh positif dan signifikan terhadap variabel dependen, yaitu kinerja dosen PNS.

Kata kunci: jabatan fungsional dosen, kompetensi, kinerja, motivasi, regresi

INTRODUCTION

Human resources are one of the important components in the implementation of higher education. The most vital element of success in higher education is the presence of lecturers. According to Law No.14 of 2005 concerning Teachers and Lecturers, the lecturer is professional educators who take strategic functions, roles and positions in the development of national education quality through the Three pillars of higher education (teaching, research, community service). Lecturer careers are judged by their performance in carrying out Three pillars of higher education on a regular basis. The academic grade of the lecturers is started from the instructor, assistant professor, associate professor, and professor.

The lecturer competence is proven by certification measuring Three Pillars of Higher Education task. After being certified, the Three Pillars of Higher Education task performed by lecturers will be given a credit number (cum) according to the weight and load of the tas. The weight of the research assessment is higher than the teaching and community service tasks. In addition to competency, lecturers should have high motivation to perform the Three Pillars of Higher Education task. Motivation is a desire in a person encouraging the person to act to achieve the desired goal (Wake, 2012). Competency is defined as the ability to carry out a responsibility based on certain capability and behavior according to the field of work (Wibowo, 2014).

According to the Kopertis Region XII Personnel Sub-Department record in 2017, the number of civil-

service lecturers in the Region XII Maluku & North Maluku were 164 people. It consisted of 57% assistant professors or as many as 93 people, 31 instructors and associate professors (19%), one professor (1%) and eight lecturers did not have functional positions (5%). The number of assistant professors is higher than the other functional positions. Ministry of Administrative and Bureaucratic Reform Regulation No. 17 of 2013 Jo. No. 46 of 2013 regarding the Lecturer Functional Position and Credit Score regulate all academic grade increases, and it is increasingly difficult to be fulfilled if the lecturer does not carry out the three pillars of higher education task properly.

In addition, based on existing data, there are significant obstacles to the period of increase in lecturers' functional positions. This is indicated by the period of increase in functional positions of lecturers between grade that do not match the period of time that should be in accordance with the applicable rules and regulations. This can also be caused by the performance of lecturers who are not optimal in carrying out the three pillars of higher education task. It is likely caused by inadequate discipline, motivation or competence.

Based on the description above, this paper aims at observing the influence of motivation and competency variables on the performance of civil-service lecturers in Kopertis Region XII.

METHOD

This paper employed a quantitative descriptive approach through surveys to describe a particular condition by observing and identifying the phenomenon, symptoms, and causation. This paper aims at identifying the conditions of motivation and competence that affects the performance of civil-service lecturers in Kopertis Region XII. Primary data and secondary data were obtained through surveys to lecturers and literature reviews.

The measurement scale in the questionnaire instrument used a *Likert* scale (Zikmund *et al.*, 2013). Respondents generally can choose from about five alternative responses for each variable strongly disagree/never (score 1) to strongly agree/always (score 5).

The survey was conducted on 64 civil-service lecturers from 164 people assigned to 28 private universities in the Kopertis XII Maluku and North Maluku region. The survey was limited to the instructor, assistant professor, associate professor, and lecturers

with overdue periods in upgrading their academic grade (over four years).

Processing and analysis of data employed descriptive quantitative and qualitative research approaches which include: 1) test validity and reliability to ensure the validity and reliability of measurement instruments to be used and reliable and remain consistent if the measurement is repeated, 2) descriptive analysis to obtain an in-depth depiction of each variable indicator, 3) analysis of multiple regression tests to analyze the influence of variables motivation and competence towards lecturer performance using statistical processing program.

RESULTS AND DISCUSSION

Respondents' Perception of Research Variable

Variable of motivation consists of achievement, progress, recognition, organizational policy, supervision, work environment, and economic indicators. Achievement indicator aims to see whether the respondent did a good job and set a target, progress indicator aims to see whether the respondent had the motivation to develop self-potential, recognition indicator aims to find out whether the respondent received individual achievement in the work unit. Organization policy indicator aims to determine whether the respondents work according to the rules and policies, supervision indicator aims to determine the respondents manage tasks assigned leadership, work environment indicator aims to see how the respondents to adjust to the work culture and economics indicator aims to know the attitude of the respondents to the income, benefits, and compensation. Indicators of motivation variable can be seen in Table 1.

In Table 1, respondents' perception of the indicator of motivation was positive. It is indicated by the total average score which obtained 3.93 and con-

Table 1. Respondents' Perception on Motivation Variable

No	Indicator	Average	Interpretation
1	Achievement	3.72	Good
2	Progress	3.98	Good
3	Recognition	3.95	Good
4	Organizational Policy	4.23	Very Good
5	Supervision	4.03	Good
6	Work Environment	3.92	Good
7	Economics	3.78	Good
	Total Average Score	3.93	Good

Score: Research data, 2017

sidered as good. It affirms that civil-service lecturers are motivated to achieve good work performance, which the entire indicators of motivation are fulfilled in the lecturers' work environment. Yet, a small number of lecturers remain to have less motivation. The highest score obtained in motivation indicator is an organizational policy which obtained 4.23 and considered very good. Such number affirms that higher education or universities administer a very professional workflow and encourage lecturers to carry out Three Pillars of Higher Education task. However, the indicator of achievement placed at the lowest. It obtained 3.72 and considered good. These findings indicate that most lecturers remain to have less motivation to upgrade their academic grade and functional position.

On the other hand, the findings show that high motivation could be achieved by obtaining a recognition, both from colleague and university management. It is believed that recognition enables a feeling of appreciated within the lecturers. Sitompul (2017) reveals that recognition from university management upon work performance encourage lecturers' motivation. Meanwhile, the trust and responsibility given by carrying out the tasks can affect the motivation of the lecturer in the work environment. This can increase the motivation and welfare of the lecturer with the results of performance achievements. However, the achievement of a lecturer must be demonstrated by good work motivation according to the main task of lecturer, in this case, is a motivation to obtain credit, upgrade the functional position and carry out Three Pillars of Higher Education professionally.

Competency variables consist of pedagogic, personality, social and professional indicators. Pedagogic indicator demonstrates the ability to manage the learning process, personality indicator describes the ability to behave and act in a variety of circumstances, social communication and interaction indicators illustrate the ability to communicate effectively and efficiently, the professional indicator shows lecturers academic ability and capacity. Indicators of competency can be seen in Table 2.

Table 2. Respondents' Perception of The Indicator of Competency

No	Indicator	Avg	Interpretation
1	Pedagogic	4.47	Very Good
2	Personality	4.67	Very Good
3	Social	4.61	Very Good
4	Professional	4.49	Very Good
	Total average score	4.55	Very Good

Source: Research data, 2017

In Table 2, respondents' perception regarding the indicator of competency is positive. It is indicated by 4.55 total average score obtained and is considered very good. The findings confirm that civil-service lecturers have good competencies (pedagogic, personality, social, and professional). Furthermore, an indicator of personality takes a higher position among the other indicators which obtained 4.67 and considered "very good". The number indicates that the lecturers are able to exhibit a good attitude and behavior in any circumstance and making them a decent exemplary model. In line with the results of the study which states that the personal competence of lecturers, authority and lecturers as role models, can control themselves in various situations and conditions as well as wise in decision making; the results indicate good criteria (Irianto, 2015). Additionally, it proves that they have sufficient ability of self-control and thoughtful manner. It is believed that good lecturers should be able to exhibit good manner in proving service to the community and to reflect upon themselves and manage to repair any mistake made. However, respondents' perception of other indicator indicates a contrasting result. Both indicators of pedagogic and professional are below indicator of personality. It is indicated by the score obtained of 4.47 for pedagogic and 4.48 for professional. The findings show that four competencies of lecturers are required to be improved, particularly pedagogic and professional competence. In line with Kholik's research (2016), individual performance is influenced by varied factors for instance individual's competency. Individual's competency affects performance and productivity both personally and collectively.

The variable of performance consists of teaching, research, and community service. Teaching task of lecturers defines lecturers' creativity in teaching and learning process they perform in a classroom setting. When a lecturer conducts research, he/she exercise his/her creativity in producing brand-new research to contribute to the science and knowledge extension. During community service, a lecturer commonly serves society by having an unpaid task for the benefit of the community. Table 3 presents lecturers' perception regarding the indicator of performance.

Table 3 shows that respondents' perception regarding the indicator of performance is positive. It is indicated by the total average score which obtained 4.15 and considered good. Perception regarding the indicator of performance shows that the lecturers have

Table 3. Respondents' Perception Regarding Indicator of Performance

No	Indicator	Avg	Interpretation
1	Teaching	4.34	Very Good
2	Research	4.04	Good
3	Community Service	4.15	Good
	Total Average Score	4.15	Good

Source: Research data, 2017

Table 4. Respondents' Perception regarding The Functional Position Variable

No	Indicator	Avg	Interpretation
1	CAP Procedure	4.09	Good
2	Major and minor elements	4.41	Very Good
3	Credit Point(s) Cumulative	4.14	Good
4	Functional allowance	4.21	Very Good
	Total average score	4.18	Good

Source: Research data, 2017

implemented Three Pillars of Higher Education task and have performed decent work performance. The indicator of teaching takes the highest score amounted to 4.34 and considered "Very good". It is then followed by research indicator with 4.04 and community service indicator with 4.15, both are considered "Good". These findings indicate that the lecturers remain focusing on teaching task instead of research or community service tasks. The three tasks must be performed equally.

In addition, respondents' perception also reveals several issues such as an obstacle in conducting research due to limited research fund form the institution, having minimum effort to conduct community service as well as composing textbooks for learning activities. The aforementioned issues presumably influence the lecturers' performance in general in carrying out Three Pillars of Higher Education task and affects lecturers' functional position and academic grade promotion. It is in line with the findings revealed by Roza (2015), lecturers allocate their professional time mostly for teaching instead of conducted research and community service. It is expected that the lecturers will improve their productivity in carrying out research and community service.

The variable of the functional position includes Credit Point(s) Assessment (CPA) procedure, major and minor elements, Credit Point(s) Cumulative, and functional position allowance. Credit Point(s) Assessment procedure shows lecturers' attempt in fulfilling a requirement in Credit Point(s) Assessment submission. Major and minor elements in this variable deal with supporting activities conducted by the lecturers such as teaching, conducting research, carrying out community service, and any other supporting tasks. Credit Point(s) Cumulative shows the lecturers' credit obtained by the lecturers from the main and supporting tasks and functional position allowance indicator reveals the lecturers' perception regarding the obtained allowance. In detailed, the variable of functional position is presented in Table 4.

In Table 4, the lecturer's perception regarding functional position variable is positive and it is showed by the total average score of 4.18 and considered good. It further affirms that civil-service lecturers have understood functional position indicator. The highest score is major and minor elements indicator which obtained 4.41 and considered very good. These findings confirm that the lecturers understand what to do with Three Pillars of Higher Education principally and practically. The findings, however, reveal that some of the lecturers do not understand the process of CAP procedure and major and minor elements as one of the requirements of academic grade promotion. Some of the lecturers do not understand to maintain credit point(s) well. Also, some of the lecturers have no idea upon the amount of functional position allowance and benefit of academic grade promotion to the lecturer's career and recognition.

Respondents' Perception Based on Age Characteristics and Academic Background with The Variable of Motivation and Competence

Descriptions of respondents' perceptions based on characteristics to determine the relationship and tendency of factors that influence characteristics with indicators of motivation and competency variables. This is because each character has a diverse mindset, understanding, and experience of work.

Table 5 shows that the majority of respondents are civil-service lecturers aged 36–45 years with Master degree qualifications which amounted to 32 people (60.4%). It means that the respondents are potential and productive lecturer who has the wide possibility to continue and improve their performance and academic qualification. On the other hand, some of the respondents aged 46–54 years and 55–63 years only obtained Master degree qualification. Kopertis Region XII must continue to encourage improvement in the quality of lecturers by increasing academic qualification by providing a chance to pursue higher qualification, especially lecturers at potential and productive ages.

Table 5. Respondents' Percentage Based on Age Characteristic and Academic Background

Academic Background	Age						Total	
	36-45 Years		46-54 Years		55-63 Years			
	F	%	F	%	F	%	F	%
S3	0	0	5	45.5	6	54.5	11	100
S2	32	60.4	9	17.0	12	22.6	53	100
Total	32		14		18		64	

Source: Research data, 2017

Table 6 shows the overall perceptions of respondents based on the characteristics of age and level of education on indicators of motivation variables. The perception obtained is good and is indicated by the percentage of "agree" answers to the "very agree" that is dominant. The highest percentage value for the age characteristics of 93.4% was at the age of 55–63 years, while for the characteristics of education level, the highest percentage value was 88.5% in Doctoral degree qualification. 55–63 years old respondents possessing Doctoral degree qualification have a better motivation than respondents aged 46–54 years, 36–45 years possessing only Master degree qualification.

Table 7 shows the overall perceptions of respondents based on the characteristics of age and level of education on the indicators of competency variables. Perception obtained is good and is indicated by the percentage that is dominant in the answers "often" and "always". The highest percentage value for the age characteristics of 96.0% is at the age of 55–63 years, while the highest percentage value for the characteristics of the education level is Doctoral degree qualification with 98.5%. In conclusion, 55–63 years old respondents and possessing Doctoral degree qualification have better competencies than respondents aged 36–45 years, 46–54 years possessing Master degree qualification only.

Descriptions of respondents' perceptions indicate that lecturers aged 55–63 years and possessing Doctoral degree qualification have better motivation. This is supported by respondents' responses to statement of achievement indicators where lecturers aged 55–63 years and possessing Doctoral degree qualification are more motivated to obtain credit numbers and functional promotions compared to lecturers aged 36–45 years and 46–54 years old possessing Master degree qualification only. Meanwhile, there are also lecturers aged 55–63 years and possessing Doctoral degree qualification who have better competencies. Respondents' perceptions also showed the majority of the characteristics of respondents having mastery of personality and social competencies which are better than pedagogical and professional competencies.

Based on the opinions of several university management of private universities, lecturers aged 55 years and possessing Doctoral degree qualifications

Table 6. Perception of Characteristic on The Indicator of Motivation

Characteristic	Motivation					Total (%)
	Strongly Disagree (%)	Disagree (%)	Less Disagree (%)	Agree (%)	Strongly Agree (%)	
Age						
36-45 years						
Avg	2.7	10.1	15.9	55.2	16.2	100
Total avg		28.7			71.4	
46-54 years						
Avg	0.5	1.4	13.1	58.5	26.5	100
Total avg		15.0			85.0	
55-63 years						
Avg	0.8	1.1	4.8	61.1	32.3	100
Total Avg		6.7			93.4	
Education						
Doctoral Degree						
Avg	0.6	2.4	8.4	65.3	23.2	100
Total avg		11.4			88.5	
Master Degree						
Avg	1.9	6.3	12.9	56.0	22.9	100
Total Avg		21.1			78.9	

Source: Research data, 2017

Table 7. Perception of Characteristic on The Indicator of Competence

Characteristic	Competence					Total (%)
	Never (%)	Rarely (%)	Occasionally (%)	Always (%)	Frequently (%)	
Age						
36-45 years						
Avg	0.1	0.4	5.7	37.5	56.3	100
Total avg		6.2			93.8	
46-54 years						
Avg	0.0	0.8	5.6	23.8	69.9	100
Total Avg		6.4			93.7	
55-63 years						
Avg	0.0	0.8	3.1	29.1	66.9	100
Total avg		3.9			96.0	
Education						
Doctoral Degree						
Avg	0.0	0.6	0.9	26.8	71.7	100
Total avg		1.5			98.5	
Master Degree						
Avg	0.1	0.6	5.8	33.3	60.3	100
Total avg		6.5			93.6	

Source: Research data, 2017

have a decent mindset, experience, and understanding of systems and procedures in addition to awareness of their duties and responsibilities as lecturers. Functional positions promotion to a higher level is motivated by the increased functional allowances and the opportunity to obtain structural positions according to the capacity and needs of universities. On the contrary, young lecturers and possessing Master degree qualification only are vulnerable to have a strong commitment to work as lecturers and tend to change their profession. Additionally, they need to perform many other duties that may affect the time to carry out research activities, publications, and community service. Besides that, increasing age and higher levels of education from a lecturer can improve abilities, a more structured and systematic mindset, have sufficient maturity, insight, and understanding of work. This can contribute well to the level of competence of a lecturer. In line with this, the results of the study reveal that there is a positive relationship between education and the level of competence, that a high level of education will certainly contribute to the level of competence of lecturers (Tiyanto, 2010). The higher level of education increases general knowledge and set which also impacts on competence.

Simultaneous Influence between Motivation and Competence on Lecturer's Performance

The effect of the variables of motivation and competence simultaneously on the performance of the lecturer can be seen based on multiple regression testing

with the F test. The results of the F test of motivation and competency variables with the performance of 69,201>3,148, then F count is greater than F table with a significance value of 0,000. That is, the variables of motivation and competence simultaneously have a significant effect on the performance of the lecturer. Motivation and competence have an important role that supports each other for a lecturer in working since they influence and determine the quality of his/her performance and must be continuously developed and improved. This is in line with the research of I'tidal and Jam'an (2016) which revealed that competency and work motivation have a significant effect on the performance of lecturers. In addition, what must be improved is the Three Pillars of higher education task performance as the main function of lecturers in carrying out their duties.

Good work motivation can grow and form by paying attention to and carrying out maintenance on motivation factors and hygienic factors. However, it must be supported by mastery of adequate pedagogical, personality, social and professional competencies and must be continuously improved. This is consistent with what Rosadi (2008) reveals that there are significant influences and positive relationships between motivation factors and hygienic factors and employee performance, and Lestari (2014) reveals that the quality of a higher education institution will increase if the lecturer has pedagogical, personal, professional competence and good social skills The better the competence of lecturers, the more professional they will carry out their duties. Thus, high work motivation and

good competency support lecturer performance, particularly the performance of carrying out Three Pillars of Higher Education which impact on improving the quality and career of lecturers.

Related to this matter, it is important for Kopertis Region XII to pay more attention to civil-service lecturers. The findings also show that some civil-service lecturers' submission to functional position and academic grade promotion is somehow overdue.

Table 8 shows that the characteristics of respondents with overdue periods of functional promotions that the average time period is five years and above. Civil-service lecturers possessing Doctoral degree qualification with associate professors experience a delay in academic grade promotion within the period of 5–12 years, while the level of assistant professors has an average delay time of 12 years and there are also those who have not submitted a functional positions promotion for quite a long time (14 years). Meanwhile, lecturers with Master degree qualification also experienced a significant delay in the academic grade promotion for the instructor (10 years), assistant professors (seven years) and associate professors (six years). There is even a lecturer with a delay in the academic grade promotion until reaching 17 years. It indicates that lecturers with high levels of education do not necessarily have a facile career track in functional positions if the lecturer does not increase their motivation and competence. This is in line with the statement which reveals that the higher the employee's encouragement to determine how much effort will be generated in carrying out the work, the higher the work output will be generated (Hendriyaldi, 2017). In addition, the new regulation will further tighten the process of functional promotion, especially the promotion of associate professors and professors.

Civil-service lecturers who have been certified and who have structural positions also experience a significant delay in the academic grade promotion, as well as lecturers who have not been certified and who do not have functional positions. In fact, there are also certified lecturers, who have structural positions and do not have structural positions which experience an overdue of promotion reaching 14–17 years. Civil-service lecturers who have been certified should be able to have good quality and career performance, however, they must continue to improve work motivation and competence hence it can be proven by academic grade promotion. Likewise, lecturers who have structural positions in higher education should not set aside the main task of the Three Pillars of Higher Education.

Overdue academic grade promotion of lecturers is caused by the poor performance in carrying out the Three Pillars of Higher Education task. Poor performance in carrying out research and community service is one of the factors that hinder the process of academic grade promotion. Besides, in each year, the number of community service carried out by lecturers is insignificant. As well as the research performance, the number of research conducted by lecturers is insignificant. It is presumably due to limited sup-

Table 8. Overdue Period of Academic Grade Promotion Based on Respondent's Characteristic

No	Respondent's Characteristic	Academic Grade	Overdue Average	Total	Percentage %
1	Doctoral Degree	Instructor	0	0	0
		Assistant Professor	12 years	6	54.5
		Associate Professor	5-12 years	5	45.5
2	Master Degree	Instructor	10 years	20	37.7
		Assistant Professor	7 years	23	43.4
		Associate Professor	6 years	10	18.9
3	Certification	Instructor	8 dan 9 years	7	14.9
		Assistant Professor	7 years	25	53.2
		Associate Professor	6 years	15	31.9
4	Uncertified Lecturer	Instructor	10 years	13	76.5
		Assistant Professor	5 years	4	23.5
		Associate Professor	0	0	0
5	Structural Position	Instructor	8 years	8	20.0
		Assistant Professor	6 dan 7 years	18	45.0
		Associate Professor la	6 years	14	35.0
6	Taking no structural position	Instructor	10 years	12	50.0
		Assistant Professor	7 years	11	45.8
		Associate Professor	8 years	1	4.2

Source: Research data, 2017

port in terms of funding from the institution and sometimes they use their own funding to conduct research which demotivates them. Research and community service offers significant credit point(s) to academic grade promotion. Also, the publication made by lecturers is still insignificant due to the limited research conducted. It is proven by the findings which show that civil-service lecturers who are 55 years old above and possessing Doctoral degree qualification are more motivated to obtain credit point(s) and improve their performance. However, some lecturers do not understand the process of CPA, major and minor elements in academic grade promotion and cannot manage and recapitulate well the credit obtained. This is due to the limited knowledge obtained by lecturers and lack of discipline.

Kopertis Region XII as an institution is responsible to strengthen motivation and competence of lecturers since both variables influence lecturers' performance. In accordance with the function of WASDALBIN (Supervising, Managing, and Guiding), Kopertis Region XII needs to focus on factors which take a role in influencing motivation and competence continuously. To strengthen lecturers' motivation and competence, Kopertis Region XII as an institution is expected to stipulate strategical policy and regulation as one of the approaches.

Funding allocation from Kopertis or universities to the lecturer should be provided in order to motivate and encourage them in conducting research and community service. In line with Rohmah (2016), funding allocation stimulates lecturer's motivation and encouragement in carrying out research, conducting community service, and improving professional capacity. Furthermore, to strengthen lecturer's professional capacity, it is important to take into an account training program as one of the approaches.

Direct implementation of the training program could also is encouraged by conducting research competition and community service according to the field and major of the lecturer as well as performing joint-research and community service collaboration. Regularly, Ministry of Research, Technology, and Higher Education offers competitive grant funding for research and community service. This could be one of the channels which encourage the lecturers to conduct more research and community service. Besides obtaining profit, grant funding will improve their professional competence. Pramudyo (2010) argues that lecturer's professional development and improvement enhance performance since it is one important factor

in the Three Pillars of Higher Education. Thus, the improvement and development of lecturers 'competencies will improve lecturers' performance, because it is one of the factors that plays an important role in the implementation of higher education (Pramudyo, 2010).

More importantly, civil-service lecturers need to be informed regarding how to calculate and manage credit obtained as the requirement of academic grade promotion by conducting a direct simulation. It is indeed very helpful for the lecturers to recapitulate and organizing credit point(s) from The Three Pillars of Higher Education task. Kopertis Region XII also needs to inform private universities to provide a room for scientific writing publication in accordance with the field and major of the lecturer. This indeed will be very helpful for the lecturers to publish and disseminate their work. Additionally, universities could provide reward by conducting excellent and high-achiever lecturer competition and/or by giving an incentive after carrying out research, publication and conducting community service. Kopertis and private universities can also provide rewards through the selection of outstanding lecturers in the three pillars of higher education as well as incentives for lecturers who actively produce research, publications and community service. Additionally, improving lecturer performance can be done by providing motivation through rewards and punishments, as well as by conducting routine evaluations in each semester in the implementation of the three pillars of higher education to each lecturer (Trisnaningsih, 2011). However, the institution's recognition of the lecturer is a non-material award given when the lecturer has an achievement or has made every effort to improve the reputation of the institution—recognition of the existence of lecturers allows them to feel that they have a stake in the progress of their institution. To encourage the motivated and maximum performance of the lecturers, universities need to generate a professional work mechanism. At the same time, universities could empower quality assurance and research body of the university to enhance the quality and quantity of research, publication, and community service.

Furthermore, Kopertis Region XII also needs to perform the cultural transformation in terms of process assistance for academic grade promotion. It needs an effective and efficient process of submission and assistance. The transformation could be done by establishing an information system to accommodate aca-

demic grade promotion, credit point(s) obtained, and information regarding academic grade promotion timeline which eventually motivates the lecturer to submit their academic grade promotion. To further enhance the qualification of the lecturers, Kopertis Region XII could provide a scholarship offered by the Ministry of Research, Technology, and Higher Education and/or offered by the universities. In addition to professional and career enhancement, qualification of academic background also contributes to the academic grade promotion. Effiyaldi (2014) reveals that the lecturers who are encouraged to improve their performance in The Three Pillars of Higher Education will continually obtain academic grade promotion. The more activities conducted, then the more possibility of academic grade promotion will be obtained. High motivation and good competency will support the performance of the Three Pillars of Higher Education hence its impacts on academic grade promotion. For this reason, a lecturer performance appraisal standard is needed for the implementation of Three Pillars of Higher Education activities that have not been fully carried out by lecturers (Rahayu, 2013).

Managerial Implication

The findings, according to the perception of the respondents from each variable and indicator, reveal the influence of motivation and competence on lecturer's performance and functional position. As a responsible institution, Kopertis Region XII needs to take into account the indicators taken in this research. The indicators taken could be considered as primary factors and reasons in creating strategic policies to improve the motivation and competence of the lecturers. Upon the stipulation of the strategic program and policy, it is important to have a monitoring and evaluation as a further follow-up approach. Monitoring and evaluation should be performed particularly in research, publication, and community service activities as well as the process of obtaining academic grade promotion. Monitoring and evaluation take a role as further improvement approach continuously.

CONCLUSION

According to the findings and discussion above, several points of conclusion could be generated as follows. First, regarding the variable of motivation, the organizational policy takes as a predominant factor. If the university performs a professional mechanism, the lecturers will be motivated to perform The Three Pillars of Higher Education. Regarding the variable of competence, personality takes a predominant factor. The lecturer could be a role model for the surrounding environment by exhibiting good manner, behavior, attitude as well as having decent self-reflection. Regarding the variable of performance, teaching indicator is the predominant one. The three tasks in Three Pillars of Higher Education should be conducted in a balanced portion. Regarding the variable of functional position of lecturer, major and minor elements takes the highest place. Secondly, civil-service lecturer above five years old and possessing Doctoral degree qualification have better motivation and competence than the other. They are more motivated in organizing and obtaining credit point for academic grade promotion. In addition, most respondents have better characteristics in terms of personal and social competencies instead of pedagogic competence. To sum up, motivation and competence simultaneously influence the lecturers' performance. Both variables are supporting each other in determining performance quality.

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