

OPTIMIZING LECTURER PERFORMANCE AT PRIVATE UNIVERSITIES IN LAMPUNG: THE ROLE OF MOTIVATION, LEADERSHIP, ORGANIZATIONAL CULTURE, DIGITAL INFORMATION, AND CAREER DEVELOPMENT THROUGH COMPETENCE IMPROVEMENT

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Abstract

Purpose: This study wanted to investigate whether the proposed factors could be implemented as a system in a performance improvement model, so this study aimed to empirically determine the influence of motivation, leadership, organizational culture, career development, and digital information on improving performance through the mediator competence variable. **Methodology/approach:** This study was explanatory research, research to determine and explain the influence between the variables under the study. This study used motivation, leadership, organizational culture, digital information, career development, and competence variables to explain lecturer performance variable. This study had a descriptive characteristic with a quantitative approach in which the scores were generated through an annotated statistical submission **Results/findings:** The results section covered a general description of the object, characteristics of respondents, variable descriptions and indicators as well as the results of analysis of variables. In addition, this section explained the results of the analysis of the influence of exogenous and endogenous variables examined in the structural equation model. The variables in this study included motivation (X1), leadership (X2), organizational culture (X3), digital information (X4), career development (X5), competence (X6), and lecturer performance (Y). **Limitations:** This study only focused on the influence of motivation variables, leadership, organizational culture, digital information, and career development on lecturer performance, with competence variable as a mediating or intervening variable. This study was conducted at 13 private universities in Lampung Province. This study also focused on the perceptions of non-certified lecturers at private universities. **Contribution:** The results of this study are expected to support human resource management theory. Human resource management is a design of activities that includes procurement and coordination of human resources. This study can be a reference for other parties who need information and insight about lecturer performance. Regarding practical benefits, the results of this study can be useful for private higher education administrators in formulating lecturer performance improvement programs by considering motivation, leadership, organizational culture, digital information, career development, and lecturer competency factors. **Novelty:** The novelty of this study is the use of digital information because previous studies have not revealed the influence of digital information on performance mediated by competence. Another reason for using digital information is that digital information is important for professional and academic success (Sparks et al., 2016), encourages changes in thinking (Berman, 2017a), improves communication and access to information resources (Madon & Krishna, 2018), and supports the integration of motivation, leadership, organizational culture, digital information and career development factors in a lecturer performance improvement system. This is because digital information has a significant correlation with social interaction, trust, and benefit sharing (Müller et al., 2020).

Keywords: Performance, Private Universities Lecturers, Lampung, Higher Education, Competence.

1. INTRODUCTION

1.1 Research Background

Lecturer performance is an ongoing issue in education (Sukirno, 2020) regarding the role of higher education management and support which influence lecturer achievement motivation and performance (Lestariningsih, 2017). Factors such as appreciation through certification are also important for lecturer motivation and performance (Untari, 2021). According to APTISI, education problems in Indonesia include limited capitalization, teacher and lecturer qualifications, lack of facilities and technology on campus, and lack of links with industry (Rahardja et al., 2018). The low performance of lecturers in Indonesia affects the quality of higher education (Sukirno, 2018), especially in private universities (Armanto & Gunarto, 2020)

Motivational factors are important in human work performance (Pinder, 2014), measured through the alignment of performance with goals (Tillery & Fishbach, 2014) and predicted performance (Miele & Scholer, 2018). Identity and individual motives emerge through social participation, mutual contribution (Nolen et al., 2015), and motivational behavior from contextual transactions (Paris & Turner, 2012b). Motivation has three functions including energy behavior, directing and regulating persistence (Alderman, 2013), and optimal results from actions driven by internal values (Cook & Artino, 2016). Leadership influences performance (Rickards, 2012). Regarding social influence, an effective interaction (Chemers, 2014) starting from within and without (Ulrich & Smallwood, 2012) improves performance through updates, guidance, and feedback (Avolio et al., 2014).

The role of leadership is essential in building a strong organizational culture (Warrick, 2017) which influences individual and organizational outcomes (Chatman & O'Reilly, 2016). Organizational culture influences innovation and performance (Hogan & Coote, 2014) and is directly related to organizational effectiveness and performance (Lapiņa et al., 2015). Career development factors including experience, mentoring, and intervention (Zacher et al., 2019a) support performance improvement (Vondracek et al., 2019).

The career HR Management division must be responsive to the impact of the pandemic (Autin et al., 2020) such as conducting career education interventions to develop skills (Choi et al., 2015). Digital information supports improved performance. Technology drives change (Berman, 2017) in access to important information (Sparks et al., 2016). Information technology is a top development priority (Madon & Krishna, 2018) because sharing digital information is correlated with social interaction (Müller, 2020).

Teaching and Learning in the era of information technology has become a hot topic in the educational field (Tyner, 2014). Competency factors become mediating factors of motivation, leadership, culture, career development, digital information, and performance (Fernandez et al., 2012) regarding behavioral patterns over time. Competence reflects the expectations of future behavior (Masten et al., 2015).

The results of studies in Indonesia and abroad can be different. The results of a study revealed that career planning and competence did not affect lecturer performance (Setiawan, 2009).

Different cultures and contexts can influence the prevailing theory of performance (Schechner, 2017) and the importance of human resource management that has not fully affected organizational performance (Guest, 2011). There is a gap between the expectations of lecturers and employers regarding graduate competencies, obstacles in developing leadership attributes, and academic performance (Masten et al., 2015). Factors such as socialization, coordination, communication, disciplinary culture, and committee involvement influence lecturer performance (Beanal, 2022).

This study focused on five exogenous variables including motivation, leadership, organizational culture, digital information, and career development, with competence as a mediator. The object of this study was non-certified lecturers at private universities in Lampung Province. However, this study was limited to thirteen private universities. This study focused on motivation, leadership, organizational culture, career development, digital information, and competency in the context of improving lecturer performance at private universities in Lampung Province. Thus, this study aimed to 1) investigate the direct influence of motivation, leadership, organizational culture, digital information, career development, and competency on the lecturer performance, 2) examine the direct influence of motivation, leadership, organizational culture, digital information, career development, and competence on the lecturer competence, and 3) analyze how motivation, leadership, organizational culture, digital information, and career development influence the lecturer performance through competency mediation in lecturers at private universities in Lampung Province.

2. THEORETICAL FRAMEWORK, CONCEPTUAL FRAMEWORK, AND HYPOTHESES

2.1 Theoretical Framework

In conducting a study using a quantitative approach, a theoretical approach used systematically is necessary including Grand Theory, Middle Theory, and Applied Theory.

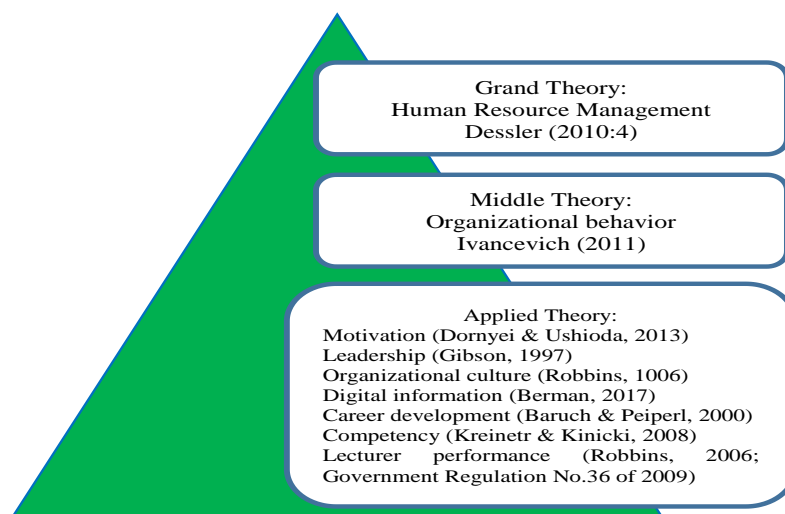


Figure 1: Theoretical Framework

2.1.1 Grand Theory

Grand theory, positioned at the macro level, becomes the basis for other theories with a macro focus that supports micro theories. Human resource management is the grand theory used in this study. Human resource management is the science and art of managing labor relations for efficiency and effectiveness to achieve organizational, employee, and community goals (Hasibuan, 2007).

Human resource management includes policies and exercises related to human resource management such as position management, recruitment, training, compensation, and work performance assessment (Dessler, 2010). It is a strategic approach to skills, motivation, development, and organization of resources. Human resource management aims to ensure the efficient utilization of the human potential for the company's goals (Mathis & Jackson, 2011). Regarding functional context, human resource management involves planning, organizing, directing, controlling, developing, compensating, integrating, maintaining, disciplining, and terminating. Regarding the objectives of human resource management, this leads to the influence of employee attitudes, behavior, and performance to achieve the company's goals through planning, organizing, implementing, and monitoring in procurement, development, rewards, integration, maintenance, and separation of the workforce (Mangkunegara, 2000).

2.1.2 Middle Theory

Middle theory is a theory at the middle level focused on macro and micro aspects. It is used to create hypotheses based on empirical studies and form a scientific thinking framework that is useful in the future as well as for the economy and development. In this study, middle theory was applied to organizational behavior.

Organizational behavior is a new discipline combining contributions from psychology, social psychology, sociology, and anthropology (Robbins & Judge, 2014). Organizations are groups of individuals who work together to achieve common goals (Andre, 2008). Organizational behavior studies the actions of individuals and groups within the organization as well as the impact of the external environment (Gibson et al., 2011) in which the members of the organization influence each other (Griffin, 2018). Organizational behavior focuses on theoretical aspects and microanalysis. This includes individual behavior (personality, perceptions, and motivation), groups (norms, rules, conflict, and leadership), and organizational aspects (structure, culture, and policies) (Robbins & Judge, 2014). The aim is to improve the welfare of the members and the effectiveness of the organization with a management-oriented behavioral approach.

2.1.3 Applied Theory

Applied theory is a theory positioned at the micro level and is ready to be applied in conceptualization. Applied theory in this study consisted of motivation, leadership, organizational culture, digital information, career development, competency, and lecturer performance variables.

2.2 Research Conceptual Framework

This study has tried to build a model for improving lecturer performance by involving and combining factors of motivation, leadership, organizational culture, career development, and digital information mediated by competency variables, and testing them simultaneously as a comprehensive model.

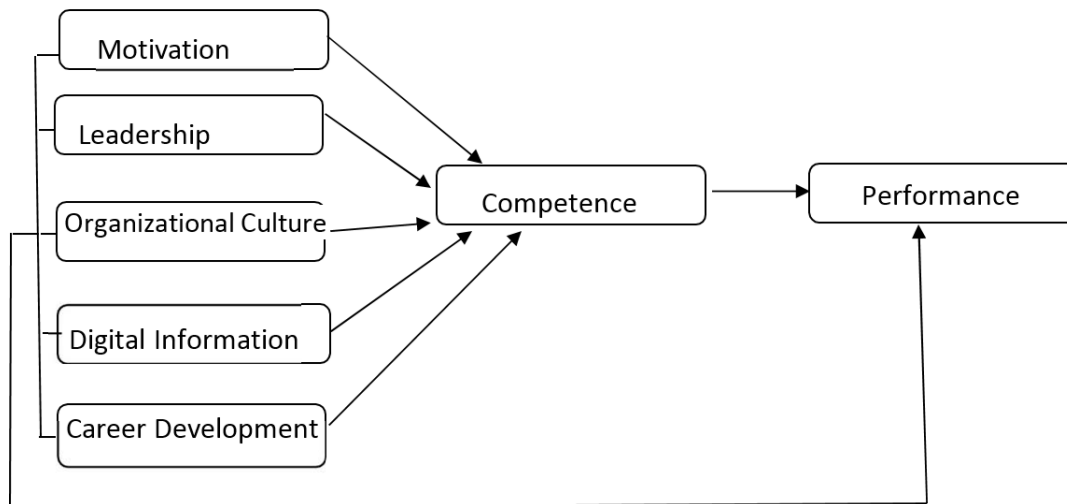


Figure 2: Research Conceptual Framework Model

Based on the research findings above, we proposed hypotheses that;

- H1: There is a direct influence of motivation on lecturer performance at private universities in Lampung Province
- H2: There is a direct influence of motivation on lecturer competence at private universities in Lampung Province.
- H3: There is an influence of motivation on the lecturer performance through the lecturer competence at private universities in Lampung Province.
- H4: There is a direct influence of leadership on lecturer performance at private universities in Lampung Province.
- H5: There is a direct influence of leadership on lecturer competence at private universities in Lampung Province.
- H6: There is an influence of leadership on lecturer performance through lecturer competence at private universities in Lampung Province.
- H7: There is a direct influence of organizational culture on lecturer performance at private universities in Lampung Province.
- H8: There is a direct influence of organizational culture on lecturer competence at private universities in Lampung Province

- H9: There is an influence of organizational culture on lecturer performance through the lecturer competence at private universities in Lampung Province
- H10: There is a direct influence of digital information on lecturer performance at private universities in Lampung Province.
- H11: There is a direct influence of digital information on lecturer competence at private universities in Lampung Province.
- H12: There is an influence of digital information on lecturer performance through lecturer competence at private universities in Lampung Province
- H13: There is a direct influence of career development on lecturer performance in private universities in Lampung Province
- H14: There is a direct influence of career development on the lecturer competence at private universities in Lampung Province.
- H15: There is an influence of career development on the lecturer performance through the lecturer competence at private universities in Lampung Province.
- H16: There is a direct influence of lecturer competence on the lecturer performance at private universities in Lampung Province

2.3 Research Thinking Framework

2.3.1 Motivation on Performance

Motivation influences employee performance (Pawirosumarto et al., 2017) by increasing work efficiency and effectiveness (Nadeem et al., 2014). The results of a study found that extrinsic motivation caused by the financial reward variable and intrinsic motivation caused by the non-financial reward variable influenced employee performance and three work motivations that significantly influenced employee self-perception of performance including financial motivation, internal self-concept, and goal internalization (Chien et al., 2020)

2.3.2 Leadership on Performance

A certain leadership behavior encourages motivation and performance (Van Dooren, W., 2015). Then, leadership styles have a strong relationship and influence productivity (Akpoviroro et al., 2018) and employee performance (Pawirosumarto et al., 2017). The results of a study showed that there was a relationship between transformational leadership and employee performance mediated sequentially by organizational identification and work involvement, and also there was an influence of ethical leadership on employee performance (Buil et al., 2019). Another study showed that the benevolence and morality of paternalistic leadership were positively related to in-role and extra-role performance, and authoritarian paternalistic leadership was negatively related to subordinate performance (Chen et al., 2014). Furthermore, affective trust mediated the relationship between benevolent and moral paternalistic leadership and employee performance but did not mediate the relationship between authoritarianism and employee performance (Chen et al., 2014).

The servant leadership style is effective in mobilizing resources and implementing sustainability strategies among stakeholders, and servant leaders positively influence employee work performance by increasing interpersonal trust and psychological empowerment (Tripathi et al., 2019). Based on the research results above, the researchers of this study proposed a hypothesis that;

H2: Leadership has a positive influence on employee performance.

2.3.3 Organizational Culture on Performance

Organizational culture influences employee morale and productivity (Warrick, 2017), and employee performance (Pawirosumarto et al., 2017) through job satisfaction and mediates the influence of transformational leadership on employee performance (Kurniawan et al., 2020). A strong organizational culture increases employee commitment to achieving organizational goals along the same lines, thereby helping to improve employee performance (Shahzad, 2014). Organizational culture also encourages employees to be innovative and also supports socialization and teamwork (Stephen, 2016). Based on the research findings above, the researchers of this study proposed a hypothesis that;

H3: Organizational culture has a positive influence on employee performance.

2.3.4 Digital Information on Performance

Digitalization is significantly related to performance and mediates the effect of information technology on performance (Eller et al., 2020). Work-oriented digital information and socialization influence employee performance because they affect knowledge sharing among employees which leads to better performance such as the benefits of feedback information which provides information about previous performance (Dittes & Smolnik, 2019). The use of digital information through collaborating and networking via social media platforms increases work performance to be more efficient and innovative, and interpersonal relationships in the digital work environment have a significant influence on employee performance and well-being (Selimović et al., 2021). Based on the research findings above, the researchers of this study proposed a hypothesis that;

H4: Digital information has a positive influence on employee performance.

2.3.5 Career Development on Performance

Human resource practice can be conceptualized by constructing two important constructs including performance and career development. Thus, it is important to facilitate career development workshops and seminars where employees can develop and work on individual career development plans (Davis, 2015). Career development is influenced by individual factors (job satisfaction and organizational commitment) and organizational factors (mentoring/coaching) concerning performance (Lee & Wu, 2020).

Career development has a positive influence on perceptions of organizational support, motivation, and affective commitment, and career development also has a significant and positive influence on employee performance. Career development mediates the relationship

between succession planning and employee performance, and mediates the relationship between performance appraisal satisfaction and creative behavior (Solihin, 2012). Based on the research findings above, the researchers of this study proposed a hypothesis that;

H5: Career development has a positive influence on employee performance

2.3.6 Competence on Performance

Competence affects performance and in the competency model, a combination of knowledge, skills, and other personality characteristics is required for effective organizational performance (Kolibáčová, 2014). Management must continuously pay attention to the abilities of each employee, especially in terms of increasing self-confidence, theoretical abilities, practical abilities, expertise, and consistency of each employee, so that they will have an impact on improving their performance. The results of a study showed that competency-based performance practices affected the effectiveness of organizations and there was a significant relationship between all competency dimensions (knowledge, attitudes, skills, and characteristics) and the performance of human resource managers (Rastgoo, 2016). Based on the research findings above, the researchers of this study proposed a hypothesis that;

H6: Competence has a positive influence on employee performance.

2.3.7 Competence Mediation

Some studies using competence variable mediation on improving organizational performance have showed that employee competence mediates the relationship between HRM practices and organizational performance, and mediates a positive relationship between high-performing HR practices and organizational performance. The results of a study on the relationship between CSR and company performance in developing countries showed that marketing competence fully mediated the effect of all CSR activities on company performance, and also there was an effect of typical marketing competence as a mediating variable in the relationship between the level of implementation of social entrepreneurship and organizational performance (Marqués et al., 2019). In a study on improving employee performance, it was found that competency variables mediated the influence of recruitment and career development on performance.

3. METHODOLOGY

This study was an explanatory research aimed to determine and explain the influence of the variables under the study. This study used variables including motivation, leadership, organizational culture, digital information, career development, and competence to explain lecturer performance variable. This study had a descriptive characteristic with a quantitative approach in which the scores were generated through an annotated statistical submission.

This study used a quantitative method that refers to explanations (Sugiyono, 2018) to determine the influence of motivation, leadership, organizational culture, digital information, career development, and competence variables on lecturer performance variable. Quantitative research begins with deductive thinking for hypotheses, then hypotheses testing is carried out based on empirical data, and conclusions are drawn. This study was carried out at 13 private

universities in Lampung Province. This study was conducted for 12 months from May 2022 to May 2023. This study began with a literature review, consultations, preparation of instruments, instrument testing, instrument revision, data collection, data analysis, and reporting of the results and consultations. The number of respondents in this study was 307 permanent lecturers who had not yet received lecturer certification.

The number of respondents was determined using the Slovin Formula. The formula allowed the researchers to determine the respondents from a large number of lecturers. Thus, the respondents obtained represented the entire number of lecturers who had not yet become certified lecturers.

The number of lecturers at private universities in Lampung Province who do not yet have lecturer certification was 1,315 lecturers, and the number of respondents in this study was 307 non-certified lecturers. Processing of respondent profile data and validity and reliability testing were carried out using SPSS version 26, and hypothesis testing was conducted using SMARTPLS 3.0 (statistical package for service solution).

4. RESULTS AND DISCUSSION

4.1 Research Results

4.1.1. Direct Influence Testing

Table 2: Results of Direct Influence Testing

Description	Original Sample (O)	Mean of Sample (M)	Standard Deviation (STDEV)	T – Statistics (O/STDEV)	P-Values
ORGANIZATIONAL CULTURE -> PERFORMANCE	-0.023	-0.010	0.076	0.302	0.762
ORGANIZATIONAL CULTURE -> COMPETENCE	0.477	0.479	0.087	5.479	0.000
DIGITAL INFORMATION -> PERFORMANCE	0.223	0.204	0.079	2.836	0.005
DIGITAL INFORMATION -> COMPETENCE	0.194	0.168	0.114	1.710	0.088
LEADERSHIP -> PERFORMANCE	0.074	0.080	0.064	1.157	0.248
LEADERSHIP -> COMPETENCE	-0.015	-0.008	0.060	0.256	0.798
COMPETENCE -> PERFORMANCE	0.333	0.321	0.073	4.560	0.000
MOTIVATION -> PERFORMANCE	0.026	0.027	0.055	0.474	0.636
MOTIVATION -> COMPETENCE	0.118	0.133	0.068	1.721	0.086
CAREER DEVELOPMENT-> PERFORMANCE	0.216	0.220	0.069	3.138	0.002
CAREER DEVELOPMENT -> COMPETENCE	0.087	0.095	0.047	1.841	0.066

Source: Data Processing Results, 2023

Based on Table 2 above, the test results of motivation on competence showed a $T_{obtained}$ of 1.721 and a p-value of 0.086 (H1 is rejected). The test results of motivation on lecturer performance showed $T_{obtained}$ of 0.474 and a p-value of 0.636 (H2 is rejected). The test results of leadership on competence showed $T_{obtained}$ of 0.256 and a p-value of 0.798 (H3 is rejected). The test results of leadership on lecturer performance showed $T_{obtained}$ of 1.157 and a p-value of 0.248 (H4 is rejected). The test results of organizational culture on competence showed $T_{obtained}$ of 5.479 and a p-value of 0.000 (H5 is accepted). The test results of organizational culture on lecturer performance showed $T_{obtained}$ of 0.302 and a p-value of 0.762 (H6 is rejected). The test results of digital information on competence showed $T_{obtained}$ of 1.710 and a p-value of 0.088 (H7 is rejected). The test results of digital information on lecturer performance showed $T_{obtained}$ of 2.836 and a p-value of 0.005 (H8 is accepted). The test results of career development on competence showed $T_{obtained}$ of 1.841 and a p-value of 0.066 (H9 is rejected). The test results of career development on lecturer performance showed $T_{obtained}$ of 3.138 and a p-value of 0.002 (H10 is accepted). The test results of competence on lecturer performance showed $T_{obtained}$ of 4.560 and a p-value of 0.000 (H11 is accepted). Therefore, the results of this study support the positive influence of competence on the employees and educators performance, and learning (Ridwan et al., 2020; Martini et al., 2018).

4.1.2. Indirect Influence Testing

Table 3: Results of Indirect Influence Testing

Description	Original Sample (O)	Mean of Sample (M)	Standard Deviation (STDEV)	T – Statistics (O/STDEV)	P-Values
ORGANIZATIONAL CULTURE -> COMPETENCE PERFORMANCE	0.159	0.152	0.041	3.878	0.000
DIGITAL INFORMATION -> COMPETENCE PERFORMANCE	0.065	0.058	0.044	1.458	0.145
LEADERSHIP -> COMPETENCE -> PERFORMANCE	-0.005	-0.004	0.020	0.255	0.799
MOTIVATION -> COMPETENCE -> PERFORMANCE	0.039	0.042	0.023	1.699	0.090
CAREER DEVELOPMENT-> COMPETENCE PERFORMANCE	0.029	0.031	0.018	1.651	0.099

Source: Data Processing Results, 2023

Based on Table 3 above, the test results of leadership on lecturer performance showed a $T_{obtained}$ of 0.255 and a p-value of 0.799 (H13 is rejected). The test results of organizational culture on lecturer performance showed $T_{obtained}$ of 3.878 and a p-value of 0.000 (H14 is accepted). The test results of digital information on lecturer performance showed $T_{obtained}$ of 1.458 and a p-value of 0.145 (H15 is rejected). The test results of career development on lecturer performance showed $T_{obtained}$ of 1.651 and a p-value of 0.099 (H16 is rejected). Only organizational culture

mediated improving lecturer performance. Competence fully mediated the influence of organizational culture on lecturer performance, showing the importance of the mediating role of competence. The figure below illustrates the results of research model testing.

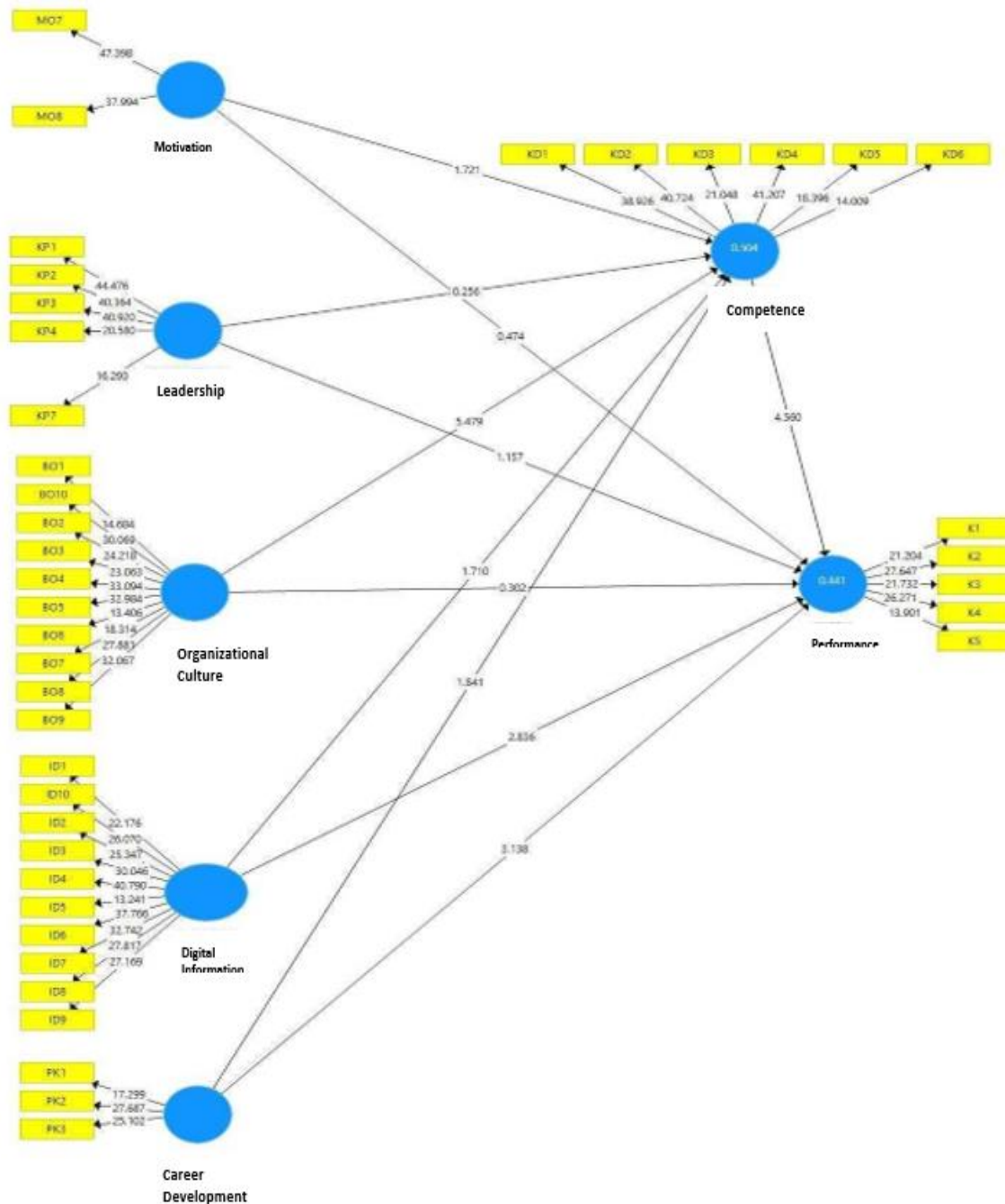


Figure 4.1: Research Model Testing Results

Table 4: Test Results of Organizational Culture on Competence and Competence on Lecturer Performance

Description	Original Sample (O)	Mean of Sample (M)	Standard Deviation (STDEV)	T – Statistics (O/STDEV)	P-Values
ORGANIZATIONAL CULTURE ->	0.441	0.448	0.066	6.724	0.000
COMPETENCE ->	0.504	0.516	0.083	6.090	0.000

Source: Data Processing Results, 2023

The results showed that the r square (r^2) of organizational culture on competence was 50.4% and competence on lecturer performance was 44.1%. The competence mediation on cultural influences was classified as moderate, as well as lecturer performance was influenced by other variables.

4.2 Discussion

4.2.1 The Influence of Motivation on Competence

The results of this study showed that motivation did not influence competence. Conversely, the respondent's perception influenced competence. This is because motivation comes from contextual interactions which are influenced by referrals, recognition, incentives, and psychological factors; hence, an analysis of motivation must consider individual and situational characteristics (Paris & Turner, 2012).

However, these results cannot be considered general because there is a correlation between competence and motivation. Motivation focuses on the results of achieving goals and the work process (using the "right" method, enjoying the process) as internal encouragement; motivating, directing, and underlying behavior including planning, forming intentions, carrying out tasks, controlling actions, and evaluating results (Pawirosumarto et al., 2017).

4.2.2. The Influence of Motivation on Lecturer Performance

The results of this study showed that motivation did not influence lecturer performance. These results support the statement that extrinsic motivation does not affect lecturer performance. However, the results of this study differ from previous studies stating that motivation, in particular intrinsic motivation, predicts performance and functions as a predictor of performance. Cook & Artino (2016) in their study state that optimal performance is achieved when action is driven by intrinsic motivation or extrinsic values that are internalized and integrated. Motivation plays an important role in human productivity and work performance, according to human resource theory (Pinder, 2014).

4.2.3 The Influence of Leadership on Competence

The results of this study indicated that leadership did not influence competence. Some previous studies have revealed that transformational and transactional leadership do not significantly influence employee competence; however, other studies have found that service leadership influences competence, which is a key psychological need for employees. Innovative work behavior of employees and learning is positively correlated with leaders' technical abilities. A leader must have the abilities, especially in crises. Team-centered transformational leadership influences team creativity. In contrast, individual-centered transformational leadership benefits individual creativity through the development of individual skills.

4.2.4 The Influence of Leadership on Lecturer Performance

The results of this study showed that lecturer performance was not influenced by leadership. It is in line with a study showing that paternalistic authoritarian leadership was negatively correlated with employee performance (Chen et al., 2014). However, other studies have showed that leadership has a positive effect on the performance of teachers and employees.

Employee performance is influenced by leadership in various ways. Ineffective leadership occurs when leaders do not understand what their employees need, do not see the potential and talents of their employees, doubt their employees' abilities, and do not communicate empathetically and effectively. Then, regarding lecturer performance, leadership becomes even more important because lecturers act as co-leaders in the academic field, with strategic responsibilities and external orientation that are very important. Effective leadership in a strategic context includes obtaining resources and achieving goals through a responsive external orientation (Herman, 2016). On the other hand, in a leadership dilemma, there is a strategic "blindness" due to being bound to pre-existing thought patterns which hinders a broader perspective (Rickards, 2012).

4.2.5 The Influence of Organizational Culture on Competence

The results of this study showed that the organizational culture influenced competence. There is a relationship between competence and organizational culture that includes impact on innovation and communication skills such as knowledge sharing. Innovation culture is also defined by skills (Mas'ud. Fuad, 2004). Organizational culture increases trust in innovation, change, and managerial collaboration. On the other hand, continuous evaluation of the culture that supports career development and lecturer confidence is important (Griffin, 2018).

4.2.6. The Influence of Organizational Culture on Lecturer Performance

The results of this study showed that the organizational culture did not influence lecturer performance. Although the quality of human resources is not supported by the values of efficiency culture, organizational culture influences the acquisition, accumulation, and use of knowledge. However, the results of a study showed that organizational culture positively influenced employee performance (Warrick, 2017). A tool for encouraging commitment and driving individual and organizational behavior is organizational culture (Chatman & O'Reilly, 2016).

4.2.7. The Influence of Digital Information on Competence

Regarding competence, digital information is closely related to competence. Digital competence consists of a combination of knowledge, skills, and attitudes related to various goals (such as creative communication, self-expression, etc.), but the results of this study indicated that digital information did not influence competence. According to Fernandez et al. (2012), digital competence is one of the eight main abilities required for lifelong learning.

4.2.8 The Influence of Digital Information on Lecturer Performance

The results of this study are in line with the results of a study conducted by Louati and Hadoussa (2021). Lecturers' digital literacy helps teaching and performance assessment. The results of this study indicate that both digital platforms and digital information facilitate communication between lecturers and students in online learning. Educational software applications make teaching more interesting. Digital information increases lecturer productivity and knowledge and provides information as needed for access, collaboration, communication, and knowledge sharing online. Digital technology and information enrich students' abilities in deeper learning. Further, it becomes easier for teachers to use digital technology to achieve learning goals, and it can help them evaluate their performance (Munawar et al, 2016).

5. CONCLUSIONS

5.1 Conclusions

This study aimed to evaluate the influence of motivation, leadership, organizational culture, digital information, career development, and competence on performance mediated by competence. The analysis involved non-certified lecturers from six regencies/cities in Lampung Province, with a total of 307 lecturers as research subjects. The analysis was carried out using Structural Equation Modeling (SEM). The results of this study could be concluded as follows:

1. There was an influence of motivation on competence (H1 was rejected), although motivation did not significantly influence competence.
2. There was an influence of motivation on lecturer performance (H2 was rejected), although motivation did not significantly influence the lecturer performance.
3. There was an influence of leadership on competence (H3 was rejected), although leadership did not significantly influence competence.
4. There was an influence of leadership on lecturer performance (H4 was rejected), although leadership did not significantly influence lecturer performance, which is contrary to several previous studies.
5. There was a positive influence of organizational culture on competence (H5 was accepted).
6. There was an influence of organizational culture on lecturer performance (H6 was rejected), although there are differences with several previous studies.

7. There was an influence of digital information on competence (H7 was rejected), although digital information did not significantly influence competence.
8. There was a positive influence of digital information on lecturer performance (H8 was accepted). This is in line with several previous studies.
9. There was an influence of career development on competence (H9 was rejected), although career development did not significantly influence competence.
10. There was a positive influence of career development on lecturer performance (H10 was accepted), in line with several previous studies.
11. There was a positive influence of competence on lecturer performance (H11 was accepted), in line with previous studies regarding the influence of competence on employee performance and the learning process.

5.1 Suggestions

To improve the quality of lecturer performance at private universities in Lampung Province, the principles of wisdom, honesty, courage, and responsibility must first be applied from the admissions process to output.

Second, the further studies focus on respondents who do not have a good understanding of ideal educational management and the studies do not make comparisons between ideal and non-ideal institutions.

Third, further studies should be improved using a quasi-experimental method to determine whether the group given the material is accepted or not.

Fourth, further studies should include lecturers in Lampung who have not yet become certified lecturers.

Fifth, further studies can consider the relationship between the performance of non-certified lecturers and the moderation of competencies such as motivation, leadership, and career development.

Finally, private university leaders must improve leadership qualities that are attractive and inspiring and support the progress of lecturer performance in three pillars of higher education.

5.3 Research Implications

- a. The purpose of this study is to provide a comprehensive picture of how lecturer performance is implemented in higher education in Lampung, including motivation, leadership, organizational culture, digital information, career development, and competence.
- b. This theoretical study aims to explain latent constructs and patterns of relationships between motivation, leadership, organizational culture, career development, competence, and performance of non-certified lecturers.
- c. The results of this study can help develop scientific knowledge about how to develop human resources.

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