

# Impact of Locus of Control and Competence on the Lecturer's Performance in Private Universities: Taking Academic Atmosphere as Moderator

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## Abstract

This research aims to study the impact between variables and test the impact of academic atmosphere variables, which are thought to moderate individual characteristics, locus of control, and competence variables on lecturer performance. Therefore, Structural Equation Modeling (SEM) with a moderating relationship is used to measure Moderated Structural Equation Modeling (MSEM). The novelty in this research is to combine attribution theory and planned behavior theory by placing academic atmosphere as a moderating variable. We modified the academic atmosphere as a moderating variable. The main findings of this research are that the academic atmosphere strengthens the influence of individual characteristics on lecturer performance. An excellent academic atmosphere can motivate lecturers so that their characteristics can be maximized to improve performance. The academic atmosphere strengthens the influence of lecturer competence on lecturer performance. Availability of academic facilities and infrastructure, quality and quantity of interaction of academic activities, academic atmosphere development, and scientific personality development will motivate lecturers. So that the competencies possessed can be maximized to achieve increased performance. However, the academic atmosphere does not moderate the influence of locus of control on the lecturer's performance in private universities. These findings can be a reference for private universities to increase the lecturer's performance. For lecturers, it is expected to motivate improving competence, strengthening locus of control, and personal characteristics.

**Keywords:** academic atmosphere, locus of control, competence, individual characteristics, SEM, MSEM

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## 1. Introduction

Higher education in Indonesia has a strategic position in educating the Indonesian nation and advancing science and technology. Every higher education institution should conduct education, research, and community service (Law of the Republic of Indonesia Number 12 of 2012). One of the main elements for assessing the quality of higher education is research. The research direction at universities in Indonesia is directed to developing science and technology and improving people's welfare and the nation's competitiveness (regulation of the minister of research, technology, and higher education No. 44 of 2015). The regulation also states that the national standards for management of research in Indonesian universities must improve the ability of researchers, such as research, writing scientific articles, and acquiring intellectual property.

The research must be oriented to research outputs in explanations or findings to anticipate a new symptom, phenomenon, rule, model, or postulate. The research results are also in the form of innovation and development of science and technology beneficial to society, business activity, and industry. The research results are significant to be published. Thus, publications have a vital role in ranking universities and disseminating information about the results of a research field. The number of publications in international journals will affect academic reputation both nationally and internationally. Publications in international journals indexed by Scopus are assessment materials in the global ranking of world universities. Currently, the ranking of universities globally is in the spotlight of many interested parties. Global university rankings can have a significant impact on the public (Jons and Hoyler, 2013). Based on this, ranking becomes essential for a university to improve its ranking and reputation.

Lecturers have a vital role in improving the quality of higher education. In Indonesia, lecturer performance is the overall ability and behavior to fulfill the duties and functions of lecturers in carrying out three main tasks of

higher education, namely education and teaching, research and publication, and community service. The lecturers' research performance shows their commitment to developing their knowledge, which can be measured based on the research conducted by the lecturers and scientific publications. According to the Regulation of the Minister of State Apparatus Control and Bureaucratic Reform of the Republic of Indonesia Number 17 of 2013, lecturers who wish to obtain the academic position of instructor, or promotion from instructor to assistant professor, or from associate professor to professor must have scientific publications.

In the Minister of Research, Technology and Higher Education Number 20 of 2017 concerning lecturer professional allowances and honorary professor allowances, lecturers who have the academic positions of associate and professor are required to publish scientific publications. The task to carry out scientific publications is the task of lecturers as scientists who are obliged to develop science and technology and disseminate them to the public.

The reputation of lecturers in Indonesia is not judged by their teaching achievements only, but also by their achievements in writing articles in scientific journals, compiling books and seminar papers. It shows that performance in scientific publications is essential in increasing the ranking and reputation of a university. However, the performance of lecturers, especially private university lecturers in Indonesia, is still not optimal (Iriani, 2005; Soetikno, 2009; Pramudyo, 2010; Maharsi, 2011; Ismail and Husni, 2009; Suhana, 2007; Koesmono, 2014; Yuningsih, 2012; Ng'ang'a and Nyongesa, 2012; Muia and Oringo, 2016; Abramo et al. 2008).

One of the elements of higher education performance appraisal is the lecturer's research performance. The research performance of lecturers can be measured based on the number of indexed scientific articles, the number of citations, the number of patents, and research conducted by the lecturers. Many factors affect the performance of lecturers' research, both internal and external factors. The workload of the lecturers can affect the job satisfaction of the lecturers and have an impact on the research performance of the lecturers (Houston, 2006, Yusoff et al., 2014).

The competence of the lecturer will affect the performance of the lecturer. Therefore, improving the competence of lecturers is one of the efforts to ensure the quality of education in higher education (Zulaeha & Nurkhin, 2020). The Ministry of Education and Culture and Higher Education regulations are expected to fulfil and maximize the model of lecturer empowerment, which is the key to the realization of a better quality of education in Indonesia. Nadeak et al. (2019) state that lecturers have an influential role, have high responsibility, have high discipline, and have excellent initiative in their performance. Theresa et al. (2018) stated that work culture and job satisfaction affect motivation. However, work culture does not affect the performance of lecturers. Work culture and job satisfaction affect lecturers through motivation. Thus, job satisfaction is an essential factor that must be managed to increase motivation, which will improve lecturer performance. On the other hand, responses from academics at five universities in Indonesia show a significant and positive relationship between higher education autonomy, empowerment, and citizen organizational behavior (Suriansyah et al., 2019).

According to Wibowoa et al. (2020), hard skills, soft skills, organizational learning, and innovation capabilities positively and significantly impact lecturer performance. In addition, soft skills have the most significant influence on lecturer performance, among other variables. Asbari et al. (2020) also concluded that hard skills and soft skills have a positive and significant impact on the innovation ability of lecturers, either directly or indirectly, through the mediation of organizational culture. Asbari et al. (2020) findings can pave the way to improve lecturers' readiness in facing the 4.0 education era.

The results (Rahardja et al., 2018) show that leadership, competence, and motivation positively affect performance. Good performance has a positive effect on increasing institutional accreditation. While leadership has a negative effect, competence has a positive effect, and motivation positively affects accreditation institutions. Follow-up research can determine positive variables to increase accreditation from the institution. Rahardja et al. (2020) stated a positive and significant relationship between intellectual capital, intrinsic motivation, and competence with the service performance of private university lecturers in Jakarta. Rahardja et al., (2020) found a significant favorable influence on the competence, leadership, and organization together on the work motivation of lecturers at private colleges.

In addition, Zulfikar (2021) found that the variables of work environment, motivation, and competence directly have a positive and significant effect on job satisfaction. Job satisfaction variables indirectly have a positive and significant effect on lecturer performance. It is urgent to pay attention to restoring and encouraging satisfaction so that it can positively impact lecturer performance. Simultaneously, Gunawan et al. (2018) found a positive and significant influence on organizational support, work-life balance, career development and job satisfaction together on the performance of lecturers at Maritime Colleges in DKI Jakarta, Indonesia.

This study focuses on the performance of lecturers in the field of research and scientific publications, individual characteristics, locus of control and competence with the reasons for the controversy in the results of previous studies. Higher education performance depends on the performance of the lecturers, or in other words, the performance of the lecturers will contribute to the institution's performance. One of the factors that can influence the lecturer's performance is individual characteristics. Individual characteristics significantly affect lecturer performance (Supeni, 2016; Pudjiati, 2016; Yanti, 2018; Sustiyatik et al., 2019). Individual characteristics

affect lecturer performance, especially in research productivity (Lase and Hartijasti, 2018). Istikhomah et al., (2012) found that individual characteristics consisting of education level, tenure, and satisfaction related to the performance of lecturers in the implementation of the Tri Dharma of Higher Education, while age and motivation did not have a significant relationship to performance. However, Amri (2012) shows that individual characteristics have a negative effect on performance. Similarly, Andriyani (2010) found that biographical characteristics including gender, age, marital status and length of work did not affect performance. Also, Martadiani et al. (2019) found that individual characteristics do not affect lecturer performance.

In addition to individual characteristics, locus of control also affects the performance of lecturers. Locus of control significantly affects performance (Darmika et al., 2014; Ruscahyono, 2014; Angelova, 2016; Kusuma et al., 2018). The influence of the locus of control is more significant than the environmental and work climate variables. The quality of lecturers can be done by increasing the competencies they have. Lecturer competence affects performance (Sundara, 2013; Yahya and Hidayati, 2014; Hidayanto, 2016; Rina and Kusuma, 2017; Lucky and Yusoff, 2013; Jusmin et al., 2016; Fathrorahman et al., 2015; Greekngsih et al., 2015; Tiraicyari et al., 2011; Rifkhan, 2018). Also, Xu and Ye (2014) found a significant positive correlation between competence and performance. However, Itidal and Jama'a (2016), Tone et al. (2015), and Putranti et al. (2018) found that competence did not affect lecturer performance.

An increase in the academic atmosphere and an increase in performance cannot happen by chance but instead is the result of management/coaching actions that are planned, organized, implemented and controlled, comprehensively and integrated. According to Kurniawan (2014), the ideal academic atmosphere can be described by various campus activities, characterized by harmonious interactions between lecturers-students, students, and lecturers based on academic values.

Then according to Ofogy et al. (2016), in higher education, training in the form of workshops on communication skills and teaching skills for teachers strongly supports the success of the academic atmosphere to encourage student learning success. Also, Putri and Hertina (2018) found that the academic atmosphere positively affected the performance of lecturers' scientific publications. Guo (2015) shows that the academic atmosphere is an essential internal factor that can improve the quality of teaching. So that good and bad academic atmosphere is closely related to the attitudes and behavior of the academic community, such as lecturers, students and university administrators. Meanwhile, according to Indrasari et al. (2015), the academic atmosphere will also affect the competence of lecturers. In addition, Ruscahyono (2014), Yanti (2018), and Warka (2019) found that the academic atmosphere affected lecturer performance.

Previous studies have placed more on the academic atmosphere as an exogenous variable. So in this study, we modified it by placing the academic atmosphere as a moderating variable. The novelty in this research is to combine attribution theory and planned behaviour theory by placing academic atmosphere as a moderating variable. Ajzen, I. first developed the Theory of Planned Behavior in 1991. Heider first introduced the attribution theory in 1958, then Weiner developed it in 1974. Attribution theory assumes that people try to determine why people do what they do; attributes cause behaviour (Rohmah, 2018).

Based on the background described above, the questions in this study are:

1. Do individual characteristics affect the performance of private university lecturers ?
2. Does locus of control affect the performance of private university lecturers ?
3. Does competence affect the performance of private university lecturers ?
4. Does the academic atmosphere moderate the influence of individual characteristics on the performance of private university lecturers ?
5. Does the academic atmosphere moderate the influence of locus of control on the performance of private university lecturers ?
6. Does the academic atmosphere moderate the influence of competence on the performance of private university lecturers ?

## 2. Literature Review

### 2.1 Performance of Lecturers' Scientific Publications at Private Universities in Indonesia

Lecturer performance is the overall ability and behaviour to fulfil the duties and functions of lecturers in implementing the Tridharma of Higher Education, namely education and teaching, research and publications, and community service. Research performance shows the commitment of lecturers to develop their knowledge which can be measured based on research conducted by lecturers and scientific publications. Scientific publications of Indonesian lecturers have experienced a significant increase. Figure 1 shows that the number of Indonesian publications is higher than other Southeast Asian countries, but the number of citations does not increase. For this reason, it is necessary to know the factors that affect the performance of lecturers in the field of research. One of the qualities of publications is determined by the citation index, where the citation index is one indicator of the quality of publications. In 2016, Indonesia was ranked 4th in the Association of Southeast Asian Nations (ASEAN) with 11,865 publications. In 2017 Indonesia managed to surpass Thailand, with the number of international

scientific publications reaching 18,500. Meanwhile, from 2018 until April, the number of international scientific publications was 5,125, surpassing Singapore's 4,948 and Thailand's 3,741. Meanwhile, in 2013 research publications in Indonesia were number four in ASEAN, and patents were always number four. In 2018 patents were already number one in ASEAN, and in 2019 international scientific publications were also the first level in ASEAN.

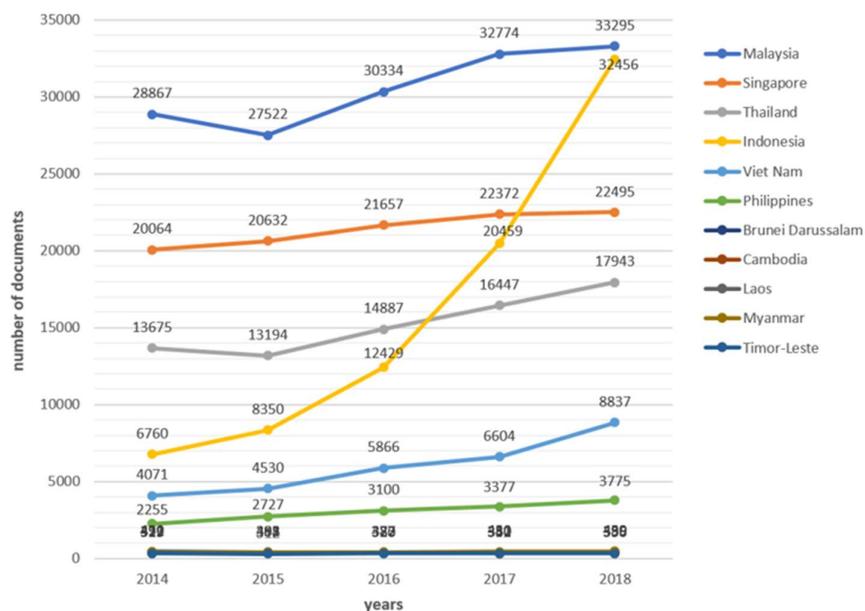
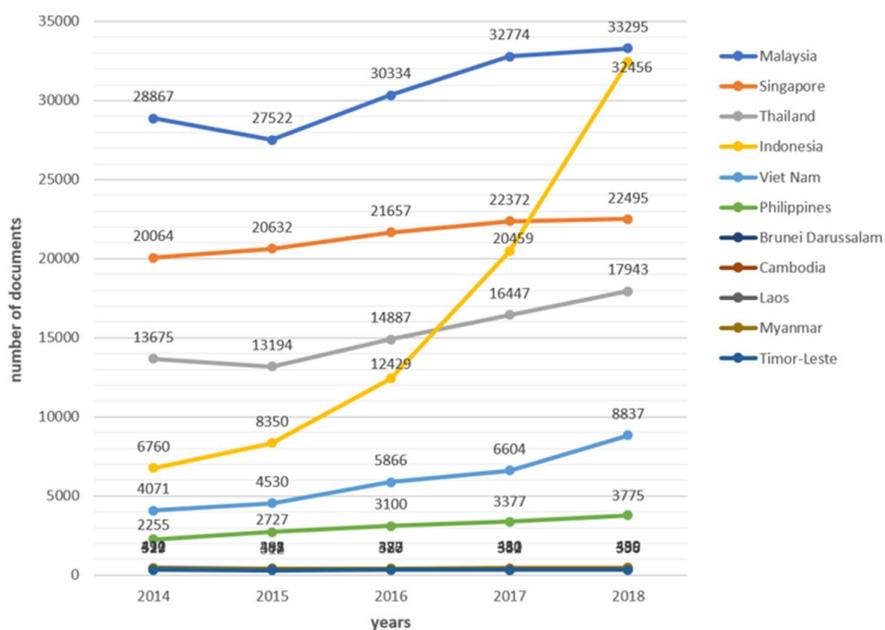


Figure 1. Publication of Scientific Papers in Southeast Asian Countries



This study used a sample of 20 private universities in Surabaya. The productivity of lecturer publications from 20 private universities in Surabaya compiled from the Ministry of Research and Technology database in Table 1 shows that an increase has not matched universities with good institutional accreditation in the number of publications. A large number of lecturer resources has not been able to increase the number of significant publications either. The reputation of lecturers in Indonesia is judged by their teaching achievements, compiling

books, attending international conferences, and their achievements in writing articles published in reputable international scientific journals. Based on these data, it shows that the performance of lecturers in the field of scientific publications still needs to be improved. The performance of lecturers, especially private university lecturers in Indonesia, is still not optimal (Iriani, 2005; Soetikno, 2009; Pramudyo, 2010; Maharsi, 2011; Ismail and Husni, 2009; Suhana, 2007; Koesmono, 2014; Yuningsih, 2012; Ng'ang 'a and Nyongesa, 2012; Muia and Oringo, 2016; Abramo et al., 2008).

### 3. Related Theories and Research Hypotheses

Following previous studies and based on the above analysis, we propose the following hypothesis:

H-1: Individual characteristics affect the performance of private university lecturers;

H-2: Locus of control affects the performance of private university lecturers;

H-3: Competence affects the performance of private university lecturers;

H-4: The academic atmosphere moderates the influence of individual characteristics on the performance of private university lecturers;

H-5: The academic atmosphere moderates the influence of locus of control on the performance of private university lecturers;

H-6: The academic atmosphere moderates the effect of competence on the performance of private university lecturers.

#### 3.1 Conceptual Framework

The conceptual framework in this research is based on a framework of thought processes based on theoretical studies and empirical studies. The Theory of Planned Behavior states that a person's interest in determining behavior is influenced by his attitude, environmental influences, and beliefs with his abilities (Juniariani et al., 2018). Theoretically, two factors affect individual performance in the organization, namely personal and situational or environmental factors.

According to Robbins (2015), the factors that affect performance consist of individual characteristics, ability characteristics, personality characteristics, and learning characteristics. Personality characteristics are a pattern of behavior in individuals that can be seen and said to be unique characteristics. Individual characteristics include some traits inherent in individuals. Locus of control is an exogenous variable that will have an impact on lecturer performance. According to Rotter (1966), locus of control is the degree to which an individual feels he has control over his behavior. Individuals with an internal locus of control are considered to come from their activities. In contrast, personal with an external locus of control assume that the academic environment controls the success achieved (Hadlington et al., 2019). Khanifah et al., (2019) stated that locus of control shows the concept of sharing from individuals who accept personal responsibility for what happens to them according to their personality type.

Competence is an exogenous variable that can affect the performance of lecturers. According to Spencer (1993), competence is described as a primary characteristic of a worker who uses the deepest part of his personality and can influence behavior when dealing with work which will ultimately affect the ability to produce performance. Empirical studies were conducted by examining research related to each variable, both endogenous and exogenous variables, including Hasudungan et al., (2017), found that competence, individual characteristics, locus of control made a positive and significant effect on performance. Kurniawati and Fidowaty (2017) found that individual competence, management support, and organizational support influenced lecturers' research performance. Individual characteristics are exogenous variables. Andriyani and Zunaidah (2010) found that individual characteristics will influence lecturer performance. Istikomah (2012) found that individual characteristics influenced the performance of lecturers in conducting the tri dharma of higher education. Lase, and Hartijasti (2018) found that the performance of lecturers, especially on research productivity, was influenced by individual characteristics. Sulistiyati (2019) found that individual characteristics affect the performance of PTS Kopertis lecturers in Region VII East Java. The locus of control is an endogenous variable. Kusuma (2018) found that locus of control has a significant impact on lecturer's performance. Based on theoretical studies and empirical studies, the conceptual framework model that describes the relationship of the variables to be studied is in the form of an influence or causal relationship between variables in this study. The variables in this study are individual characteristics, locus of control, competence, academic atmosphere, and performance, as illustrated in the figure 2.

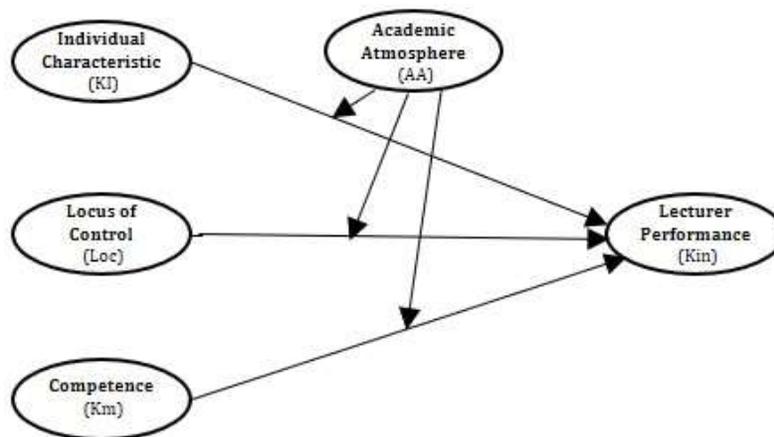


Figure 2. Conceptual Model

#### 4. Research Methodology

##### 4.1. Sampling

This study uses data obtained directly from the respondents who assessed each statement on the questionnaire sheet. We collect data through a google form questionnaire. Respondent's identity includes age, gender, highest education, functional academic position, and primary data related to individual characteristics, locus of control, competence, academic atmosphere, and lecturer performance.

The population in this study were all lecturers of private universities in the form of Universities throughout Surabaya, which had accreditation A, B, and C, as many as 20 universities with a total of 4085 lecturers. The number of respondents in this study were 364 lecturers. The sampling technique in this research is using probability sampling with a stratified random sampling technique. This technique was chosen because the data variation between strata tends to be heterogeneous. On the other hand, the variation of data within strata tends to be more homogeneous.

Characteristics of the respondents can be identified by gender, as shown in figure 3a. It indicates that the teaching profession is more attractive to women than men. The highest education of respondents was 71.43% with a master's degree and 28.57% with a doctoral degree (figure 3b). This condition follows that the lecturer is required to hold a Master's degree. It is shown in figure 3c that most of the respondents have functional academic positions as an expert assistant (36.8%), assistant professor (31.6%), teaching staff (16.5%), associate professor (12.9%), and still few are professors (2.2%).

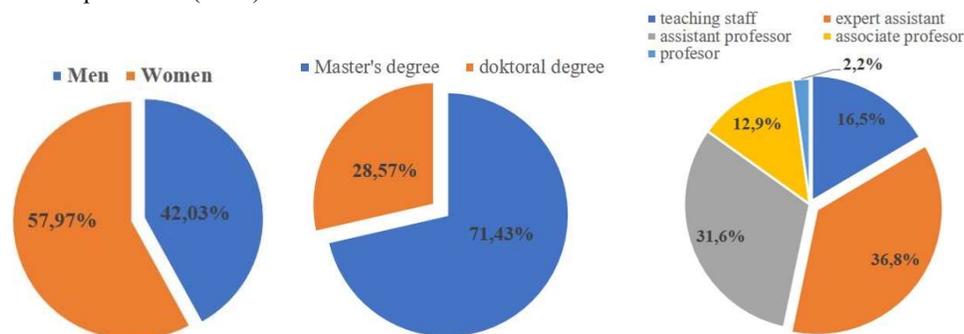


Figure 3a. Respondent's gender Figure 3b. Respondent's degree Figure 3c. respondent's academic functional position

##### 4.2 Research Variables

The variables in this study were divided into three: endogenous variables, exogenous variables, and moderator variables. The endogenous variable in this study is lecturer performance. Exogenous variables include individual characteristics, locus of control, and competence. The moderating variable in this study is the academic atmosphere. The indicators of all research variables consist of 34 indices divided into four dimensions: characteristics, locus of control, competence, and academic atmosphere. While the other six indicators are used to measure the performance variables of lecturers, which include: scientific publications, speakers in scientific forums, intellectual property rights, and other research outcomes. We use a Likert scale to develop the value of

each indicator.

400 questionnaires were sent out, and 364 questionnaires are valid, the rate of callback is 91%. This study uses primary data obtained directly from the respondents. The data was obtained by distributing questionnaires to respondents via a google form. Respondents were asked to provide assessment criteria for each statement item. Primary data includes respondent identity data consisting of age, gender, highest education, functional academic position, and respondent's answer data related to individual characteristics, locus of control, competence, academic atmosphere, and lecturer performance.

#### 4.3 Model Conceptual Testing

We tested the impact of individual characteristics, locus of control, competence on the performance of private university lecturers in Surabaya. Then test how strong the academic atmosphere moderates the influence of individual characteristics on the performance of private university lecturers in Surabaya. Testing how strong the academic atmosphere moderates the influence of locus of control on the performance of private university lecturers in Surabaya. Testing how strong the academic atmosphere moderates the influence of competence on the performance of private university lecturers in Surabaya. Validity test and reliability test were carried out using SPSS version 21 software. Then continued with testing the relationship series of these variables using the Moderating Structural Equation Modeling (MSEM) method. MSEM is a statistical technique that allows the simultaneous testing of a complex series of relationships.

This study aims to analyze the impact between variables and test whether or not there is an impact of academic atmosphere variables, which are thought to moderate individual characteristics, locus of control, and competence variables on lecturer performance. Therefore, Structural Equation Modeling (SEM) with a moderating relationship is used to measure Moderated Structural Equation Modeling (MSEM). MSEM modeling also consists of two models, namely the measurement model and continued with the structural model. The entire process of making the MSEM model in this study was carried out using AMOS 21 software, with the Maximum Likelihood (ML) estimation method.

#### 4.4 Proposed Models and Indicators

This study is related to identifying the dimensions of a concept or construct and, at the same time, measuring the influence of the degree of relationship between factors. Hence, MSEM is a suitable measurement technique to use in this study. Structural models and measurements are shown in the figure 4.

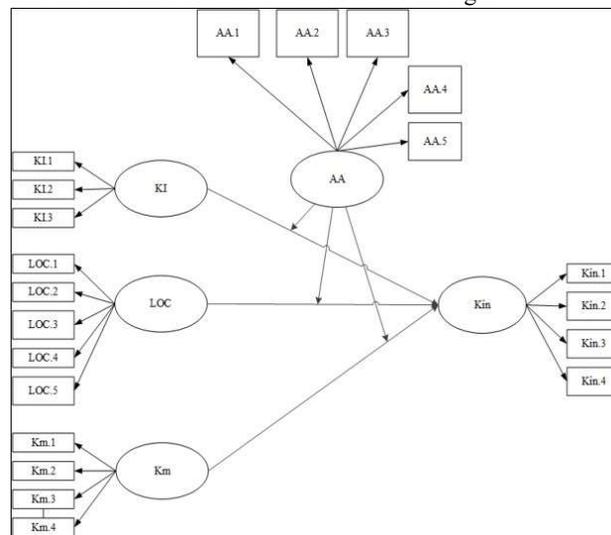


Figure 4. Model Structure and Indicators

The step-in SEM modeling before performing parameter estimation for the structural model is to create a measurement model. The measurement model is a description of the latent variable/construct with the indicators that represent it. The measurement model is made using the Confirmatory Factor Analysis (CFA) method. CFA is a factor analysis used to test or empirically confirm the measurement model of one or more constructs/variables.

## 5. Analysis and Result

### 5.1. Path Diagram Construction Results

The results of the path diagram construction based on the research hypotheses described in the previous subsection are shown in the figure 5

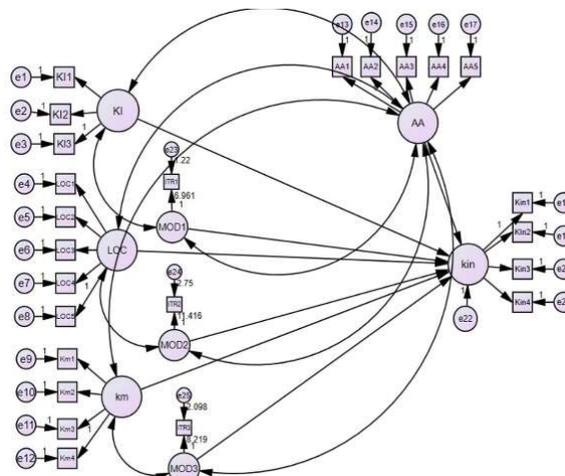


Figure 5. Result of Path Diagram Construction

### 5.2. Model Measurement Results

This stage is carried out to test the close relationship between latent variables and their indicators. The analytical tool used to make this model is Confirmatory Factor Analysis (CFA). With this tool, whether the existing indicators can explain a latent or not can be known. The results of testing the significance and closeness of the relationship between the constituent indicators (KI1, KI2, and KI3) with individual characteristic variables (KI) are shown in the table 1.

Table 1. Individual characteristic estimation results

Indicator	p-value	Loading Factor	Squared MultipleCorrelation	Result
KI <sub>1</sub>	0.00	0.524	0.275	Valid
KI <sub>2</sub>	0.00	0.850	0.723	Valid
KI <sub>3</sub>	0.00	0.642	0.413	Valid

It shown in table 1 that the p-value of all indicators is less than 5% alpha, meaning that the three indicators (KI1, KI2, and KI3) are significant to explain the variable individual characteristics. The loading factor value of the three indicators also has a value greater than 0.5. The biggest factor loading value (0.850) is found in the second indicator, namely personality characteristics (KI2). So it can be shown that these characteristics have the strongest relationship with individual characteristics (KI) compared to the other two indicators.

The quadratic multiple correlation values on the personality characteristics (KI2) indicator of 0.723 means that 72.3% of the variation in the personality characteristics indicator can be explained by the individual characteristics variable and other indicators explained outside the model. The personality characteristics indicator is the most appropriate indicator for explaining the variable individual characteristics. The results of the significance test and the close relationship between the constituent (LOC1, LOC2, LOC3, LOC4, and LOC5) with the variable locus of control (LOC) are shown in the table 2.

Table 2. Locus of control estimation results

Indicator	p-value	Loading Factor	Squared MultipleCorrelation	Result
LOC <sub>1</sub>	0.00	0.624	0.389	Valid
LOC <sub>2</sub>	0.00	0.588	0.346	Valid
LOC <sub>3</sub>	0.00	0.832	0.693	Valid
LOC <sub>4</sub>	0.00	0.671	0.451	Valid
LOC <sub>5</sub>	0.00	0.583	0.340	Valid

The results in table 2 show that the five indicators (LOC1, LOC2, LOC3, LOC4, and LOC5) significantly represent the "locus of control" (LOC) variable. The p-value of all indicators is less than 5% alpha, indicating that the indicator is significant on the variable. Likewise, if viewed from the loading factor value of the five indicators, the value is greater than 0.5. The highest loading factor value (0.832) is found in the third indicator "always trying to find a solution to the problem" (LOC3). It can be indicated that this characteristic has the strongest relationship with the locus of control (LOC) variable compared to the other four indicators.

The value of the squared multiple correlations on the indicator "always trying to find a solution to the problem" (LOC3) of 0.693 means that 69.3% of the variation from the indicator "always trying to find a solution to the problem" can be explained by the variable individual characteristics, and other indicators explain the rest outside model. This can also indicate that the indicator "always trying to find a solution to the problem" is the most suitable indicator to explain the variable locus of control.

The results of the significance test and the close relationship between the constituent indicators (Km1, Km2, Km3, and Km4) with the variable competence (Km) are shown in the table 3.

Table 3. Competency Estimation Results

<i>Indicator</i>	<i>p-value</i>	<i>Loading Factor</i>	<i>Squared MultipleCorrelation</i>	<i>Result</i>
Km <sub>1</sub>	0.00	0.722	0.521	Valid
Km <sub>2</sub>	0.00	0.720	0.518	Valid
Km <sub>3</sub>	0.00	0.786	0.618	Valid
Km <sub>4</sub>	0.00	0.754	0.568	Valid

The results in table 3 show that the p-values of all indicators are less than 5% alpha, meaning that the four indicators (Km1, Km2, Km3, and Km4) are significant in explaining the competence variable. The four indicators are greater than 0.5. The biggest factor loading value (0.786) is found in the third indicator, namely personality competence (Km3). So it can be indicated that these characteristics have the strongest relationship with the competence variable (Km) compared to the three indicators. The value of the squared multiple correlations on the personality competence indicator (Km3) is 0.618, meaning that 61.8% of the variation of the personality competence indicator can be explained by the competence variable and other indicators explain the rest outside the model. This can also indicate that personality competence is the most appropriate indicator to explain the variable competence.

The results of the significance test and the close relationship between the constituent indicators (AA1, AA2, AA3, AA4, and AA5) with the variable "academic atmosphere" (AA) are shown in the table 4.

Table 4. Academic Atmosphere Estimation Results

<i>Indicator</i>	<i>p-value</i>	<i>Loading Factor</i>	<i>Squared MultipleCorrelation</i>	<i>Result</i>
AA <sub>1</sub>	0.00	0.524	0.275	Valid
AA <sub>2</sub>	0.00	0.805	0.648	Valid
AA <sub>3</sub>	0.00	0.782	0.611	Valid
AA <sub>4</sub>	0.00	0.646	0.417	Valid
AA <sub>5</sub>	0.00	0.697	0.485	Valid

Table 4 shows that the p-value of all indicators is less than 5% alpha, meaning that the five indicators (AA1, AA2, AA3, AA4, and AA5) are significant to explain the variable academic atmosphere. The five indicators are greater than 0.5. The highest factor loading value (0.805) is found in the second indicator, namely "the quality and quantity of academic interaction" (AA2). So it can be indicated that these characteristics have the strongest relationship with the variable academic atmosphere (AA) compared to four other indicators. The value of the squared multiple correlations on the indicator "quality and quantity of academic interaction" (AA2) is 0.648, meaning that 64.8% of the variation from the indicator "quality and quantity of academic interaction" can be explained by the variable academic atmosphere, and the rest explained by other indicators outside the model. This can also indicate that the indicator "quality and quantity of academic interaction" is the most suitable indicator to explain the variable academic atmosphere.

The results of the significance test and the close relationship between the constituent indicators (Kin1, Kin2, Kin3, and Kin4) with the variable lecturer performance (Kin) are shown in table 5.

Table 5. Lecturer Performance Estimation Results

<i>Indicator</i>	<i>p-value</i>	<i>Loading Factor</i>	<i>Squared MultipleCorrelation</i>	<i>Result</i>
Kin <sub>1</sub>	0.00	0.744	0.554	Valid
Kin <sub>2</sub>	0.00	0.709	0.503	Valid
Kin <sub>3</sub>	0.00	0.600	0.360	Valid
Kin <sub>4</sub>	0.00	0.575	0.533	Valid

In table 5 it is known that the p-value of all indicators is less than 5% alpha, meaning that the four indicators (Kin1, Kin2, Kin3, dan Kin4) are significant to explain the variable lecturer performance. The four indicators are greater than 0.5. The highest factor loading value (0.744) is found in the first indicator, namely scientific publications (Kin1). So it can be indicated that these characteristics have the strongest relationship with the variable lecturer performance (Kin) compared to three other indicators.

The multiple squared values of the scientific publication indicator (Kin1) of 0.554 means that 55.4% of the variation from the scientific publication indicator can be explained by the lecturer performance variable, and the rest is explained by other indicators outside the model. It can also be obtained that the scientific publication indicator is the most appropriate indicator to explain the lecturer performance variable.

### 5.3. Model Modification Results

The structural model is used to test whether the overall model can be said to be fit. When the model is appropriate, testing for the presence or absence of impact can be carried out with the model. This modeling can be conducted when each indicator in each construct / latent can indeed explain the construct. Modeling after modification is shown in figure 6. The degree of freedom of the model is greater than 0, which is 234. So that parameter estimation

and model fit testing need to be conducted.

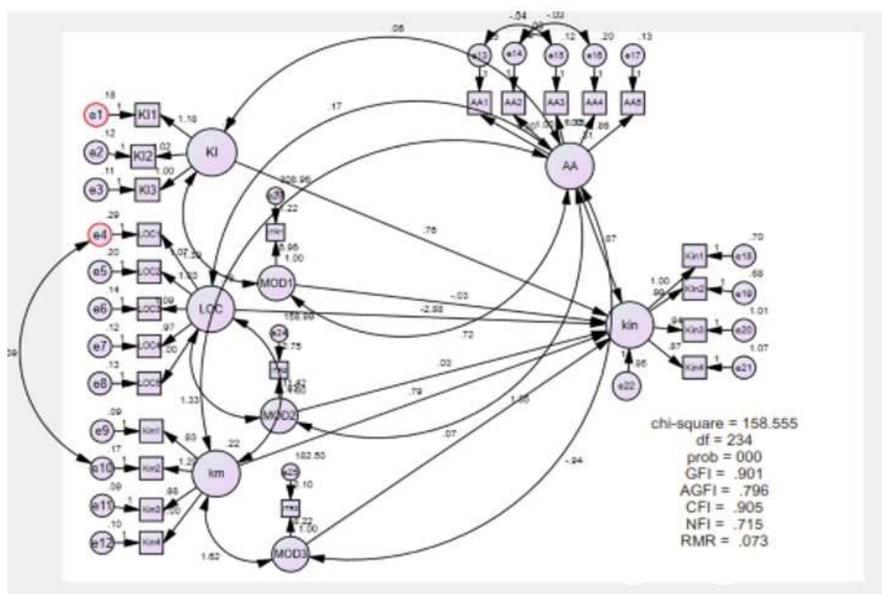


Figure 6. Modified MSEM

The degree of freedom of the model is greater than 0, which is 234. So that parameter estimation and model suitability testing need to be carried out. Table 6 shows that after modification, the value of the Goodness Of Fit criteria has increased significantly, especially in the GFI and CFI criteria. So it can be indicated that the model after the modification is appropriate because there are two criteria for the goodness of the fit model. This is in accordance with the statement of Murtagh and Heck (2012) that the model is said to be appropriate if there is at least one incremental index (CFI) and one absolute index (GFI) that can be met.

Table 6. Goodness of Fit Results Using Moderation

Goodness of Fit Index	Cut Off Value	Result	Information
Chi-Square Prob	≥0.05	0.000	Not fit
GFI	≥0.90	0.901	Model Fit
AGFI	≥0.90	0.796	Not fit
CFI	≥0.90	0.905	Model Fit
NFI	≥0.90	0.715	Not fit
RMR	Expected small	0.073	Not fit

#### 5.4. Hypothesis Test Results

Ultimately the results of hypothesis testing can be seen in the table 7.

Table 7. Research Hypothesis Test Results

Relationship	p-value	Coefficient	Result
Kin <-- KI	0.498	0.185	Not significant
Kin <-- LOC	0.048	-0.955	Significant
Kin <-- km	0.428	0.29	Not significant
Kin <-- MOD1	0.014	-0.025	Significant
Kin <-- MOD2	0.248	0.027	Not significant
Kin <-- MOD3	0.005	0.057	Significant

Based on the results of the research hypothesis test shown in the table 7 can be explained as follows:

1. The variable of individual characteristics does not affect the lecturer's performance variable, with a p-value of 0.498 and a coefficient of 0.185. Then the hypothesis H-1: which states that individual characteristics affect the performance of private university lecturers in Surabaya, is rejected.
2. The variable locus of control affects the lecturer's performance variable with a p-value of 0.048 and a coefficient of -0.955. So the hypothesis that locus of control affects the performance of private university lecturers in Surabaya is accepted.
3. The competence variable has no effect on the lecturer performance variable with a p-value of 0.428 and a coefficient of 0.29. So the hypothesis which states that competence affects the performance of private university lecturers in Surabaya is rejected.

4. The academic atmosphere variable significantly moderated the effect of individual characteristics on performance with a p-value of 0.014 and a coefficient of -0.025. So the hypothesis which states that the academic atmosphere moderates the effect of individual characteristics on the performance of private university lecturers in Surabaya is accepted. Based on the results of the significance of each coefficient presented in table 7, it can be identified that the moderating variable for the above model is absolute moderation. This means that the individual characteristics variables alone do not affect the lecturer's performance variables. Likewise, the academic atmosphere variable as a moderating variable alone does not affect the lecturer's performance. However, when the individual characteristic variables interact with the academic atmosphere variable (moderation 1), it will influence the lecturer's performance. The role of moderating variable 1 is to weaken, meaning that the influence of individual characteristics on lecturer performance is reduced because of the moderating variable. This can be indicated by the sign of the coefficient of individual characteristics and different academic atmospheres.

5. The academic atmosphere variable does not moderate the influence of locus of control on lecturer performance with a p-value of 0.248 and a coefficient of 0.027. So the hypothesis which states that the academic atmosphere moderates the influence of locus of control on the performance of private university lecturers in Surabaya is rejected. The type of variable for moderation 2 is homologized moderation (potential moderation), when the locus of control variable itself significantly affects lecturer performance. While the academic atmosphere variable and moderating 2 (interaction between the locus of control variable and performance) do not affect the lecturer's performance.

6. The academic atmosphere variable significantly moderated the effect of competence on lecturer performance with a p-value of 0.005 and a coefficient of 0.057. So the hypothesis which states that the academic atmosphere moderates the effect of competence on the performance of private university lecturers in Surabaya is accepted. The 3rd moderation has a moderating variable, namely absolute moderation. This means that the competence variable itself does not affect the lecturer's performance variable. Likewise, the academic atmosphere variable as a moderating variable alone does not affect the lecturer's performance. However, it is precisely when the competence variable interacts with the academic atmosphere variable (moderation 3). Instead, it influences the lecturer's performance variable. The role of moderating variable 3 is to strengthen, meaning that increasing competence can improve lecturer performance, and this increase will increase with the presence of moderating variables. This can be indicated by the sign of the coefficient of competence and the same academic atmosphere.

The key findings in this study are:

1. Individual characteristics have no significant impact on the performance of lecturers in private universities. It means that individual characteristics formed from the characteristics of abilities, characteristics, and characteristics of learning can not increase the lecturer's performance in universities.
2. Locus of control significantly impacts lecturer performance, which means that lecturer performance is formed from a locus of control.
3. Competence does not impact the performance of lecturers, so it means that the competence of lecturers formed from cognitive competence, professional competence, personality competence, and social competence cannot improve lecturer performance.
4. The academic atmosphere moderates the impact of individual characteristics on the performance of lecturers in private universities. It means that moderation can influence between two variables because, without moderation, individual characteristics do not impact lecturer performance.
5. The academic atmosphere does not moderate the impact of locus of control on the performance of lecturers in private universities. The hypothesis is rejected because Locus of control is a psychological construct used to identify a person's affective perception of self-control over the external environment and level of personal responsibility.
6. The academic atmosphere moderates the influence of competence on the performance of lecturers in private universities. An academic atmosphere is an environment that can create an excellent academic atmosphere for the education process to run effectively.

## 6. Discussion and Conclusion

Based on the study results and the discussion that has been carried out, we can state several conclusions. Individual characteristics do not affect lecturer performance. It can be justified because the majority of respondents still have tenure and low functional positions. So that the research experience and the choice of types of research that lecturers can follow are also few.

Locus of control affects the lecturer's performance in private universities. If the locus of control in the lecturer increases, it will impact improving the lecturer's performance. Locus of control is related to personal acceptance and responsibility as a result of his behavior. Lecturers believe that the form of success obtained is the result of hard work and abilities. Hence, lecturers with an internal locus of control believe that the output based on the actions that have been taken will show better performance and never give up on challenges.

Competence does not affect the performance of lecturers in private universities. Competence is the initial

capital for lecturers to be able to work effectively and efficiently. Weak competence is indicated by the low qualifications of academic levels and functional positions of lecturers. Education and high academic functional positions will be able to create resources with high competence, namely having knowledge, skills, and values reflected in the behavior of thought and action.

The academic atmosphere moderates the influence of individual characteristics on the performance of private university lecturers. It means that the academic atmosphere strengthens individual characteristics on the performance of lecturers. An excellent academic atmosphere should motivate lecturers so that their characteristics can be maximized to improve performance.

The academic atmosphere does not moderate the influence of locus of control on the performance of lecturers in private universities. This is because the academic atmosphere has gone well; besides that, the locus of control of the lecturers is also good. Lecturers who already have a good locus of control will carry out their obligations as a habit so that other factors cannot influence them without affecting performance.

The academic atmosphere moderates the influence of competence on the performance of lecturers in private universities.

The academic atmosphere strengthens the effect of lecturer's competencies on lecturer's performance. Availability of academic facilities and infrastructure, quality and quantity of interaction of academic activities, design of academic atmosphere development, and scientific personality development will motivate lecturers so that their competence can be maximized to achieve improved performance. The findings of this study are helpful as references of decision making for private universities to improve lecturers' performance, which is the basis for ranking universities. For lecturers, it is expected to improve competence and strengthen locus of control and individual characteristics.

The limitation of this research is only in private universities in the city. Study more extensive can involve state universities in cities or private universities in provinces. This study still provides a gap for further research. Future research can include other variables that affect lecturer performance, such as organizational commitment and compensation, to provide a more comprehensive of other variables that affect lecturer performance. Further studies of lecturer performance can be carried out based on lecturer certification status, certain academic functional positions, academic educational qualifications, lead researcher in a research project, author or co-author of papers in reputable international journals.

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