

## The Effect of Training and Work Motivation on Lecturer Performance Study at Zainul Hasan Genggong University

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**Abstract:** *The urgency of lecturers in higher education really needs to be considered because it will affect the development of the university. This can be seen from the performance of lecturers which can be obtained from how universities are able to provide education and training and are able to foster enthusiasm or work motivation in the lecturer setting. This study aims to determine the effect of the importance of training and work motivation on the performance of lecturers either partially or simultaneously. The research approach uses a quantitative approach, with 66 sample respondents from 262 Zainul Hasan Genggong University lecturers as the population. Data processing using multiple linear regression analysis. The results showed that there was a positive effect of training and work motivation partially and simultaneously, which was evidenced by the t-count results of 6.888X1 and 2.66 X2 which were positive and there was a significant effect on lecturer performance as evidenced by the coefficient of determination of 0.680 so that there is the influence of other variables of 0.320. Therefore, the higher and better the education, training and work motivation provided, the higher the performance of the lecturers shown to the college.*

**Keywords:** *Training; Work Motivation; Lecturer Performance*

## INTRODUCTION

In a university environment, the term lecturer is known as a teacher in a scientific field that he is engaged in. The existence of university lecturers has an important and decisive role, because later it is he who will carry out his duties and responsibilities as educators to achieve and realize educational goals nationally (Natasya, 2020).

The performance of lecturers is important and needs to be considered, because later it can affect the productivity of the work produced (Purwana, 2013), the compensation they will receive (Mardiyati, 2013), improve the quality of education (Razak, 2016), improve the quality of public services (Widiaswari, 2012), encourage learning achievement (Sodik, 2019), encourage learning motivation (Nugraheni, 2012), and create a sense of satisfaction (Putri, 2018). The results of these various studies indicate that the performance of a lecturer can have a positive and significant effect on some of the variables above.

Lecturer performance can be influenced by several variables that can influence it, including the following: their competence (Manik, 2018), organizational leadership (Purwanto, 2015), organizational work culture (Fidowaty, 2015), work motivation (Siregar, 2020), work experience and training (Asbullah, 2016), compensation, discipline and commitment to organizational cooperation (Mulyani, 2016), awards (Siregar, 2020), certification (Siregar, 2014), professionalism at work (Pratama, 2014). Some of the variables above indicate that there is a positive and significant influence on lecturer performance.

Apart from several variables that can affect the performance of the lecturer above, Keith Davis states that: ability (training) and motivation are the most decisive factors and influence the achievement of an employee's performance (Tasnim, 2020). This statement is supported by Umstot's statement which states that every employee (lecturer) must have the ability (training) and motivation to work (Wrdan, 2019).

Education and training that has been attended by lecturers is important and needs to be considered, because later it can affect the resulting performance (Ningrum, 2013), work competence (Subandi, 2016), improve career development (Sumadewi, 2017), productivity at work (Akbar, 2018), easy to achieve work performance (Fahmi, 2015), professional at work (Daniel, 2018), provide motivation at work (Mayabari, 2017), improve the quality of work services produced (Basir, 2016), improve the quality of human resources (Basir, 2016). The results of these various studies indicate that the education and training followed by a lecturer can have a positive and significant effect on some of the variables above.

Lecturer work motivation is important and needs to be considered, because later it can affect the performance that will be produced (Guterres, 2017), improve discipline at work (Rizal, 2017), provide job satisfaction (Lumentut, 2015), provide organizational commitment support (Purnama, 2016), improve work productivity (Sunarsi, 2018), give enthusiasm to work (Kusuma, 2016), improve performance at work (Damanik, 2018), The results of these various studies indicate that the work motivation shown by a lecturer can have a positive and significant effect on some of the variables above.

Zainul Hasan University (Unzah) Genggong is a university that was founded on March 21, 1997 and has become one of the reference universities that are in demand by various groups, especially for the people of the eastern region of East Java in order to continue higher education. This is indicated by the large number of prospective applicants for new students, Unzah is ranked second (25) out of 59 State Islamic Religious Universities throughout Indonesia.

The high public interest in the Unzah campus was responded well by making improvements and improvements to universities, especially to lecturers. This is done by involving lecturers in various activities that can support their performance including: workshops, training, training, further studies, competence and work motivation (LPM Unzah, 2020).

The performance of lecturers is very important to note, because they will carry out all their duties related to education, research and community service. Therefore, this study was conducted to measure, test and analyze the effect of training and work motivation on the performance of lecturers at Unzah.

## **LITERATURE REVIEW**

### **Education and Training**

Education and training is a learning activity related to education and training provided to employees to provide additional knowledge and skills and attitudes in carrying out and carrying out their duties and responsibilities in a professional manner in accordance with the needs of the agency (Peraturan Pemerintah Republik Indonesia No. 101 Tahun 2000).

Martoyo divides the measurement of training into 4, namely: the material provided, the method used, determining the schedule of activities and the results to be achieved (Jaka, 2013). Hasibuan divides the measurement of training into 6, namely: the curriculum used, the relevance of learning activities, the effectiveness of the program's objectives, building the integrity of participants and establishing communication (Syahputra, 2019).

In Article 1 Paragraph 1 Number 20 of 2003 it is explained that the essence of educational activities includes 6 main things, namely: religious spirituality, self-control, personality, intelligence, character and skills possessed. Furthermore, in Article 1 Paragraph 9 Number 13 of 2003 it is explained that the essence of training activities includes 4 main things, namely: work productivity, work discipline, attitude at work, and work ethic (Undang-undang Republik Indonesia Nomor 13 Tahun 2003).

In this study, the author will choose the measurement of education and training as described in Article 1 Paragraph 1 No. 20 of 2003 and Article 1 Paragraph 9 No. 13 of 2003. On these two grounds, the researcher assumes that to measure the achievement of the training activities that have been given to lecturers, it can be measured through 2 things, namely: *first*, related education (cognitive and affective). *Second*, related training (psychomotorics).

### **Work motivation**

Work motivation is the willingness, willingness and awareness that an employee has in order to use all of his activities towards the achievement of organizational goals (Riniwati, 2016). Work motivation is a force that exists within a person in order to provide encouragement to create a sense of enthusiasm and enthusiasm in carrying out tasks in the work environment (Susanto, 2015).

Hasibuan, divides the measurement of work motivation into 6, namely: physical needs, sense of security, social, appreciation, and self-actualization (Kusum, 2016). Wahjosumidjo in Yoesana divides the measurement of work motivation into 8, namely: employee behavior, passion and enthusiasm for work, discipline, achievement, morale, responsibility, productivity and efficiency, loyalty (Yancomala, 2014). George and Jones divide the measurement of work motivation into 3, namely: employee behavior, employee effort and employee persistence (Changgriawan, 2017). Santoso Soeroso stated that the work motivation that arises in an employee is divided into 2, namely: intrinsic (inside a person) and extrinsic (outside the surrounding environment) (Fahmi, 2016).

In this study, the author will choose the measurement of work motivation as explained by Santoso Soeroso that the work motivation that exists in a person is divided into 2, namely: first, intrinsic. Second, extrinsic. For this reason, this foundation is considered suitable for measuring the work motivation of lecturers at the Zainul Hasan Genggong University College

### **Lecturer Performance**

Lecturer performance is a form of achieving the results of an employee's work that has been obtained while working in carrying out his duties and

responsibilities as an educator in a higher education environment which can later be measured, assessed and known based on the level of quality and quantity of work achieved related to its application to the main task known as the term tridharma college (Suryaman, 2016).

Rivai divides performance measurement into 3, namely: technical, conceptual and interpersonal skills (Fransiska, 2014). Gomes divides performance measurement into 8, namely: amount of work, quality of work, having knowledge and skills, originality of ideas, working with others, having awareness and being trustworthy, having enthusiasm and having interpersonal skills (Efendi, 2016).

Umar divides performance measurement into 11, namely: quality of work, honesty, initiative, presence, attitude, cooperation, reliability, knowledge of work, responsibility and use of time in carrying out work (Darta, 2010). The Ministry of Religion of the Republic of Indonesia divides the performance measurement of lecturers in the tridharma of higher education which is the main task of lecturers in carrying out and carrying out their work in higher education institutions, namely: 1) Education and Teaching. 2) Scientific research and development. 3) Community service (Kementrian Agama Republik Indonesia Tahun 2011).

In this study, the author will choose the lecturer's performance measurement as explained by the Ministry of Religion of the Republic of Indonesia that the lecturer's performance is included in its main tasks related to the tridharma of higher education, namely: *First*, education and teaching. *Second*, research and development of science. *Third*, community service. For this reason, this foundation is considered suitable for measuring the performance of lecturers at the University of Zainul Hasan Genggong.

Table 1. Tridharma of the College

No.	Lecturer Main Duties	Indicator
1.	Education and teaching	Carry out lectures / tutorials and test. Organizing educational activities in the laboratory, teaching practice, workshop/studio/technology/teaching practice. Mentoring student seminars. Guiding real work lectures (KKN), real work practices (PKN), field work practices (PKL), professional field programs (PLP), or practical

		work (KP).
		Guiding student research final projects including guiding the preparation of final research reports.
		Examiner in the final exam/munaqosyah.
		Develop educational programs.
		Develop teaching materials.
		Fostering student activities in the academic and student fields.
		Guiding lower-ranking lecturers.
		Carry out detasering activities, sabbatical leave, and lecturer grafting.
2.	Research and development of science	Produce research work.
		Translating/adapting scientific books.
		Editing/editing scientific papers.
		Create designs, technology works, and works of art.
		Deliver scientific orations, seminar talks.
3.	Community service	Carry out the development of educational and research results that can be utilized by the community.
		Provide training / upgrading / counseling / lectures to the community.
		Provide services directly to the community or other activities that support the implementation of general government and development tasks.
		Create/write works of community service.

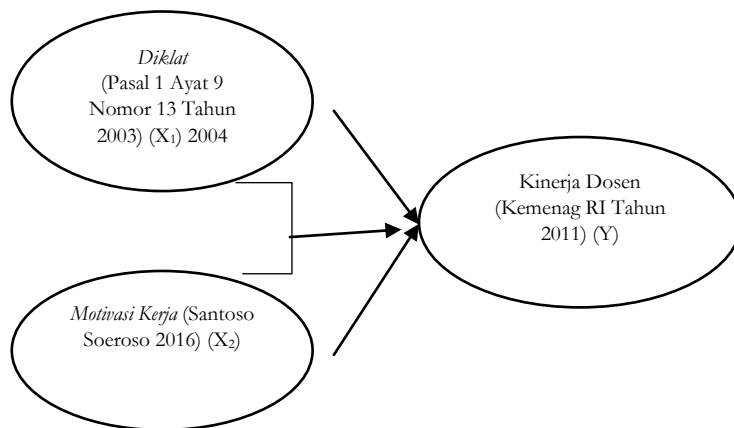


Figure 1.  
Conceptual Model of the Effect of Training and Work Motivation on Lecturer Performance

## RESEARCH METHOD

This study uses a quantitative approach, which is to analyze using numbers, then the research results are analyzed using statistical formulas (Herhemawan, 2019). Meanwhile, the type in this research is associative (correlational), that is, it depends on the relationship between two or more variables (Anshori, 2017). The expected results in this study can later be used to build a theory that can function as an explanation, prediction and control of a symptom caused related to the effect of training and work motivation on the performance of lecturers at the University of Zainul Hasan Genggong.

The target population in this study was all lecturers in each study program at Zainul Hasan University who had taught for more than 2 years. the population is 308 lecturers, while the lecturers who do not meet the requirements are 46. So, the total population of lecturers who meet the requirements is 262 lecturers.

Because the total population that is used as a sample is 262. So that 22% of the total populations that will be used as research samples are 66 lecturers. The researcher chose a stratified proportionate random sampling technique (choose randomly based on proportions) (Purnamasari, 2021).

Table 2. Research Sample

No	Faculty	Number of DMS	Number of samples
1.	Tarbiyah	123	$= \frac{123}{262} \times 66 = 31$
2.	Syari'ah	50	$= \frac{50}{262} \times 66 = 12$
3.	Ekonomi dan Bisnis	45	$= \frac{45}{262} \times 66 = 11$
4.	Ushuluddin dan Dakwah	29	$= \frac{29}{262} \times 66 = 8$
5.	Pascasarjana	15	$= \frac{15}{262} \times 66 = 4$
<b>Total</b>		<b>262</b>	<b>66</b>

The data analysis technique was carried out in several ways, as follows, to test the instrument; the researcher used a validity test, and a reliability test to get a valid and reliable instrument. Furthermore, after obtaining a valid and reliable instrument, the researcher conducted a hypothesis prerequisite test by conducting a normality test and a variable heteroscedasticity test. To test the hypothesis, the researcher conducted a simultaneous test (F test), Partial Test (t test) and R2 Determination Test.

Therefore, in measuring research variables, respondents were asked to state their perceptions by choosing answers from a scale of one to five. This questionnaire was conducted by researchers to determine the level of intensity between the variables of training, work motivation and lecturer performance based on the dimensions and indicators of the following table:

Table 3. Variable Operational Definition

No	Variable	Dimension	Indikator
1.	Education and training (X <sub>1</sub> )	Education (Cognitive and affective)	<ul style="list-style-type: none"> <li>- Religious spirituality</li> <li>- Self-control</li> <li>- Personality</li> <li>- Intelligence</li> </ul>



			-	Morals
			-	Skills
		Training (Psychomotor)	-	Work productivity
			-	Work discipline
			-	Attitude at work
			-	Work ethic
2.	Work motivation (X <sub>2</sub> )	Intrinsic (Personal Individual)	-	Responsibility
			-	Work performance
			-	Self-development
			-	Independent in work
		Extrinsic (University Institution)	-	Working conditions
			-	Interpersonal relations
			-	Salary (paid)
			-	Security
			-	Supervision
			-	Institution policy
3.	Lecturer Performance (Y)	Education and Teaching	-	Carry out lectures
			-	Organizing teaching practice
			-	Guiding student seminars
			-	Guiding real work lectures (KKN), real work practices (PKN), field work practices (PKL), professional field programs (PLP)
			-	Guiding student research final project
			-	Examiner in the final exam/munaqosyah
			-	Develop lecture programs
			-	Develop teaching materials
			-	Fostering student activities in the academic and student fields
			-	Guiding lower-ranking lecturers
			-	Carry out detasering activities, sabbatical leave, and lecturer grafting.
		Science	-	Produce research work

Research and Development	<ul style="list-style-type: none"> <li>- Translating/adapting scientific books</li> <li>- Editing/editing scientific papers</li> <li>- Create designs, technology works and artworks</li> <li>- Deliver scientific orations, seminar talks.</li> </ul>
Community service	<ul style="list-style-type: none"> <li>- Implement the development of educational and research results that can be utilized by the community.</li> <li>- Provide training, upgrading, counseling, lectures to the community.</li> <li>- Providing services directly to the community or other activities that support the implementation of general government and development tasks.</li> <li>- Create and write works of community service.</li> </ul>
<b>Total</b>	<b>40</b>

## RESEARCH RESULT

### Multiple Linear Regression Analysis

In this study, multiple linear regression analysis was used to determine how much influence the independent variables consisting of Education and Training (X1), Work Motivation (X2) had on the dependent variable, namely Lecturer Performance (Y). The results of the multiple linear regression analysis in this study are as follows:

Table 4. Multiple Linear Regression Analysis Results

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.296	12.597		2.802	.007
	X1	.609	.228	.305	2.666	.010
	X2	.689	.254	.310	2.710	.009

a. Dependent Variable: Y = 1,298

The above results are obtained through the equation formula through the calculation of  $Y = 35.296 + 0.609x_1 + 0.689x_2$ , namely: first, every 1% increase in the training variable (X1), then (Y) will increase with a value of 0.609. Second, every 1% increase in the education and training variable (X1), then (Y) will increase with the acquisition value of 0.689. Third, every 1% increase in the education and training variable (X1) and work motivation (X2), then (Y) will increase with the acquisition value of 1.298.

**Simultaneous Test (F Test) and T . Test**

The F test is used to determine the contribution of the independent variables simultaneously (simultaneously) to the dependent variable. The value of F will be compared with the value of Ftable, with the degree of significance used is 0.05 (5%), if the significance value is less than 0.05, it can be concluded that the independent variable has a simultaneous effect on the dependent variable. The SPSS test table is as follows:

Table 5. Test Analysis Results of F

ANOVA <sup>a</sup>						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3387.934	2	1693.967	6.888	.002 <sup>b</sup>
	Residual	15492.566	63	245.914		
	Total	18880.500	65			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Training, work motivation and lecturer performance: there is an effect (X) on (Y) with the acquisition of the value obtained:  $F_{count} = 6,888 > F_{table} = 3,14$  Partial Test (t Test)

The t test is used to determine whether the independent variable partially (alone) has an effect on the dependent variable. The degree of significance used is 0.05 (5%). If the significance value is less than the degree of confidence, the alternative hypothesis will be accepted, which states that Education and Training has a partial relationship with Lecturer Performance and Work Motivation has a partial relationship with Lecturer Performance as well. The t-test table can be seen as follows:



7.	5	5	5	5	5	5	5	5	5	5	50
8.	5	5	5	5	5	5	5	5	5	5	50
9.	5	5	5	5	5	5	5	5	5	5	50
10.	5	5	5	5	5	5	5	5	5	5	50
11.	5	5	5	5	5	5	5	5	5	5	50
12.	4	5	5	5	5	5	5	5	5	5	49
13.	5	5	5	5	5	5	5	5	5	5	50
14.	5	5	5	5	5	5	5	5	5	5	50
15.	5	5	5	5	5	5	5	5	5	5	50
16.	4	5	5	4	5	5	4	5	5	5	47
17.	5	5	5	5	5	5	5	5	5	5	50
18.	5	5	5	5	5	5	5	5	5	5	50
19.	5	5	5	5	5	5	5	5	5	5	50
20.	5	5	5	5	5	5	5	5	5	5	50
21.	4	5	5	5	5	5	5	5	5	5	49
22.	5	5	5	5	5	4	5	5	5	5	49
23.	5	5	5	5	5	5	5	5	5	5	50
24.	5	5	5	5	5	5	5	5	5	5	50
25.	5	5	5	5	5	5	5	5	5	5	50
26.	4	5	5	5	5	5	4	5	5	5	48
27.	5	5	5	5	5	5	5	5	5	5	50
28.	5	5	5	5	5	5	4	5	5	5	49
29.	5	4	5	5	5	5	5	5	5	5	49
30.	5	5	5	5	5	5	5	5	5	5	50
31.	5	5	5	5	5	5	5	5	5	5	50
32.	5	5	5	5	5	5	5	5	5	5	50
33.	4	5	5	5	5	5	5	5	5	5	49
34.	5	5	5	4	5	4	5	4	5	5	47
35.	5	5	5	5	5	5	5	5	5	5	50
36.	5	5	5	5	5	5	5	4	5	5	49
37.	5	5	5	5	5	5	5	5	5	5	50
38.	5	5	4	5	4	5	5	5	5	5	48
39.	5	5	4	5	5	5	5	5	5	5	49
40.	5	5	5	5	5	5	5	5	5	5	50
41.	5	4	5	5	5	5	4	4	5	5	47
42.	5	5	5	5	5	5	5	5	5	5	50
43.	5	5	5	5	5	5	5	5	5	5	50
44.	5	5	5	5	5	5	5	5	5	5	50
45.	5	5	4	5	5	5	5	5	5	5	49
46.	5	5	5	5	5	4	4	4	5	4	46
47.	5	5	5	5	5	5	5	5	5	5	50
48.	5	5	4	5	4	5	5	5	5	5	48
49.	5	5	5	5	5	5	5	5	5	5	50
50.	5	4	5	5	5	5	5	5	5	5	49
51.	5	5	5	5	5	5	5	5	5	5	50
52.	5	5	5	5	5	4	5	5	5	5	49
53.	5	5	5	5	5	5	5	4	4	4	47





61.	5	4	5	5	5	5	5	5	5	5	49
62.	5	5	5	5	5	5	5	5	5	5	50
63.	5	4	4	5	5	4	5	4	5	4	45
64.	5	5	5	5	5	5	5	5	5	5	50
65.	5	4	5	5	5	5	5	5	5	5	49
66.	4	5	4	5	4	4	5	4	4	5	44
<b>Total</b>	317	287	324	325	327	327	328	327	327	327	<b>3216</b>

Thus, out of 66 lecturers measured through work motivation variables through indicators: responsibility, work performance, self-development, independent in duty, working conditions, interpersonal relationships, salary (pay), security, supervision and institutional policies, they get a value of 3216. 1% increase in the work motivation variable (X2), there will be an increase in the value of the lecturer's performance (Y) by 0.689 through the calculation of the results of the multiple linear regression equation test

### **The Effect of Training and Work Motivation on Lecturer Performance at Unzah**

Based on the results of the analysis of the processed data, the calculated F value = 6.888 is greater simultaneously with F table = 3.14 at the sig level.  $0.002 > 0.05$ . While the value of the coefficient of determination R Square obtained a value of 179 or 17.9%, the rest is influenced by other variables. This means that there is a positive and significant effect of training and education on the performance of lecturers at Unzah.

The results of the findings of this study support and confirm the opinions of previous researchers including: Muhammad Ali Aqsa (2019), Muhammad Deni (2014), Bachtiar Arifudin (2018), Yales Bintang (2018), Gaylah Hanifah (2017), Based on the results of the research presented and presented, there is agreement between the researcher and previous studies which say that training and work motivation have a positive and significant effect on performance.

Thus, of the 66 lecturers measured through the work motivation variable through indicators: carrying out lectures, conducting teaching practices, guiding student seminars, guiding (KKN, PKN, PKL, PPL), guiding student research final assignments, examiners in final exams/munaqosyah, developing lecture programs, developing teaching materials, fostering student activities in the academic and student fields, guiding lecturers of lower positions, carrying out activities (detasering, sabbatical leave, and lecturer transplants), producing research works, translating (adapting scientific books, Editing/editing works) scientific), making designs (technological and artistic works), delivering scientific orations (seminar talks), carrying out the development of educational and research results that can be utilized by the community, giving (training,



upgrading, counseling, lectures to the community), providing direct services to the community or other activities that support (implementation of general government and development tasks), create and write community service works with a score of 6432, every 1% increase in the education and training variables (X1) and work motivation (X2), there will be an increase in the value of lecturer performance (Y) of 1,298 through the calculation of the results of the multiple linear regression equation test.

## CONCLUSION

Based on the results of the discussion of the research that has been carried out, it can be concluded that: 1) There is a positive and significant effect of training and education on the performance of lecturers. Partially, the calculated T value = 2.666 is greater with T table = 1.998 at the sig level.  $0.010 < 0.05$ . While the value of the coefficient of determination R Square obtained a value of 840 or 8.4%, the rest is influenced by other variables. 2) There is a positive and significant effect of work motivation on lecturer performance. Partially, the calculated T value = 0.2710 is greater with T table = 1.998 at the sig level.  $0.009 < 0.05$ . While the value of the coefficient of determination R Square obtained a value of 870 or 8.7%, the rest is influenced by other variables. 3) There is a positive and significant effect of training and work motivation on lecturer performance. Simultaneously, the calculated F value = 6.888 is greater than the F table = 3.14 at the sig level.  $0.002 > 0.05$ . While the value of the coefficient of determination R Square obtained a value of 179 or 17.9%, the rest is influenced by other variables. ■

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