ANALYSIS OF THE RELATIONSHIP BETWEEN SKILLS AND LEADERSHIP STYLE TO DETERMINE THE EFFECT ON MOTIVATION AND LECTURER PERFORMANCE

Suparjo[1], Lydia Ari Widyarini[2]
Widya Mandala Catholic University, Surabaya, Indonesia[1]
Institut Teknologi Adhi Tama Surabaya[1]
Universitas Katolik Widya Mandala Surabaya[2]
Email: managedoctor.suparjo.21@ukwms.ac.id, suparjo@itats.ac.id[1], lydiaari@ukwms.ac.id[2]

Abstract: Study this conducted for knowing and analyze influence skills and leadership style to determine the effect on the motivation and performance of lecturers . Existence phenomenon and related problems _ with satisfaction work . This thing of course just relate with many factor , will but writer have guess temporary factor skills and leadership style to determine the effect on the motivation and performance of lecturers , which is good will influence and increase satisfaction work and performance lecturer . Method used _ in research data collection this is questionnaire / questionnaire . Amount questionnaire a total of 100 respondents . Technique data analysis using analysis descriptive and test appropriateness the questionnaire that has been tested try it more formerly with test validity , test reliability , test multicollinearity , test coefficient determination and analysis Path (Path Analysis) with smart software pls . Results study as following : Model by direct show that skills and style leadership take effect significant positive to increase motivation and performance lecturer and motivation also take effect significant positive to increase it performance lecturer , so the more increase motivation in life so will increase performance lecturer with more good.

Keywords: Skills, leadership style, job satisfaction and performance

1.   Introduction

In college height , lecturer is wrong one source power humans need _ get attention special from agency , no only from side quantity but also quality . This thing because lecturer have very important role important as end spear executor the whole process of Education and as distributor knowledge to student . By because that in effort increase quality education height , lecturer hold role and position key in the whole educational process especially in college high. one very factor take effect for success something college tall in doing vision the mission is performance lecturer . Performance lecturer is mover for success desired goal achieved by institution college tall , good country or private. Mangkunegara (2004: 67) gives definition performance is results work by quality and achieved quantity by somebody in doing his job in accordance with not quite enough the answer given to him . Motivation work alone is something mental impulses that arise from in and outside self lecturer for doing task . Duncan in Uno (2007:87) put forward motivation work related with impetus that appears from self somebody for To do Duty by whole based on not quite enough answer each. For a lecturem assignment and not quite enough answer the seen in implement the Tri Dharma of Higher

Education. By because that , the lecturer who has motivation high work will produce high performance too. Leadership to Satisfaction Work Results research (Lestari & Mariyono, 2017) with title Influence Leadership and Satisfaction Work Employee Through Motivation LKP Lestari Computer Employees Slawi, show that Leadership and satisfaction work take effect by significant to performance through motivation work employees. And research (Hamsinah et al., 2017) with title Leadership Style Effect and Stress Work to Satisfaction Work Employees . Results the research explained that the leadership style shown leader take effect positive and significant to satisfaction work. Motivation Work to Satisfaction Work Employee In accordance with what is stated by (Moekijat, 2002) stated that motivation work is something power pusher, someone with motivation low work no will once reach results exceed the motivation in work. Needs must created or pushed more first , so that it becomes jack height motivation work in work. Research (Eni Juniar et al., 2015) with title Influence Motivation to satisfaction work and performance. According to Fatchur et al. (2011) performance is results work that can achieved by somebody or in group in something suitable organization with authority as well as not quite enough answer each. Then can concluded from the above explanation, performance is something results work by quality and achieved quantity a employee in doing his job in accordance not quite enough which answer is given _ with criteria that have been determined by company. A organizations that have employee with level satisfaction work tall tend more effective compared organization with level satisfaction work low (Robbins & Judge, 2013). Satisfaction work character individual, so every employee have satisfaction different work in accordance with his perception to her job .

Partial Least-Square Structural Equation Modeling (PLS SEM)
The following are the steps in the analysis with PLS according to Hair, et al (Hair, Hault, Ringle, & Sarstedt, 2014):
  a. Specifying the Structural Model (Inner Model)
     The PLS-SEM analysis process begins with the specification of the structural model. Structural model is a model that describes the relationship between latent variables. The design of the structural model needs to be considered in order to represent the hypotheses and relationships in the theory being tested.
  b. Specifying the Measurement Model (Outer Model)
     Designing a measurement model using PLS-SEM analysis. The measurement model is a representation of the relationship between the construct and the indicator variables that measure it.
  c. Data Collection and Examination
     In the next stage, data is collected for PLS-SEM estimation. If an empty answer is found in the data set, it is necessary to insert a number that will not appear in the response to indicate a missing value. If the number of missing values in the data set per indicator is relatively small (less than 5%), it is recommended to replace the mean value of 14 compared to casewise deletion. Another examination method that can be used is outlier diagnosis.
  d. PLS-SEM Path Model Estimation
     In path model estimation, the PLS algorithm estimates the path coefficient and other model parameters to maximize the variance that can be explained by the dependent variable. Variables, indicators are used as raw data input to estimate construct scores as part of the completion of the PLS-SEM algorithm (Hair, 2014)

e. Measurement Model Evaluation
   The purpose of the evaluation of the measurement model is to determine the validity and reliability of the indicators.

Based on the description above, this study aims to determine the effect of a lecturer's skills and leadership style on work motivation to improve lecturer performance for the better .

Research Thinking Framework.
The framework of thought in this study refers to a background that wants to know the effect of skills / competencies and leadership styles on work motivation to improve the quality of lecturer performance for the better in the scope of public and private universities.
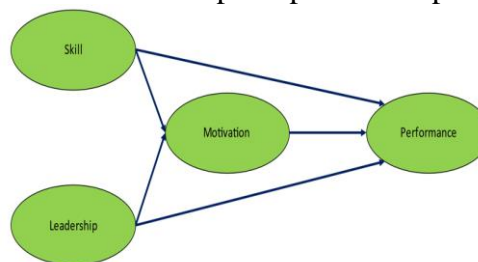

Figure 1. Research Thinking Framework

2. Research Method
The research instrument used to collect the primary data mentioned above is in the form of a questionnaire. To facilitate the processing of data using computerized techniques using Ms. software. Excel 2013 and SmartPLS version 3.0 for data processing with descriptive and SEM-PLS methods. In the questionnaire, a Likert scale is used which is designed to check how strongly the subject (respondent) agrees or disagrees with a question. The number of scales commonly used is 5 points as follows: score 1 if strongly disagree, score 2 if disagree, score 3 for undecided/neutral, score 4 if agree, and score 5 if strongly agree. The secondary data in this study were taken from documentation related to the issue of this research, namely the project work program document at a construction service company in Jakarta and by observing and the results of previous research.

Hypothesis in research:
Based on the research concept framework, then The hypothesis proposed in this study is as follows:
H1: Skills have a significant effect on lecturers' work motivation.
H2: Leadership style has a significant effect on lecturers' work motivation.
H3: Skills have a significant effect on lecturer performance.
H4: Leadership style has a significant effect on lecturer performance.
H5: Work motivation has a significant effect on lecturer performance.

3. Results and Discussion
3.1 Results
The results of the validity test carried out on the item instrument used in the study, showed that all research instrument items can be used said to be valid, because it has met the criteria for testing the validity of the instrument items used, namely Pearson product moment correlation index value (r)≥ 0.3. These results indicate that the instrument that used can reveal data from variables that properly researched. Meanwhile, based on the test results the

reliability of the instrument items used in the study showed that all research instrument items can be said reliable, because it has met the test criteria the reliability of the instrument items used, namely the value of Alpha Cronbach (alpha)≥0.6. This result shows that the instrument used can be trusted or reliable when used many times.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1(skills)	0.704	0.712	0.805	0.509
X2(Leadership Style)	0.775	0.770	0.856	0.598
Y1(Motivation)	0.832	0.833	0.899	0.749
Y2(Performance)	0.880	0.881	0.926	0.806

The results of calculations with the help of smart-pls software obtained a path diagram along with the path coefficients as follows:
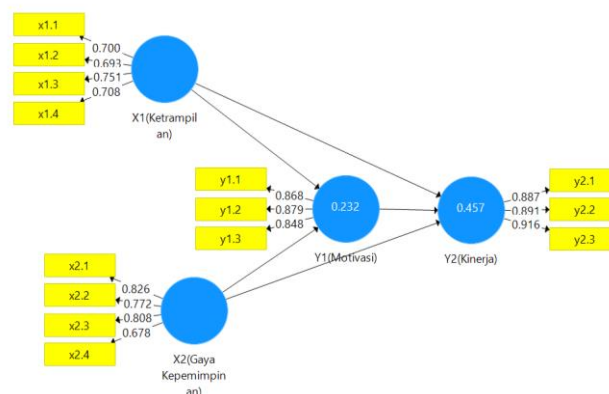

Figure 2. Research Path Diagram

The results of the estimation and parameter significance testing are shown in the following table

Table 1. Result of estimation of Direct Effect

No	Variable Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
1	Skill -> Y1(Motivation)	0.237	0.243	0.113	2.096	0.037
2	Skill -> Y2(Performance)	0.425	0.433	0.063	6,731	0.000
3	X2(Leadership Style) -> Y1(Motivation)	0.319	0.321	0.079	4.021	0.000
4	X2(Leadership Style) -> Y2(Performance)	0.344	0.344	0.078	4.383	0.000
5	Y1(Motivation) -> Y2(Performance)	0.137	0.138	0.067	2,059	0.040

1. The effect of skills on motivation.The test results listed in the table above can be seen that the T statistic value of the relationship between skills and motivation is 2.096 with a p-value of 0.037. The test results show that the value of T statistics > 1.96, indicating that there aresignificant relationship between skills and work motivation.

2. The effect of skills on performance directly. The test results listed in the table above can be seen that the T statistic value of the relationship between skills and performance is 6.731 with a p-value of 0.000. The test results show that the value of T statistics > 1.96, indicating that there aresignificant relationship between skills and performance.
3. The influence of leadership style on motivation. The test results listed in the table above can be seen that the T statistic value of the relationship between leadership style and teacher performance is 4,021 with a p-value of 0.000. The test results show that the value of T statistics > 1.96, so that there is a significant influence of leadership style on motivation.
4. The influence of leadership style on lecturer performance. The test results listed in the table above can be seen that the T statistic value of the relationship between leadership style and teacher performance is 4,383. The test results show that the value of T statistics > 1.96, so that there is a significant influence of leadership style on performance.
5. The effect of motivation on lecturer performance. The test results listed in the table above can be seen that the T statistic value of the relationship between motivation and teacher performance is 2,059. The test results show that the value of T statistics > 1.96, then there is a significant effect of motivation on lecturer performance.

Table 2. The estimation results of indirect effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Skill -> Y1(Motivation) -> Y2(Performance)	0.032	0.034	0.026	1.255	0.210
X2(Leadership Style) -> Y1(Motivation) -> Y2(Performance)	0.044	0.044	0.024	1.818	0.070

1. Based on the tests listed in the table above, it can be seen that the effect of skills on lecturer performance through motivation is obtained by the T statistics value of 1.255. The test results show that the value of T statistics < 1.96, so there is no significant effect of skills on lecturer performance through motivation.
2. The influence of leadership style on lecturer performance through motivation obtained the value of T statistics of 1.818. The test results show that the value of T statistics < 1.96, so there is no significant influence of leadership style on lecturer performance through motivation.

Based on the parameter estimation tests that have been carried out either directly or indirectly, the goodness of the model can also be measured using R square which is shown in the following table.

	R Square	R Square Adjusted
Y1(Motivation)	0.232	0.218
Y2(Performance)	0.457	0.443

Based on Table 3 above, it is known that the value of R square (R^2) is 0.232 which means that, skills and leadership style together only affect 23.2% of motivation and this is categorized as low, because there are many other factors that influence motivation. need to be

involved in this research. While motivation has an effect of 45.7% on the performance of lecturers. Motivation acts as a mediating variable that bridges between skills and leadership styles.

4. Conclusion

The results of the study provide the following results:

a. The model directly shows that leadership skills and styles have a significant positive effect on increasing lecturers' motivation and performance. In addition, motivation also has a significant positive effect on improving the performance of lecturers, so that the increasing motivation in life will improve the performance of lecturers better.

b. The model indirectly uses motivation as a mediator variable, showing that leadership skills and styles have no effect on increasing lecturer performance through motivational mediators.

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