

LITERATUR REVIEW ; THE INFLUENCE LECTURER COMPETENCE AND ORGANIZATIONAL TRUST ON LECTURER PERFORMANCE

Yussi Rapareni¹, Mohamad Adam², Isnurhadi³, Muhammad Ichsan Hadjri⁴
Sriwijaya University^{1,2,3,4}
yussirapa@gmail.com¹

Abstract

Lecturer a learning agent, lecturers are required to be creative in preparing methods and strategies that are suitable for their students' conditions, selecting and determining a learning method that is appropriate to the learning material so that lecturers are required to have good competence in their field as well as good organizational credentials. The inherent knowledge capacity can be translated into work so that it can influence employee performance. This research is to see whether there is an influence of organizational competence and trust on lecturer performance. This research uses a literature review method by reviewing research articles that are relevant to this research. From the study carried out, there was an influence between deosen's competence and trust on lecturer performance.

Keywords: *Competence, Lecturer Performance, Organizational trust*

INTRODUCTION

Lecturers as professional lecturers and scientists (Chadha D, 2022) are tasked with transforming, developing and disseminating science, technology and art through the tridharma, namely education, research and community service (Anggraeni, 2014; Nyoto, 2021; Nusantara, 2022). The results of the implementation of lecturers' duties are performance that can be assessed by their superiors (Rabiah, 2019).

(Tone, et.al., 2015; Mukminat, 2021; Rozi, 2023) explains that the success of an institution is a manifestation of lecturer performance. This means that the various achievements of educational institutions are the result of the hard work of lecturers. It is important for educational institutions to respect lecturers and valued figures by providing comprehensive appreciation. Moreover, if a university is very dependent on its teaching staff (Pietila, et., al, 2021; Putera, Shofiah, 2021), the more qualified the teaching staff is, the popularity of the institution will increase, and can attract public interest in studying at that institution. (Silzer Rob & Dowel, 2017)

(Lucky & Yusof 2015) stated that the main foundation of educational institutions is the performance of their lecturers. The low performance of lecturers shows the poor quality of education (Aboudahr, et.,al, 2023; Okanya, et.,al, 2021; Sugiarti, 2020). Educational institutions have no chance in the future (Zulfa, et.al., 2021). Where institutions suffer many losses due to low performance of lecturers, such as low reputation (Savitska, 2021), little cooperation and government grants, and small number of students. (Savitska, 2021; Mukminat, 2021).

According to (Runi, et.al., 2017), the first and main thing in education is the lecturer. So, the quality of good lecturers is a reflection of the institution's educational progress in the future (Kyrylenko, 2021; Baleni, et., al, 2022). Furthermore, lecturers can provide hope by achieving good accreditation, so that they can attract public interest in becoming part of an educational institution. (DeFeoandBerman, 2023;Susiani, 2022)

In Indonesia, lecturer performance is measured by filling in Lecturer Workload (BKD) (Ristekdikti, 2021). The operational guidelines for lecturer workload state that lecturer performance assessments in Indonesia are carried out periodically every six months by filling in the lecturer workload report (BKD) through an application regulated in the policy of the Director of Resources of the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia (Islahuzzaman, 2014).

According to (Ravhuhali et.al., 2017), stating that lecturer performance issues have become an interesting and relevant topic to research in recent years (Bai, et.,al, 2021). In the world of education, the role of lecturers is very important (Santosa, 2022) because they are responsible for providing quality education to students (Adiawati, 2020). However, there are several issues that often arise related to lecturer performance. (Aisyah, 2020) states that low lecturer performance can be caused by aspects of cognitive ability, organizational culture, individual characteristics, and work ethics.

An organization expects its employees to have a high commitment to the organization (Ruvina & Zamralita, 2017). One of the factors that an organization needs is employee commitment. According to (Robbins and Judge, 2017) organizational commitment is the extent to which an employee identifies with his organization and its goals and wants to maintain membership in the organization (Tsertsvadze, 2023; Pamungkas, 2017; Sari and Amri, 2022). These employees also have an attitude of loyalty and willingness to work optimally for the organization where the employee works (Siagian et.al., 2017; Hisan, et.al., 2021)

Organizational commitment is an important factor in building the success and sustainability of an organization (Chu ha and Le woo, 2022; Adelia, 2017). This commitment refers to the level of attachment and involvement of organizational members towards the goals, values and culture of the organization (Tuvilla, Potane, 2023; Pamungkas, 2021). When individuals feel emotionally connected to the organization where they work, they tend to be more dedicated, try harder, and contribute optimally (Byrne, 2023).

According to (Amantara, 2020) Organizational commitment has a strong sense of acceptance within the individual towards the company's goals and values (Orosa, 2023) so that the individual will work and have a strong desire to remain in the company. In order for a professional work climate to be created, good commitment is needed between the organization and employees (Singal, 2018). It is clear that organizational commitment greatly influences performance (Gemedu, et., al, 2023) because employees who have high commitment to the organization tend to have an attitude of partiality, a sense of love, a sense of pride in the organization, and feel obliged to advance the organization (Qamar, 2021; Griep, 2023). The results of research conducted by (Malik 2015; Salma, 2016; Ningsih, 2016) show that organizational commitment has been proven to have a positive and significant impact on performance (Aldasem, et.,al, 2022). This strengthens and confirms that the thinking concept or framework built in this research is strong, because it is supported theoretically and empirically (results of previous research). Therefore, it can be concluded that there is an influence of organizational commitment on performance (Irvansyah, et.,al, 2023; Yates & Matthews, 2022).

Organizational commitment is very necessary to improve and develop lecturer performance (Tolon, Olivia, 2022; Younus et.al., 2022). Career management and development will increase the effectiveness and creativity of human resources which can foster strong commitment and improve performance in an effort to support the organization to achieve its goals (Robbins, 2020; Tamaela; 2022; Cianni & Wnuck 1997), stating that employees who have the opportunity Highly increasing its performance will make it work better. With clear and steady organizational support, it is hoped that individuals will have more confidence in advancing their organization in achieving its goals (Dessler, 2020). Apart from lecturer

performance, there are other factors that influence this performance, one of which is organizational trust. (Bromiley and Cummings 1995) organizational trust should be understood as an individual's belief (or usually belief in a group) that when another individual (another group) obtains support to carry out an action in accordance with a promise, he believes and puts forward a promise, and he do not reduce the benefits of others even when the opportunity arises. Meanwhile (Barber, 2020) argues that organizational trust is a set of learned and socially approved expectations that individuals have about other people, the organizations and institutions where a person belongs, social and moral rules that form basic understandings for life (Tebay , 2021)

Previous research conducted by (Leovigildo et.al., 2019) entitled Competency Skills And Performance Level Of Faculties in The Higher Education Institution (HEI). One measure of higher education performance is the level of competence and skills. This is in accordance with their profession because lecturers are one of the most noble of all professions. Teachers or lecturers involve challenges in their technical teaching as innovators for young minds. This study examines the profile of respondents and the competency skills and performance levels of faculty in higher education in terms of communication, planning and administration, teamwork, strategic action, and self-management.

METHOD

This research uses a literature review method from the data obtained. The research presents the results of searches for research on the internet according to the variables of this research. Literature reviews are carried out with a focus on original articles containing abstracts, introductions, methods and results. Literature review is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and ideas that have been produced by researchers and practitioners. The aim of a literature review is to make an analysis and synthesis of existing knowledge related to the topic to be researched to find free space for the research to be carried out.

RESULTS AND DISCUSSION

Spencer and Spencer (1993) say that competency is a basic characteristic related to the effectiveness of individual performance in their work, in accordance with what the organization expects in achieving its goals. There are five basic characteristics of competency (core competency) according to Spencer and Spencer (1993) which include: Knowledge, Skills, Character, Motive, Self-Concept. Competency According to Spencer and Spencer (1993) competence is formed from five characteristics, namely: a)Motive: Something a person consistently thinks or desires that causes an action. Motives encourage, direct, and select behavior toward certain actions or goals. b)Traits: Physical characteristics and consistent responses to situations or information. Reaction speed and eye sharpness are physical characteristics of a fighter pilot's competence. c)Self-Concept: A person's attitudes, values, or self-image. Self-confidence is people's belief that they can be effective in almost any situation and is part of people's self-concept. d)Knowledge: The information people have in a specific field. Knowledge is a complex competency. Scores on knowledge tests often fail to predict job performance because they fail to measure knowledge and skills in the way they are actually used on the job. e)Skill: The ability to perform a specific physical or mental task. Mental competence or cognitive skills include analytical and conceptual thinking.

Lecturer competency is a set of knowledge, skills and behavioral abilities that must be possessed, internalized and mastered by lecturers (Yusof, et., el, 2023) in carrying out professional duties with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students through the field of education (Legislation, 2011). Lecturer

competency is a combination of knowledge, skills and attitudes that take the form of intelligent and responsible actions in carrying out their duties as learning agents (Kin, et., al, 2022). As learning agents, lecturers are required to be creative in preparing methods and strategies that are suitable for their students' conditions, selecting and determining a learning method that is appropriate to the learning material. According to (Budiada 2012) a lecturer who has adequate competence will certainly have a positive influence on student potential.

In line with the issuance of Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers which states the competencies that must be possessed by a lecturer, namely including pedagogical competence, personality competence, social competence and professional competence. Which obtained through professional education, The meaning of each competency is as follows:

- 1) Pedagogical Competence
- 2) Personality competencies
- 3) Social Competence

Social competence is the ability of teachers or lecturers as part of society who have the

Meanwhile, according to Law of the Republic of Indonesia Number 14 of 2005, social competence is the ability of lecturers to communicate and socialize effectively with students, fellow educators, education staff, parents or guardians of students, and the surrounding community. The lecturer's social competencies include:

- a. Communicate
- b. Using information technology
- c. Communicate

Professional Competency

According to Anwar, professionalism can be defined as the commitment of someone who has a profession to improve their professional abilities by continuously developing the strategies they use in carrying out work according to their profession. Professional competence is broad and in-depth mastery of learning material which includes mastery of the curriculum material for learning subjects on campus and the scientific substance that covers the material, as well as mastery of the scientific structure and methodology. (Yahya and Hidayati, 2014) From the opinion above, it is clear that someone who is said to be a professional is someone who is considered an expert in their field, where the person concerned can make decisions independently and fairly.

Law of the Republic of Indonesia Number 14 of 2005 states that professional competence is the ability of lecturers to master knowledge in the fields of science, technology and arts which they teach, which at least includes broad and in-depth mastery of subject matter in accordance with the standard content of educational unit programs, courses whom he holds. As with lecturers' duties in general, lecturers are required to study the lecture material they will teach to students. By mastering the material, lecturers will be able to deliver the material dynamically. Mastering the material in this case means not only mastering the material in the field of study that will be taught as stated in the curriculum or syllabus, but also being required to master the enriching or supporting material in that field of study. (Indrawati 2016).

According to (Fathoni 2021) Professional competency is the ability to master learning material broadly and in depth which includes:

- a) Concepts in scientific/technological/artistic methods that are shady/coherent with teaching materials,
- b) Teaching materials in the curriculum
- c) Conceptual relationships between related subjects,
- d) Application of scientific concepts
- e) Professional competition in a global context

According to (Hewit, 2015) states that trust is very important to determine the level of work engagement of an employee, this trust will be a benchmark for employees, whether the employee will tell good things about the company or vice versa (Brandl, 2021). Similar things were also found by other research, that trust in the organization makes a huge contribution to employee work engagement (Ozturk, et., al, 2021).

Trust is the foundation or most valuable asset for anyone who will achieve success. Trust becomes an emotional glue that unites people in an organization (Hendriyadi et.al., 2019). This is reasonable because if there is no longer any trust in someone, then no matter what he says, does, and no matter how good his vision is, everyone will no longer trust him. Trust is a basic understanding that almost everyone understands, although it is difficult to define precisely. Trust is basically belief in something with positive thoughts. Several experts provide different definitions, but essentially trust is a positive hope (Carter, 2021). According to Rousseau et al., Trust in an organization is a psychological state that consists of a state of resignation to accept shortcomings based on positive expectations of the intentions or behavior of others.

Relationships with little or no trust can motivate employees to be more skeptical, less driven, less loyal, and more doubtful in matters related to the organization (Carnevale & Wechsler, 1992). Lack of trust also hinders employees' full potential (Nedkovski et al., 2017), their ability to work in teams and serve clients and customers. Furthermore, organizational trust is defined as how much its members anticipate the expertise, dependability, and goodwill of the organization. Organizational trust can be divided into two, namely interpersonal trust and institutional trust (Mayer et.al., 1995). Institutional trust is more relevant in the context of superior-subordinate relationships in IHEs. Furthermore, institutional trust is gained by institutions when employees see promising career development by contributing to the institution (Birkenmeier & Sanséau, 2016). Therefore, superiors must play a role in motivating employees to develop and utilize this potential. Trust is complex and multifaceted and must be recognized as an important motivational driver of organizations. Commitment and trust are useful in creating high-quality relationships between superior and subordinate organizations, thereby increasing employee job satisfaction and productivity (Sheik-Mohamed et.al., 2012). We also postulate that combining trust with organizational commitment will improve the performance and productivity of lecturers at IHE.

Lecturer performance influences their contribution to the organization. This can be seen in the form of quality and quantity, output, cooperative attitude, long periods of time and presence at work (Mathis & Jackson, 2001). Several factors that influence performance include competence and characteristics. Competence is one of the characteristics that underlies a person or persons in achieving high performance. These characteristics appear in the form of knowledge, skills and attitudes to create individuals who have a high spirit of dedication in serving society, are always efficient, rational, transparent and accountable (Mathis & Jackson, 2001).

Educational performance criteria according to (Blazey, et.al., 2001) aim to:

- (1) Improving educational performance, capability and output,
- (2) Facilitate communication and exchange of information about best educational practices with various types of educational institutions, and
- (3) As a tool for understanding and improving the performance of educational institutions as well as guidance in strategic planning

The study (Miller, 2009) notes that there is evidence that students can evaluate lecturers' teaching performance fairly. That way, the results will be more objective than if carried out by the dean, chancellor or vice chancellor. Finally, the author conceptualizes lecturer performance

as: teaching planning, teaching activities, mastery of material, class management, communication skills with students, discipline and student assessment. There seems to be no end to the performance measures that writers and researchers should use. However, whatever the performance measurement, a researcher must be able to justify which performance measure he chooses in his research (Lucky, 2011).

One of the lecturers' performance is producing new scientific knowledge through a number of research studies. (Fisher et.al., 1998) stated that the ability of a lecturer is the main requirement for a lecturer (Alzeebaree and Hasan, 2021). With more relevant and latest theories supported by research skills and experience (Fadli, 2021). And lecturer performance is increasing by participating in decision making (Sukirno and Siengthai, 2017), the indicators consist of:

1. Teaching performance
2. Research performance,
3. Publication performance,
4. Public involvement and
5. Miscellaneous performance.

According to (Erna Kusmawati, 2017) climate and subjective beliefs/beliefs regarding grades influence lecturers' intentions in carrying out work. This intention influences lecturers' performance in research. (Dorasamiy and Balkaran, 2013) state that a lecturer is assessed by his ability to provide information and knowledge references. Lecturers who are accustomed to conducting research with novelty on objects of knowledge can provide scientific references to students (Souisa et.al., 2017)

Based on the definition above, lecturer performance here is operationalized in the form of effectiveness, professionalism and overall performance. On the global stage, the shortage of qualified lecturers is widely known (Daniel, 2011; Sahan, 2009; Lucky and Yusoff, 2013). Research conducted by (Sahan, 2009) shows that one of the main problems causing low achievement in the education sector throughout the world is the lack of trained lecturers. He noted that both experts and practitioners agree that the lack of trained lecturers around the world is contributing

According to (Fah and Osman, 2011) in assessing the overall performance of lecturers, two dimensions are used, namely effective lecturers and the best lecturers. Likewise (Halim, 2009) in measuring the performance of lecturers in higher education using an objective approach. He noted that the performance of lecturers in higher education is often based on three main objectives of their professional responsibilities, namely educational and teaching duties, research duties, and community service duties. Halim also emphasized that the performance dimension of educational and teaching tasks includes the achievement of teaching tasks, starting from preparation to carrying out evaluations. He further noted that to test lecturers' performance in education and teaching effectively, students must be used as respondents because they are the only people who can evaluate their lecturers effectively.

The performance in question is the work of private university lecturers related to carrying out learning tasks, research and writing scientific papers, community service (Jacob, et., al, 2023) as well as tri dharma supporting tasks that are in accordance with predetermined standards and are effective and efficient in carrying out these tasks. Thus, the indicators of lecturer performance are suitability for carrying out learning tasks, research and writing scientific papers, community service, and supporting the lecturer's tri dharma with predetermined standards, as well as being effective and efficient in implementing these activities. (Nur Aisyah, 2019)

CONCLUSION

From the literature review that has been studied, it can be concluded that there is an influence between lecturer competence and organizational trust on lecturer performance. Knowledge creation in an organization is achieved through understanding the process of changing existing knowledge into knowledge that is easy to communicate and easy to document, and through process design. social by transferring knowledge into explicit knowledge to create new knowledge. Sharing knowledge in educational organizations such as universities is influenced by things such as trust and organizational commitment. Trust and organizational commitment influence the extent to which lecturers will share knowledge with their colleagues. The higher the trust between lecturers and colleagues and organizational commitment in an educational organization, the greater the tendency for them to share knowledge. If organizational commitment and job satisfaction are high then performance will be high, that is what increases lecturer performance which correlates with their commitment and satisfaction.

ACKNOWLEDGEMENTS

The author would like to thank all parties who have helped in the process of writing this article. Thank you also to the supervisors and Sriwijaya University.

REFERENCES

- Anggraeni, D., & Riswanto, A. (2022). The Role In House training Activities in improving teacher pedagogic competence ... *International Conference on ...*
<https://prosiding.appipgri.id/index.php/icdess/article/view/9>
- Anwar, S., Hijriyyah, U., & ... (2023). Arabic Teacher Pedagogic Competence in Managing Learning at Madrasah Aliyah Negeri 1 bandar lampung| Al Kafa'ah At Tarbawiyyah Li Mu'alim Al Lughoh Al ' *Mantiqu Tayr*
<http://journal.iainnumetrolampung.ac.id/index.php/mantiqu tayr/article/view/3783>
- Ernazarova, G. O. (2023). Development Criteria of Auto pedagogic Competence. *Diversity Research: Journal of Analysis and*
<http://academiaone.org/index.php/2/article/view/115>
- Estiani, S. W., & Hasanah, E. (2022). Principal's Leadership Role in Improving Teacher Competence. *Nidhomul Haq: Jurnal Manajemen* <https://e-journal.uac.ac.id/index.php/nidhomulhaq/article/view/2281>
- Fachriza, A., Baqi, S. Al, & ... (2023). AN ANALYSIS OF LECTURER'S PEDAGOGIC COMPETENCE IN TEACHING LISTENING USING PODCAST AT PESANTREN UNIVERSITY. ... *Conference on Language*
<https://incollt.unipasby.ac.id/proceedings/index.php/incollt/article/view/51>
- Hadi, S., Rajiani, I., Abbas, E. W., Studi, P., Ilmu, P., Sosial, P., Pendidikan, J., Pengetahuan, I., & Mangkurat, U. L. (n.d.). *MANAJEMEN Sumber Daya Manusia*.
- Halim Perdana Kusuma, A., & Hendra Syam, A. (2018). International Review of Management and Marketing The Main Role of *Locus of control* and Professional Ethics on Lecturer's Performance (Indonesian Lecturer Empirical Study). *International Review of Management and Marketing*, 8(5), 9–17. <http://www.econjournals.com>
- Hendra, T., & Gitituati, N. (2022). The Principal's Contribution to the Implementation of Supervision and Work Ethics on the Pedagogic Competence of Padang City Junior High School Teachers. *International Journal Of Humanities Education and*
<http://ijhess.com/index.php/ijhess/article/view/293>

- Indrawati, M. (2016). Pelatihan Widyaiswara Penyesuaian/Inpassing. *Modul Pelatihan Widyaiswara Penyesuaian/ Inpassing Berbasis E - Learning*, 6–8. file:///C:/Users/ACER/Downloads/Documents/Metode Pembelajaran (OK).pdf
- Indrawaty, A., Ramli, A., & Rakib, M. (2021). Analysis On Interpersonal Communication Means And Infrastructure Versus Competency And Performance Of The Lecturers At Private Universities In Makassar City. *IOSR Journal of Business and Management (IOSR-JBM)*, 23(3), 14–21. <https://doi.org/10.9790/487X-2303071421>
- Khiong, K., & Utomo, B. (2023). *The Effect of Kepercayaan organisasi , Perceived Organisasi Support (POS) and Innovative Work Behavior (IWB) on University Performance during Digital Era*. 4(2), 98–106.
- Nur, J., Arahim, A., & Hasrianto, H. (2021). The Analysis of PPKn Teacher Pedagogic Competency in Learning Activities at state high school 9 Sinjai, Tellulimpoe District. *JED (Jurnal Etika Demokrasi)*. <https://journal.unismuh.ac.id/index.php/jed/article/view/5653>
- Orteza, Alijanpour, MahAlijanpour, M., & Dousti, M. (2013). The relationship between organisasi commitment and Kepercayaan organisasi of staff. *Annals of Applied Sport Science*, 1(4), 45–52.
- Patent, V. (2022). Dysfunctional trusting and distrusting: Integrating trust and bias perspectives. *Journal of Trust Research*, 12(1), 66–93. <https://doi.org/10.1080/21515581.2022.2113887>
- Rusmini, R. (2021). Building Lecturer Performance Through Organisasi Culture and Work Motivation. *JMiE (Journal of Management in Education)*, 6(1), 15–28. <https://doi.org/10.30631/jmie.2021.61.15-28>
- Yusuf, H., Syah, M., Ramdhani, M. A., & ... (2020). The Effect of Interpersonal Communication and Teacher Competence on the Quality of Character Education and Student Learning Achievement. In *International Journal of academia.edu*. <https://www.academia.edu/download/89373168/pdf.pdf>
- Zakaria, Z., Nik Hassan, N. F., Ngah, N. E., Abdullah, N. K., Ismail, R., & Siahaan, E. (2021). A Review of Organisasi Relationship Quality, Trust, Commitment and Lecturers' Perceived Performance in Institution of Higher Learning. *Jurnal Intelek*, 16(2), 70–78. <https://doi.org/10.24191/ji.v16i2.402>. <https://doi.org/10.53106/181653382022091702001>

Biodata

Yussi Rapareni is a doctoral student in Sriwijaya University for the management program. Her email is yussirapa@gmail.com.