THE EFFECT OF COMPETENCE, AND COMPENSATION TOWARDS THE PERFORMANCE OF LECTURERS NAHDLATUL UNIVERSITY CIREBON

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Abstract: This study aims to analyze the effect of Competence, and Compensation to Lecture performance. This research was conducted at the Nakhdatul Ulama University Cirebon. The samples in this study were all employees, amounting to as much as 50 respondents. This study is a quantitative research and analysis methods of data using multiple linear regression. The results of this study indicate that the variables of Competence, and Compensation significantly influence Lecture performance. In significantly affect the performance of Lecture while variable Competence and Compensation significantly affect the performance of lecturers at a significance level of less than 0.05 or 5%.
Keywords: Competence, Lecturers Performance.

1. INTRODUCTION

In general, people's perceptions about the low teaching performance of lecturers are a result of low income (financial compensation). Therefore, it is necessary to conduct a study to find out what factors are actually perceived as obstacles and supporting teaching performance of lecturers. By knowing these factors and the weight of their influence on the teaching performance of lecturers, the leaders of universities and the government can formulate policies that are appropriate to improve the climate that can support the improvement of teaching performance of lecturers in Indonesia. According to Rosyada (2004: 112), in general lecturers must meet two categories, namely having capability and loyalty, that is, lecturers must have abilities in the field of science they teach, have theoretical abilities about good teaching, from planning, implementation to evaluation, and having teacher loyalty. Meanwhile, good lecturers must meet seven criteria, namely the nature, knowledge, what is delivered, how to teach, expectations, lecturers' reactions to students, and management. Referring to the opinion, to become a lecturer that is liked by students, a lecturer needs to have a variety of criteria that are allegedly needed for learning, namely how to deliver course material, how to communicate, creativity in the learning process, lecturer work discipline, how lecturers assess student work, and use of pre-facilities in the learning process. Based on the analysis presented in advance, the performance of lecturers is very important to be improved. The reality in the field is known that the lecturer in charge basically has a diverse performance between one lecturer and another. Differences in the delivery of course material, communication, creativity, work discipline, assessment of student work, and the use of infrastructure affect the learning process. This difference can affect the success of students in completing their education

In response to the increasingly topdown or centre-periphery implementation of educational policy, research by teachers on their own and their colleagues' practices may help to reprofessionalise practice in ways which benefit not just teachers but also students, employers and other community stakeholders. On this account, teaching and research are two sides of the same coin. As Rowland (2000) puts it: The ability to inquire, to engage others in one's enquiries and to learn from them are the characteristics of the good teacher, the good researcher and the good student…Teaching, learning and research are not different activities. New Rationalism and Critical Theory: Following Hirst (1996), this strategy stresses practical rather than theoretical reason and insists that this is generated through public, professional collaboration (Hyland, 1996) and by the critical analysis of developments in all forms of knowledge. As Hirst puts it: We have yet to learn effectively two linked truths; that rational practice for the achievement of our good must in all areas be practically not theoretically developed but also that, if our efforts are not be constantly thwarted, they must be illuminated by all the insights fundamental theoretical critique can provide.

1.1 Competence

There has been a tendency for people to think about competence in a narrow way that undermines any possible benefits to be gained from adopting competency standards. This paper will attempt to clarify exactly what competence is. It will be found that the logic of the concept of competence is itself such as to support a broader view about competency standards rather than the narrow one that is so often taken for granted. Second, the benefits of recognizing and employing a broader, richer conception of competence will be outlined and discussed.

Conceptions of competence Since there are several very different ways of thinking about competence, how competence is conceived will make a big difference to the ways competency standards are used and assessed. Because competency-based assessment centres on performance, and since a common view is that performance is constituted by a series of tasks, competency standards are often thought of as simply a series of discrete task descriptions. Even where work is relatively routine, this 'checklist' approach is dubious since the broader aspects of competent performance, such as planning or reacting to contingencies, are left out of the picture. Thus, the task view of competence omits higher level competences from the standards. Hence they are also omitted from any training programs and assessment strategies that are based on these narrow competence standards. One response is to view competence instead as possession of a series of desirable attributes including knowledge of appropriate sorts, skills and abilities such as problem solving, analysis, communication, pattern recognition, etc. and attitudes of appropriate kinds. On this generic approach, training and assessment will be seen in terms of strategies to train and assess candidates in each of these separate attributes. While this second approach looks more promising as a way of capturing the less predictable variety of non-routine work roles, it also has been widely criticized on the grounds that assessing attributes in isolation from actual work practice bears little relation to future occupational performance. In fact, attributes such as problem solving, analysis, pattern recognition, etc. are highly context dependent, so that attempts to teach and assess them out of context are largely misconceived. So training and/or assessing candidates in generic problem solving or communication skills sets up a further problem of how, if at all, candidates will learn to transfer this learning to actual work contexts.

1.2 Compensation

Compensation is the total cash and non-cash payments that you give to an employee in exchange for the work they do for your business. It is typically one of the biggest expenses for businesses with employees. Compensation is more than an employee's regular paid wages. It also includes many other types of wages and benefits.

Types of compensation include:
- Base pay (hourly or salary wages)
- Sales commission
- Overtime wages
- Tip income
- Bonus pay
- Recognition or merit pay
- Benefits (insurances, standard vacation policy, retirement)
- Stock options
- Other non-cash benefits

Compensation is everything received in the form of physical as well as non-physical. Compensation also means all benefits received by a worker / employee for services or the results of his work in a company in the form of money or goods, both directly and indirectly. This term is very, very related to financial rewards (financial reward) given to someone on the basis of a work relationship.

1.3 Positive impact

The existence of compensation provided by the company to employees certainly has a positive impact that can provide benefits, both for the company and employees. Now, here are the positive effects that companies or organizations can get:
1. Make employees motivated to always excel and work hard.
2. Can be an attraction also for qualified job seekers.
3. Company image looks better than competitors.
4. The company can get quality workers.
5. Facilitating administrative processes and existing legal aspects.

1.4 Purpose of Company Compensation for Employees

In addition to the positive impacts that the company can get, of course the company also has a goal in providing compensation to its employees. What are the goals? Check out the review below:
 a. Retain Existing Performance Employees The first goal is to retain employees who are considered potential and qualified to be able to keep working. It is also useful to prevent high employee turnover rates.
 b.   Getting Qualified Employees One way for a company or organization to get qualified employees or prospective applicants is to provide a fairly competitive level of compensation compared to other companies / organizations.
 c. Guarantee the existence of justice in the company Another aim is to ensure the fulfillment of justice in the relationship between management and employees. It also aims to reward the organization for what an employee has done or devoted to the company. So, fairness in the provision of wages, bonuses, incentives, etc. in the company is absolutely considered by the company.

d. Cost Efficiency The purpose of this one is intended, if a company plans or conduct a rational compensation program, it will help the company or organization obtain and maintain human resources at a reasonable cost. With competitive wages, incentives, bonuses, etc., the company will get a balance from the increased employee work ethic.

e. Meet the Administrative Legality In the administration of compensation that should exist in every company there are also legal restrictions set by the government in a law. Thus, the administration of this administration in a company also aims to fulfill the legality administration.

f. Triggering Changes in Behavior and Attitudes that are Getting Better The company's expected goal of adequate and fair compensation to employees is that employees can have good attitudes and behavior and can benefit and affect work productivity. Good work, loyalty, experience, responsibility and other behaviors that can be increased thanks to being rewarded through effective facilities from the company / organization

1.5 Types of Compensation

There are several types of compensation given to employees or members in a company or organization. The following types of compensation are given to employees:

1) Direct compensation

Direct compensation is all kinds of rewards in the form of money such as salaries, various benefits, THR, incentives, commissions, bonuses, performance payments, company profit sharing, and stock options. In addition, all types of income which add to the annual gross income of employees and are subject to Article 21 Income Tax (PPh Article 21).

2) Indirect Compensation

This type of money is also in the form of money given by the company, but not directly to the employees, but through a third party. For example, companies engage their employees in social protection and health programs.

So, it is the company that pays the premium for insurance provided by the company to its employees such as life insurance, health insurance, employment insurance, so that employees can enjoy the benefits of these programs. In addition, facilities such as official cars, internet access, vouchers, club membership, etc.

3) Non-financial Compensation

This type of compensation has nothing to do with money, but compensation that can be of positive and valuable value to employees. For example, the company provides employee skills training, a comfortable work environment, has professional and competent supervision, a solid and supportive work team, definite career paths, more leave, flexible working hours, and rewards for employee performance.

2   METHODS

This study uses survey, by interview using a questionnaire (questionnaire). Sampling method in this research is done by using purposive sampling, the sampling technique with a certain consideration. The method can be used if the sources or respondents interviewed are people who are experts or working in a field, for example research on food then the data source or resource person is the person who dietitian (Sugiyono 2010). Purposive sampling method or judgment, in which the determination of sample obtained from consideration of the interviewer, with a note that the respondents who were interviewed are people who are experts or working in the field of

research that is being studied or the late respondent meets the criteria specified by the interviewer (Fauzi 2001).

2.1 Data Types

The data used in this research is primary data and secondary data (Table 1). According to the governor (2001) in Yuliriane (2012), the primary data is data obtained directly from study subjects using a measuring device or appliance makers as a source of information of data such as interviews, questionnaires, or observation. Secondary data were obtained with a literature study of the relevant agencies. Primary data were obtained from the respondent in this case fishermen households involved directly with fishermen household activities, while secondary data obtained from relevant agencies such as the Central Bureau of Statistics (BPS), the Department of Energy and Nature Resource, and the books that are relevant to the research

2.2 Data Analysis Methods

Data obtained from the results of the study were analyzed using quantitative descriptive method. Descriptive method aims to tell and interpret data with respect to the situation in a systematic, factual and accurate information on the facts and the relationship between variables to get the truth, whereas quantitative methods aimed at raising the facts, state variables, and the phenomena that occur when Current and present what their (Sugiono 2003). As for the criteria that should be analyzed in this study are described in the next section

2.3 Correlation Test

In Arikunto (2002: 146) to find out the questionnaire kesahian of the instrument by using the formula Pearson Product Moment Correlation (Pearson Product Moment Correlation). According Sugiyono (2012: 233) Pearson Product Moment Correlation formula as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Path Analysis Test

Structural equation model to be tested take the form of

$$Y = \rho y x_1 \, X_1 + \rho y x_2 \, X_2 + \rho y \varepsilon$$

Test Multiple Linear Regression Analysis

According Sugiyono (2012: 275) multiple regression equation is shown as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + \varepsilon$$

3 RESULTS AND DISCUSSION

3.1 RESULT

1. **Correlation between Competence (X_1), Compensation (X_2) and Lecturers Performanxe (Y)**

Table 1 Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	7.700	10.372		3.742	.465		
Competence	-.048	.125	-.060	1.381	.707	.899	1.112
Compensation	.783	.184	.666	4.261	.000	.899	1.112

a. Dependent Variable: Lecturers Performance

From the coefficient table illustrates that formulation simple regression as follows:

$\acute{Y} = a + b_1x_1 = 7.700 + 0.617\ X_1$

2. **Competence (X_1) and Compensatio (X_2) simultaneously at significantly influence the Lecturers Performance (Y)**

F test on the table anovab to test the significance of the constants and the dependent variable (Lecturers Performance). Test criteria regression coefficient of variable Competence and Compensation for Lecturers Performance t is as follows:

Table 2. ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	391.994	2	195.997	19.749	.000[a]
Residual	437.635	24	18.235		
Total	829.630	26			

a. Predictors: (Constant), Competence, Compensation

b. Dependent Variable: Lecturers Performance

3.2 DISCUSSION

By using SPSS note that the multiple correlation coefficient between Compensation (X_1) , Compensation (X_2) , and Lecturers Performance (Y) as follows : multiple correlation coefficient of 0.617 means that the relationship between Competence (X_1) , Compensation (X_2) and Lecturers Performance (Y) is a fairly close . $R^2 = 0$, 617 means that changes in the Lecturers Performance of 61.70 % due to changes in the Compensation (X_2)

1. **Competence (X_1) a significant effect on Lecturers Performance (Y)**

Based on the correlation data that the influence of variables Competence (X_1) on Lecturers Performance (Y) is calculated with a correlation coefficient of 0 , 617 or (rx_1y) = 0 , 617. This shows the effect quite tight . As for the size of the contribution declare variables X1 to Y variable or determinant coefficient = r^2 X 100 % or (0 , 617) ^{2} x 100 % = 38.07 % while the remaining

61.93 % is determined by other variables . Then to find significant levels of correlation coefficients X_1 to Y with methods of one side (one tailed) of output Measured probability) to produce 0.00 figure . Because the probability is much below 0.05 , then the influence of Competence on Lecturers Performance is significant

$$\acute{Y} = a + b_1x_1 = 7.700 + 0.617\ X_1$$

Constants for 7700 states that there is no increase in the value of the variable Competence (X_1) , then the value of Lecturers Performance (Y) is 7,700 . Regression coefficient of 0 , 687 states that any additions (as the sign +) of the scores or grades Supervision will give rise to a score of 0.617 Basis for decision making : by comparing the value of t with a value of t table. Decision : Because the value of t count> t table value , or 3,742 > 2,052 , then Ho is rejected seen in the column sig (significant) sig coefficient 0,000 or less than the probability of 0.05 or 0.05 nilao > 0,000 , then Ho is rejected and ha accepted means of regression coefficient is significant. Competence thus significantly affect the Lecturers Performance

2. Compensation (X_2) significantly affect the Lecturer Performance (Y)

Based on the table correlasi that the influence of variables Compensation (X_2) on Lecturers Performance (Y) which is calculated by the correlation coefficient is 0.685 or (rx2y = 0.685). This indicates a strong influence among the Compensation of the lecturers performance. While the size of the contribution to state X_2 to variable Y or coefficient determinant = r^2 X 100% or $(0.685)^2$ x 100% = 46.92%, while the remaining 43.08% is determined by other variables. Then to determine the level of X^2 to significant correlation coefficient Y with methods of one side (one tailed) of output Measured probability) produces 0.00 figure. Because the probability is much below 0.05, then the influence of Compensation on Lecturers Performance is significant.

Taken from the table anovab F count = 19 749 . Basis for decision making : by comparing the value of F arithmetic with F table value , Decisions : Turns F count> F table , or 19 749 > 19.45 then Ho is rejected and Ha accepted so Competence (X_1) and Compensation (X_2) simultaneously - equally significant influence on Lecturer Performance (Y)

CONCLUSSION

Discussion of research findings indicate various conclusions relating to :
1. That there is a relationship / a fairly close correlation between variables Competence (X_1) , and Compensation (X_2) with Lecturers Performance (Y) in Nakhdatul Ulama University Cirebon
2. That there is significant influence of variables Competence (X_1) on Lecturers Performance (Y) in Nakhdatul Ulama University Cirebon
3. That there is significant influence of variables Compensation (X_2) on Lecturers Performance (Y) in Nakhdatul Ulama University Cirebon
4. That there is significant influence of variables Competence (X_1) , and Compensation (X2) on Lecturers Performance (Y) in Nakhdatul Ulama University Cirebon

collection, analysis and interpretation of results, drafting of manuscript, review of manuscript and interpretation of results.

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