The Effect of Achievement Motivation, Competence and Leadership Behavior on Lecturer Performance at the Faculty of Electricity and Renewable Energy, PLN Institute of Technology

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ABSTRACT:*This study plans to break down the impact of Accomplishment Inspiration, Ability and Authority Conduct on Teacher Execution at the Staff of Power and Environmentally friendly power, PLN Establishment of Innovation. The subject of this exploration is extremely durable instructors who work at the Personnel of Power and Environmentally friendly power, PLN Foundation of Innovation. PLN Foundation of Innovation situated in West Jakarta with an example size of 75 (75) Super durable Speakers, with the exploration test utilizing soaked examples. The Structural Equation Model-Partial Least Square (SEM-PLS) with SmartPLS 3.2.9 was used to analyze the data in this study. This study shows that Lecturers' Performance at the Faculty of Electricity and Renewable Energy, PLN Institute of Technology, is positively and significantly impacted by Achievement Motivation, Competence, and Leadership Behavior. Institute Leaders are advised to improve Achievement Motivation in order to increase lecturer performance.*

KEYWORDS -*Achievement Motivation, Competence, Leadership Behavior, Lecturer Performance*

I. INTRODUCTION

Higher education is an educational institution established with the aim of creating graduates who have the ability and quality skills in accordance with the discipline they are pursuing. To achieve this goal, there are several components that are very important in creating quality graduates. including Lecturers - Lecturers play an importantrole in a university but the quality of lecturers must be considered with several aspects needed to increase university accreditation and produce the best graduates in higher education. In this case, the performance of lecturers is studied based on motivation in achievement, competence and how leadership behavior impacts the performance of lecturers in achieving maximum results.

Universities in this case certainly try their best to get maximum results. Improving the performance of lecturers must be examined from various aspects, and the problems that occur are also a concern for several parts of the college. In this case, the Faculty of Electricity and Renewable Energy (FKET), PLN Institute ofTechnology, still has shortcomings in improving the accreditation of its study programs. This is in line with the results of interviews with the Dean of theFaculty of Electricity and RenewableEnergy (FKET) who said that there were several elements of the Tri Dharma of Higher Education that could not be fulfilled properly and also maximally. The same thing was also said by the vice rector for HR who said there had been no change in the accreditation of the faculty for the past 5 years. To assist in the development of these universities, researchers are interested in examining the variables that affect lecturer performance, namely achievement motivation, competence and leadership behavior.

II. LITERATURE REVIEW

Achievement Motivation

Achievement Motivation in Murray's opinion (in Damanik, 2020) is the drive or motivation that drives you to complete current tasks quickly and efficiently. According to Sugiyono (in Saputri, 2019) Achievement motivation is a drive that has a relationship with achievement, which is a person's desire to be able to master obstacles and maintain superior quality in competition through hard work to exceed previous performance and outperform others. According to Saputri's quote (2019) Achievement motivation is a tendency that is able toencourage a person to fully utilize his potential and achievebetter achievements than past achievements and exceed the achievements of others, provided that discipline, hard work and strictness.

Uno (2021) states that motivation is an impulse that can influence and move someone to do an action. Characteristics of achievement motivation according to Mc. Clleland in Mangkunegara (2007) and Mc. Cllelland in I Wayan Bagian (2014), namely :
- Responsibility
- Creative and Innovative

- Task completion time
- Paying attention to feedback
- Desire to be the best
- Considering the risk of task selection

Ccompetence

According to a quote from Wibowo (2017), "competence is an ability to carry out or perform an ability to perform a task or job that is based on the skills and knowledge required of the job and is supported by the work attitude required of the job," competence is "an ability to carry out or perform an ability to perform an ability to perform a task or job." With this, capability shows the abilities or information specific by impressive skill in a specific field as something that has greatness in that field

As per a statement from Mc Clleland in Sedarmayanti (2015), Skill is a key characteristic moved by somebody who impacts or can foresee great execution. To put it another way, competence is what makes exceptional performers able to perform in a variety of settings with superior outcomes to policy assessors.

There are five dimensions or characteristics of competence according to Wibowo (2017), which are as follows :

1) *Skill*
2) *Knowledge*
3) *SelfConcepts*
4) *Motive*
5) *Traits*

Leadership Behavior

According to Achua & Lussier (2010) in Wibowo (2018), leadership style is a combination of skills, leader behavior and traits used when interacting with subordinates.

According to Leuhery and Manuhutu (2018), leadership behavior is an attempt to encourage others to achieve goals together. Because leaders are always near their subordinates, subordinates are very concerned about how their leaders treat them.

Marjani (2017) argues that leader behavior is the behavior of a leader in the company when carrying out his responsibilities as a leader. According to Furqon's quote (2019) The response of an individual as a motivator in an organization to actions that can be observed and can have good or bad effects on the organization is known as leadership behavior.

Yukl (2015) delves deeper into specific definitions and study results that demonstrate the effectiveness of effective leadership behaviors and divides them into three categories. The motivation behind Yukl's review was to decide the various ways of behaving for each meta-classification. Yukl came to the conclusion that there are three models for the dimensions of leadership behavior::

1) *(Task-Oriented Behaviour)*Behaviorthatiscapable of being Task-Oriented
2) *(Relationship-Oriented Behaviour)*Behaviorthatiscapable of being Relationship-Oriented
3) *(Change Oriented Behavior)*Behavior that is able to Orient to Change

Lecturer Performance

Performance is also a synonym for performance. A lecturer's ability to complete a task or job is referred to as their "lecturer performance." Execution can likewise be summed up as work execution, work execution or execution results. Execution is the progress of an individual or gathering in completing their obligations and obligations as well as the capacity to accomplish foreordained objectives and norms. If the results meet the standards, performance is deemed satisfactory and good (Rachmawati&Daryanto, 2013).Performance measurement on employees according to Robbins (2016), considers the following

1) Timeliness
2) Quantity
3) Quality
4) Effectiveness and Efficiency
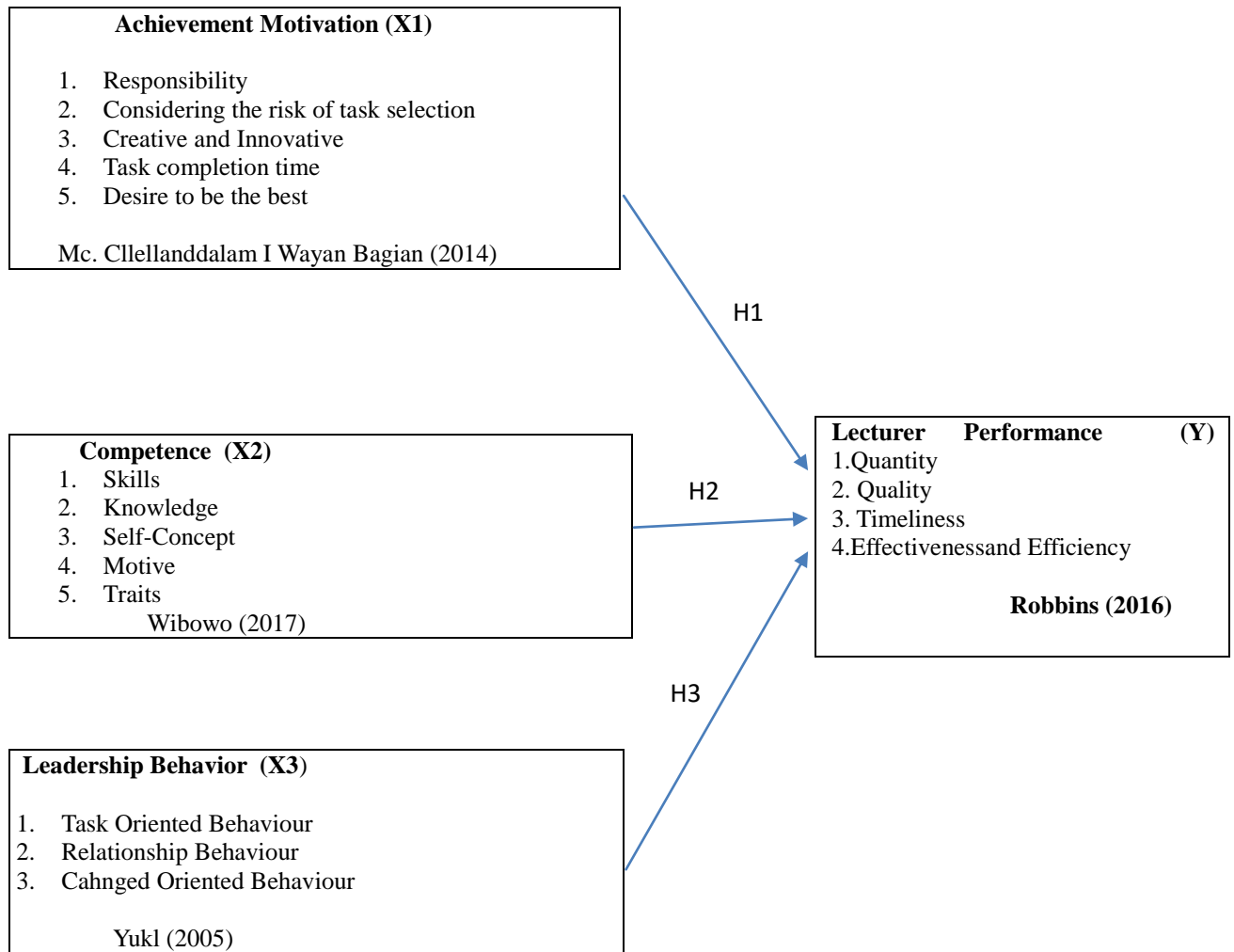
Concceptual Framework

Figure 1. Framework of Thought

III.   RESEARCH

The population in this study were 75 permanent lecturers, with the research sample using saturated samples. Primary data collection uses a questionnaire that has been made according to standards and distributed inline using Google Form using the ***StructuralEquation Model-Partial LeastSquare(SEM-PLS)***with***Smart PLS 3.2.9.***

IV.   RESULT AND DISCUSSION

Respondent Data

Description of respondents who received the questionnaire consisted of 53 (71%) Men and 22 (29%) Women, with 7 (9%) respondents aged between 20-30 years, 33 respondents (44%) aged 30 - 40 years, 28 respondents (37%) aged 40 - 50% years & 7 respondents (9%) aged above 50 years. The last education of 72 respondents (96%) with S2 education and 3 respondents (4) with S3 education. Respondents' length of work for 3 respondents (4%) worked for 1-3 years, 14 respondents (19%), 8 respondents (11%) 6-9 years and finally 50 respondents (67%) for more than 9 years of work.

Analysis Result of Partial Least Square

a)   Outer Model Test Result

Theconnectionbetweenindicators   and   latent   variables   isexplainedbythismodel. testsoftheoutermodelusingconfirmatory factor analysis (CFA) methodsto test theconstruct'sreliability and thevalidityofeachindicator.   Fromtheresultsthathavebeentested,

itisfoundthatallouterloadingvaluesontheAchievementMotivation, Competence, LeadershipBehavior variables haveanouterloadingvalueoflessthan 0.7, and thatimpliesthatthe experimental outcomeshavemetthelegitimacynecessities in viewofthestackingesteem.

▪ ConvergentValidity Test

In SEM-PLS,focalized legitimacyis a pieceofanestimationmodel, whichistypicallyalludedto as theexternalmodel. Thenagain, in covariance-based SEM, corroborative componentexamination(CFA) is alludedto as theexternalmodel (Mahfud and Ratmono, 2013). To determine whetheranoutermodelmeetstheconvergentvalidityrequirementsforforming a reflective construct, there are twocriteria. chargingshould be above 0.7 and furthermorethe p esteemshould be underneath 0.05 (Hair et al inMahfud and Ratmono, 2013). Be that as itmay, frequentlytheprerequisiteofstackingabove 0.7 isn'tconveyedorsatisfied, particularly in thatframe of mindofrecentlymadesurveys. Therefore, a load between 0.50 and 0.60 should be maintained (Ghozali, 2014).

In light oftheaftereffectsofthelegitimacy test that has beencompleted, theresults show thatallindicators of these variables have a loading factor of more than 0.6 and can be declaredvalid.

▪ DiscriminantValidity Test

The discriminant legitimacy test is acquired by joining the estimation and the builds. To assess discriminant legitimacy, the racking element for each develop is thought about by the relationship between's the build and the develops in the model. The discriminant legitimacy of the model is adequate while the racking variable for each develop is more noteworthy than the connection between the build and the develops in the model. What's more, the Square Foundation of Normal Fluctuation Removed (AVE) is an extra method for assessing the worth of discriminant legitimacy. Remove indicators from the model if their load values are lower than 0.40. In decision impact analysis, however, indicators with load values between 0.40 and 0.70 ought to be excluded from the average variance extracted (AVE).

In view of the worth of the consequences of the discriminant legitimacy test that has been completed, it demonstrates that the relationship worth of the develop and its markers is more prominent than the connection esteem and furthermore different builds.

The next validity test is validity testing with the *Fornell-Larcker* approach which proves the validity of variables when a variable has a greater correlation than the correlation between different variables. The estimation cycle is finished by contrasting the foundation of the Typical Difference Removed (AVE) on each build to the connection between's different develops in the exploration speculation model. Coming up next are the aftereffects of the Fornell-Larcker test results.

Table 1. Fornell&Larcker Discriminant Validity Testing

	Lecturer Performance (Y)	Competence (X2)	Achievement Motivation (X1)	Leadership Behavior (X3)
Lecturer Performance (Y)	**0,918**			
Competence (X2)	0,577	**0,976**		
Achievement Motivation (X1)	0,598	0,277	**0,958**	
Leadership Behavior (X3)	0,397	0,005	0,084	**0,933**

Source : OuputSmartPLS 3.2.9 (2023)

TheresultsofTabel 1 indicatethatthemodel has gooddiscriminantvaliditybecausethevalueoftheassociationconstruct'scorrelationisgreaterthanthevalueofotherconstructs. AssumingtheconsequencesoftheFornell-Larckercomputation show thatthe AVE worthofeachdevelopis more prominentthantherelationshipesteembetween a build and differentbuilds, then, at thatpoint, discriminantlegitimacy can be supposedto be great. In thisreview, theFornell-Larckeresteemwhichhadthemostreducedesteemwas in theTeacherExecution variable (Y) of 0.918.

Usingthe AVE value, furtherdiscriminantvaliditytestingisconducted. Thesuggested AVE esteemisabove 0.5 (Imam Ghozali, 2014). Coming up nextisthew01thofthe AVE table :

Table 2. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Lecturer Performance (Y)	0,842
Competence (X2)	0,952

Achievement Motivation (X1)	0,917
Leadership Behavior (X3)	0,87

Source : OuputSmartPLS 3.2.9 (2023)

All of the research variables have AVE values greater than 0.5, as shown in Figure 3, indicating that they satisfy the AVE-based validity requirements. Consequently, the discriminant legitimacy test has been satisfied as well as the joined legitimacy test so it tends to be reasoned that the examination model is legitimate.

▪   Reliability Test

Unwavering quality test is a dependability test that expects to decide how far the estimating instrument can be depended on or trusted. If an individual's response to a question is consistent over time, the questionnaire is said to be reliable (Ghozali, 2014). Develop unwavering quality is estimated by Composite Dependability and Cronbach's Alpha. According to Ghozali (2014), constructs are considered reliable if they have a Composite Reliability and Cronbach's Alpha value greater than 0.7. Coming up next is the result of the external model for Composite Dependability and Cronbach's Alpha.

Table 3. Composite Reliability Values

	Composite Reliability	condition	Type
Lecturer Performance (Y)	0,997	> 0,7	Reliabel
Competence (X2)	0,995	> 0,7	Reliabel
Achievement Motivation (X1)	0,991	> 0,7	Reliabel
Leadership Behavior (X3)	0,997	> 0,7	Reliabel

Source : OuputSmartPLS 3.2.9 (2023)

Table 3 shows that every variable has a Composite Dependability value> 0.7 with the most reduced esteem being 0.991 from the Accomplishment Inspiration variable (X1) and the most noteworthy is the Teacher Execution variable (Y) and Initiative Way of behaving (X3) with a worth of 0.997. On the basis of these findings, it is possible to assert that each variable satisfies the requirements of the predetermined Composite Reliability value of greater than 0.7 and is therefore Reliable..

Moreover, dependability testing is completed in light of the Cronbach's Alpha worth. Cronbach's Alpha table is provided below.

Table 4. Crombach's Alpha Value

	Cronbach's Alpha	Condition	Type
Lecturer Performance (Y)	0,997	> 0,7	Reliabel
Competence (X2)	0,994	> 0,7	Reliabel
Achievement Motivation (X1)	0,99	> 0,7	Reliabel
Leadership Behavior (X3)	0,997	> 0,7	Reliabel

Source : OuputSmartPLS 3.2.9 (2023)

Table 4 shows that every variable has a Cronbach's Alpha value> 0.7 with the most minimal worth being in the Accomplishment Inspiration variable (X1) which is 0.990 and the most noteworthy worth in the Teacher Execution variable (Y) and the Administration Conduct variable (X3) with a worth of 0.997. This gives the end that the examination model has met the worth of Cronbach's Alpha and meets the unwavering quality measures.

b)   **Structural Model** [Test] **Result (Inner Model)**

The purpose of the inner model test is to determine whether previously hypothesized questions regarding the relationship between latent variables can be answered by the relationship between exogenous and endogenous constructs. This inward model test or primary test is seen from 3 sorts of values in the SmartPLS information handling that was recently completed, specifically by taking a gander at the R Square worth, Q Square and Decency of Fit (GoF) esteem.

▪   Determination Coefficient Test

The coefficient of assurance test (R^2) basically is to quantify how far the model's capacity to apply varieties in the reliant variable. According to Ghozali (2016), the correlation coefficient of determination has a value of zero and one. The degree to which the dependent variable can be explained by the hypothesized independent variables in the equation is shown by the R^2 value. The R value2 of 0.7 implies that the variety in changes in the

reliant variable that can be made sense of by the free factor is 70% while the rest is made sense of by different factors outside the proposed model. Coming up next is a table for the R-Square Worth (R2).

Table 5. R-Square Value (R^2)

	R Square	R Square Adjusted
Lecturer Performance (Y)	0,668	0,654

Source : OuputSmartPLS 3.2.9 (2023)

In Table 5, it tends to be seen that the connection between develops in light of the R-Square worth of the Speaker Execution variable (Y) is 0.668, and that implies that the factors of Accomplishment Inspiration (X1), Capability (X2) and Authority Conduct (X3) can make sense of Teacher Execution (Y) by 66.8%, the excess 33.2% is made sense of by different factors outside those considered.

▪ Evaluation of Q-Square Value (Q^2)

The purpose of the predictive relevance or Q-Square (Q2) test is to ascertain how well the model's estimation of its parameters and observation value are accurate. It is possible to assert that the model has predictive relevance if the Q2 value is greater than zero. Coming up next is a table for the Q-Square (Q2).

Table 6. Q-Square Value (Q^2)

	SSO	SSE	Q^2 (=1-SSE/SSO)
Lecturer Performance (Y)	5325	2379,926	**0,553**
Competence (X2)	750	750	
Achievement Motivation (X1)	750	750	
Leadership Behavior (X3)	3600	3600	

Source : OuputSmartPLS 3.2.9 (2023)

From Table 6, it is known that the Q value^2 of the Lecturer Performance variable (Y) is 0.553> 0, whichmeans that the Achievement Motivation variable (X1), the Competency variable (X2), and the Leadership Behavior variable (X3) have predictive relevance to the Lecturer Performance variable (Y).

▪ Goodness of Fit (GoF) Test

The Standardized Root Mean Square Residual (SRMR) value of the model reveals the PLS model fit. If the SRMR value is less than 0.1, the PLS model is said to meet the Goodness of Fit (GoF) criteria, and if it is greater than 0.08, the model is said to be perfect. Coming up next is a table of Integrity of Fit (GoF) Values.

Table 7. Goodness of Fit (GoF) Values

	Saturated Model	Condition	*Estimated Model*	Condition	Type
SRMR	0,05	< 0,1	0,05	< 0,08	Perfect Fit

Source : OuputSmartPLS 3.2.9 (2023)

The model's SRMR value in the Saturated Model is 0.050 <0.1, as shown in Figure 8, so it can be concluded that has been declared FIT and the *Estimated Model* has a value of 0.050 <0.08, so it can also be stated that the model is *perfect* fit.

▪ Hypothesis Test

The bootsrapping method is used to test hypotheses between constructs. According to the decision, If the P-value is less than 0.05, H0 is accepted and Ha is rejected. If the P-value is greater than 0.05, H0 is accepted and Ha is accepted..

Table 8. Hypothesis Test Result

	Original Sample (O)	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*P Values*	Type
Competence (X2) -> Lecturer Performance (Y)	0,453	0,444	0,116	**0**	Accepted
Achievement Motivation (X1) -> Lecturer	0,442	0,439	0,126	**0**	Accepted

Performance (Y)					
Leadership Behavior (X3) -> Lecturer Performance (Y)	0,358	0,347	0,1	**0**	Accepted

Source : OuputSmartPLS 3.2.9 (2023)

Based on Table 8, it can be concluded that lecturerperformance is positively and significantlyinfluenced by competence, achievement motivation, and leadership behavior.

V.   CONCLUSION AND SUGGESTION

Conclusion

Because the Achievement Motivation variable in this study has a positive and significant effect on lecturer performance, the data calculations indicate that the hypothesis can be accepted. This study's findings are consistent with those of Lukman T. Ibrahim et al.'s (2018), Bambang SuhardiWaluyo et al. (2023), and Roni Kambara et al. (2022)..

The study's competency variable is found to have a positive and significant effect on lecturer performance, according to data analysis. Bambang SuhardiWaluyo et al.'s research supports this conclusion (2023), Ni Made Christina Gariyasa (2021), and Indra Surya et al. (2022).

The consequences of information computations show that the Authority Conduct variable in this study meaningfully affects teacher execution. This is in accordance with the consequences of examination by EkoHarsoyo (2022), Endru Aditya (2021), and MarsinahDewiFeiyska, et al. (2021).

Suggestion

In light of the above ends, ideas that can be given to foundations are, it is fitting for establishments to pick or have pioneers who can continuously follow the advancement of preparing for teachers, see improvements from different associations and carry out novel thoughts in view of the aftereffects of their perceptions of different associations. Leaders must also assist lecturers in remaining productive at work and motivating them to excel in teaching and finish the work assigned by the organization. Ideas for additional analysts can foster this exploration by involving different techniques in looking at Speaker Execution, Accomplishment Inspiration, Skill, and furthermore Authority Conduct. Future scientists are likewise expected to capitalize on the leverage of different factors which in this review there are as yet 33.2% of different factors that can make sense of the impact on teacher execution.

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