# EFFECTS OF COMPETENCE ON LECTURERS' PERFORMANCE AT PRIVATE HIGHER EDUCATION INSTITUTIONS IN GORONTALO PROVINCE, INDONESIA

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**ABSTRACT**
This study aims to see how is the effects of competence on the lecturers' performance at private Higher Education Institutions in Gorontalo province, which is expected to contribute ideas on how to improve the lecturers' performance particularly at Private Higher Education Institutions (Private HEIs) of the region through competence and human resource development. This study used quantitative descriptive analysis approach with the analysis technique of Structural Equation Method (SEM). The data collection was conducted in accordance with the variables in this study, namely the lecturers' performance at the private Higher Education Institutions and lecturers' competence. The population in this study was 566 lecturers and 234 samples were taken. The results show that the competence is essential in achieving the lecturers' performance, because competence is the most dominant variable which affecting performance. The more competent the lecturers, the better their performance will be.

**Keywords:** *Competence, Performance, Lecturer, Private Higher Education Institutions, and Globalization of education*

## INTRODUCTION

The world of education in Indonesia experiences the greatest challenge today where globalization occur not only on the economy but also on the world of education. Are the universities in Indonesia able to answer the challenges of globalization? These challenges can be answered by looking at the competence and performance of the existing lecturers at the universities in Indonesia. The low performance of the Higher Education Institution lecturers so far has shown that it is due to the truth of the condition of Higher Education Institutions in Indonesia. One of them is where the salary of a professor or lecturer is still very low so they need additional income. Other sources and activities that are time-consuming as the educators of the Higher Education Institutions still operate ineffectively and inefficiently. For example, the low presence of lecturers, curriculum that is not responsive to labor market needs, education cost which is increasingly expensive and Drop Out rate which is still high, as well as with the administration of the learning process that is still not in accordance with the quality and credibility standards. As a result, the Higher Education Institutions have not been able to satisfy the stakeholders or the general public (Directorate General of Higher Education, 2005 in Sambung 2010: 6-7).

The tendency of the declining lecturers' performance is implied by various indicators of causes which are very substantive such as the lecturers' competence as the capability of lecturer in carrying out the duty of teaching education such as the preparation and evaluation of learning, research tasks such as publishing paper in the scientific journal, and the task of public service such as the provision of material or training to the community and other supporting tasks. In addition, there is also a lack of commitment to remain consistent with the selected profession as a lecturer as well as the lack of support especially those involving organizational support, which is needed by the lecturers in improving their competence through the human resource development. Those overall factors or variables have the potential to be developed so with the improvement of the factors or variables it is expected that the performance can be improved.

The achievement of organizational goals in these theories is the main theory in a study about the relationship of human resource development, organizational commitment and organizational support to the competence and performance which is an integral part of the Human Resource Management as a whole. In relation to human resources management, then the approaches used to improve human resource management is from the viewpoint of activity. According to Rivai (2007: 17), the viewpoint is used in viewing the importance of human resource management in performing the activities in the organization. Here, we can use five approaches, as follows: 1). Strategic approach. HR management should contribute to the strategic success of the organization. If the activity of the manager and human resources department achieve the strategic objectives, the resources are used effectively; 2). HR approach. HR management is a human management. The importance of human dignity should not be overlooked; 3). Management approach. HR management is the responsibility of every manager. HR department exist in order to serve managers and employees through its expertise; 4). System approach. HR approach takes place within a larger system namely organization. Therefore, the HR must evaluate the employee contribution that is given to the organization productivity; 5). Proactive approach. HR management can increase its contribution on employees and organizations to anticipate problems before they appear. The description of the human resource management mentioned above is linked to the objectives to be achieved through improved performance of human resources in an organization. Stoner (2004: 94) states that an effective, efficient, and quality human resource management can be seen from of the achievement of the performance shown. Related to the achievement of private Higher Education Institutions (Private HEIs) lecturers in Gorontalo which is associated with the development of human resources, it shows that there is a difference with the reality found in the private Higher Education Institutions all this time. The phenomenon that occurred all this time indicating that the performance of Higher Education Institutions lecturer, primarily private Higher Education Institutions in Gorontalo is still far from the actual expectations. In fact, many private Higher Education Institutions have not conducted these efforts properly.

In this study, the focus of the research is the private Higher Education Institutions in Gorontalo Province where they represent the condition of Private Higher Educational Institution in the Eastern region of Indonesia. The condition of lecturers at the private Higher Education Institutions in Gorontalo is still alarming where the level of competence in terms of the level of education have not been adequate. This can be seen in the following table:
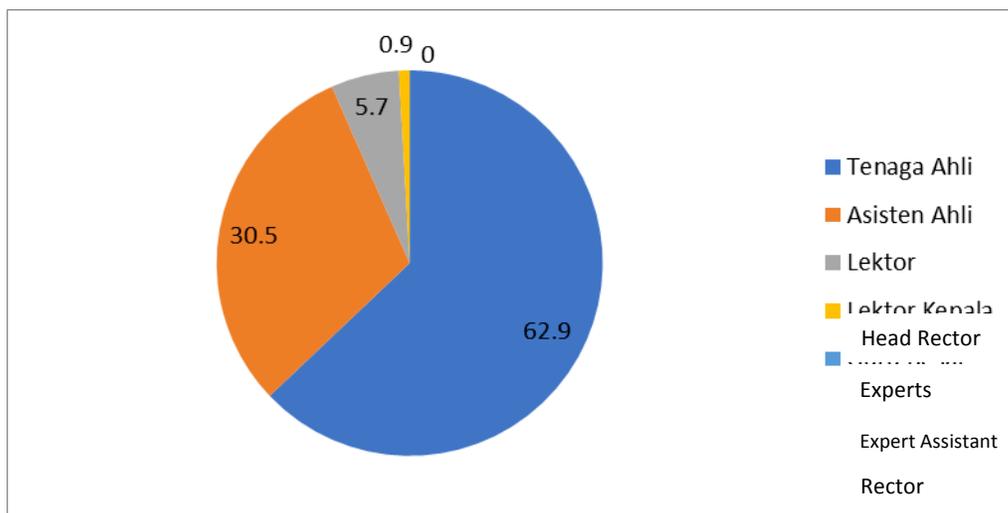
**Table 1.** Qualifications of level of education of the Lecturers at the Private Higher Education Institutions in Gorontalo

| No. | Private Higher Education Institutions | Level of education | | | Total |
| --- | --- | --- | --- | --- | --- |
| | | Undergraduate | Master | Doctorate | |
| 1 | Universitas Gorontalo | 93 | 56 | 2 | 151 |
| 2 | Universitas Ichsan | 118 | 45 | 1 | 164 |
| 3 | Universitas Muhamadiyah Gorontalo | 51 | 13 | 1 | 65 |
| 4 | STIA Bina Taruna | 29 | 13 | 2 | 44 |
| 5 | STITEK Bina Taruna | 15 | 4 | - | 19 |

| 6 | STIMIK Ichsan | 33 | 6 | - | 39 |
|---|---|---|---|---|---|
| 7 | STIE Ichsan | 20 | 7 | 1 | 28 |
| 8 | Akakom Mall Cendekia | 7 | 1 | - | 8 |
| 9 | Politeknik Gorontalo | 19 | 5 | - | 24 |
| 10 | STIM Boalemao | 21 | 3 | - | 24 |
| | Total | 406 | 153 | 7 | 566 |

Data Source: Gorontalo Private Higher Education Institutions 2015

Lecturers at University of Gorontalo are still dominated by the educators with undergraduate level. Where lecturers with undergraduate degree as many as 406 people, 153 people of master degree, and seven people of doctorate degree. In terms of the functional positions of lecturers it can be seen in the following figure:



Source: Public Bureau of University of Gorontalo, 2016

**Figure 1:** Functional Positions of Full Time Lecturers of Private Higher Education Institutions in Gorontalo

From the figure above, it shows that the levels of functional positions are still a lot on the level of experts. Even the University of Gorontalo has not had a professor. So the competence of lecturers still inadequate. There are some previous studies of the lecturers' achievement conducted by Dunggio (2011) with a focus on the lecturers' performance, Adam (2011) on the lecturers' performance, Sambung (2010) on the lecturers' performance affected by job satisfaction, and Kusumastuti (2013) on the competence of individuals that affect the lecturers' performance. According to Spencer in Moeheriono (2009: 8), the relationship between the employee competencies and performance is very close and important where there is strong and accurate relevancy, even the employees who want to improve their performance should have the appropriate competence to the job. The advantage of the morale is improving the employee's

performance. Morale has effects on the employee achievement. Good morale will stimulate a person to work and be creative in his/her work (Hasibuan, 2007: 94). According to Siagian (2003: 57), morale indicates the extent to which employees are passionate in performing the duties and responsibilities within the organization.

This study aims to see how is the effects of competence on the lecturers' performance at the private Higher Education Institutions in Gorontalo province. The results of this study are expected to contribute ideas on how to improve the lecturers' performance particularly at the private Higher Education Institutions of the region through competence and human resource development. Moreover, it can provide feedback that the lecturers' performance of private Higher Education Institutions can be improved by providing organizational support and improving competence through the human resources development.

## RESEARCH METHODS

The data were collected by stratified random sampling in order to make the representative of the population maintained. Analysis of the research data used SEM with a data-processing technique began with descriptive statistics to determine the characteristics of the data. Furthermore, the construct reliability test of measurement model and goodness of fit (Model Coefficient Estimate) as well as coefficient test were performed. Data analysis, descriptive structural model and the measurement model were tested using Linear Structural Relations (Lisrel).

## RESULT AND DISCUSSION

The achievement of organizational goals in these theories is the main theory in a study about the relationship of human resource development, organizational commitment and organizational support to the competence and performance which is an integral part of the Human Resource Management as a whole. The research variables in this section will be explained with descriptive analysis, an analysis to determine the frequency distribution of the perception of respondents regarding the indicators of variable human resource development, commitment and organizational support as well as the competence and performance of lecturers at the private Higher Education Institutions in Gorontalo Province. From all the variables, the frequency distribution is obtained from the score of respondents' answers to the questionnaire circulated. The descriptive analysis aims to interpret the meaning of each variable based on the frequency distribution and the average of respondents' answers which are categorized into five Likert scales.

Lecturers' Competence at the Private Higher Education Institutions in Gorontalo Province

The lecturers' competence is "...Basic characteristics which consist of skills, knowledge as well as other personal attributes which are able to distinguish someone who does and does not do" (David McClelland). Knowledge is information that has been combined with an understanding and potential to act; which is then embedded in a person's mind. Skill means the ability to operate a work easily and carefully that requires basic abilities. Attitude is part of the tendency of human beings to perform an action in accordance with the conditions of feeling or knowledge owned. Behavior is all activities or human activity, whether observed directly, or which cannot be observed by outsiders.

In Table 2 below, it presents the measurement of lecturers' competence in the study, which consists of 4 (four) indicators which can be seen from the recapitulation of description overview of the results to the average score of respondents' statements on each indicator variable of lecturers' competence.

The result of the descriptive analysis of data to each indicator variable lecturers' competence in Table 2 shows that the indicators that give the largest contribution to the formation of competence variable is the

behavior with a mean value of 4.49. It indicates that the behavior is very necessary to declare the competence of a lecturer, while the indicator that give the fewest contribution is a skill with a mean value of 4.30.

**Table 2.**Descriptions of Lecturers' Competence Variable (Y)

| Variable Indicators | (Items) | Frequency of Respondents' Answer (f) & Percentage (%) | | | | | | | | | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SS (5) | | S (4) | | N (3) | | TS (2) | | SS (1) | | |
| | | f | % | f | % | f | % | f | % | f | % | |
| Knowledge (X11) | X111 | 170 | 72.65 | 64 | 27.35 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 4.73 |
| | X112 | 133 | 56.84 | 70 | 29.91 | 31 | 13.25 | 0 | 0.00 | 0 | 0.00 | 4.44 |
| | X113 | 72 | 30.77 | 130 | 55.56 | 32 | 13.68 | 0 | 0.00 | 0 | 0.00 | 4.17 |
| | X114 | 79 | 33.76 | 121 | 51.71 | 4 | 1.71 | 30 | 12.82 | 0 | 0.00 | 4.06 |
| | X115 | 98 | 41.88 | 102 | 43.59 | 4 | 1.71 | 30 | 12.82 | 0 | 0.00 | 4.15 |
| Mean of Knowledge Indicator (X11) | | | | | | | | | | | | 4.31 |
| Skill (X12) | X121 | 60 | 25.64 | 132 | 56.41 | 11 | 4.70 | 31 | 13.25 | 0 | 0.00 | 3.94 |
| | X122 | 97 | 41.45 | 107 | 45.73 | 0 | 0.00 | 30 | 12.82 | 0 | 0.00 | 4.16 |
| | X123 | 138 | 58.97 | 96 | 41.03 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 4.59 |
| | X124 | 103 | 44.02 | 129 | 55.13 | 2 | 0.85 | 0 | 0.00 | 0 | 0.00 | 4.43 |
| | X125 | 115 | 49.15 | 88 | 37.61 | 31 | 13.25 | 0 | 0.00 | 0 | 0.00 | 4.36 |
| Mean of Skill Indicator (X12) | | | | | | | | | | | | 4.30 |
| Attitude (X13) | X131 | 180 | 76.92 | 54 | 23.08 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 4.77 |
| | X132 | 96 | 41.03 | 107 | 45.73 | 31 | 13.25 | 0 | 0.00 | 0 | 0.00 | 4.28 |
| | X133 | 92 | 39.32 | 110 | 47.01 | 2 | 0.85 | 30 | 12.82 | 0 | 0.00 | 4.13 |
| | X134 | 97 | 41.45 | 106 | 45.30 | 1 | 0.43 | 30 | 12.82 | 0 | 0.00 | 4.15 |
| | X135 | 119 | 50.85 | 114 | 48.72 | 1 | 0.43 | 0 | 0.00 | 0 | 0.00 | 4.50 |
| Mean of Attitude Indicator (X13) | | | | | | | | | | | | 4.37 |
| Behavior (X14) | X141 | 155 | 66.24 | 77 | 32.91 | 1 | 0.43 | 1 | 0.43 | 0 | 0.00 | 4.65 |
| | X142 | 85 | 36.32 | 107 | 45.73 | 40 | 17.09 | 2 | 0.85 | 0 | 0.00 | 4.18 |
| | X143 | 153 | 65.38 | 80 | 34.19 | 0 | 0.00 | 1 | 0.43 | 0 | 0.00 | 4.65 |
| | X144 | 107 | 45.73 | 126 | 53.85 | 1 | 0.43 | 0 | 0.00 | 0 | 0.00 | 4.45 |
| | X145 | 126 | 53.85 | 106 | 45.30 | 2 | 0.85 | 0 | 0.00 | 0 | 0.00 | 4.53 |
| Mean of Behavior Indicator (X14) | | | | | | | | | | | | 4.49 |
| Mean of Lecturer Competence Variable (X) | | | | | | | | | | | | 4.37 |

Source: Results of primary data processing, 2015

Nevertheless, these skills must be improved to support the competencies of the lecturers. In totality, the mean value of the competence variable is 4.37. Indicator variable competence of lecturers (Y) is knowledge (Y11) which has a mean value of 4.31 and loading factor value of 0.794. skill (Y12) has a mean value of 4.30 and loading factor of 0.935. Attitude (Y13) has a mean value of 4.37 and loading factor of 0.923 and behavior (Y14) has a mean value of 4.49 and loading factor of 0.715. These four indicators have a value of reliability construct of 0.989 and variance extracted of 0.92, so the value of reliability and variance is acceptable because the value ≥ 0.70 and ≥ 0.5. It states that the most dominant indicator in the formation of lecturers' competence variable is skill (Y12) with the highest loading factor value of 0.935, while empirically is behavior (Y14) with the highest mean value of 4.49.

Lecturers' Performance at the Private Higher Education Institutions in Gorontalo Province

Lecturers' performance (Y) according to the Ministry of Education of Indonesia (2004) is the ability to take the jobs or tasks owned by the lecturers in completing their work task, namely to implement *Tri Dharma Perguruan Tinggi* (the Higher Education Institutions' three main responsibilities: education, research, and community service) and other support. Tasks in the field of education and teaching can be either teaching in the classroom, or tutorials, guiding and testing both seminars and laboratory practice, community service, thesis as well as developing teaching materials to guide young lecturer and carry out scientific speech.

In the research and development of scientific paper, the lecturer task in this field is to produce scientific work in the form of individual and group research, retell the scientific books, edit scientific work and works of art as well as make the draft of work of art and the publishing of the work too. Community services, this task is in the form of activities to occupy leadership positions in the government institutions/state officials therefore they should be released from the organic positions, carry out the development of education and research outcomes that can be utilized by the community such as provide training/counseling to the community, provide services to the community or other activities that support the implementation of the common tasks of government and development, create/write the work on community service. Other supporting activities, the lecturer task in this activity is like becoming a committee on the various activity, a member of professional organizations, representing Higher Education Institutions on the committees between institutions, actively participating in scientific meetings, receiving honors/awards in writing and achievement in the field of sport and art. Further details in Table 3 presents the results of the description analysis to the average score (mean) the respondents' statement of the in each sub-indicators and indicators namely education and teaching, research and community service as well as other support, which give contributes to the formation of lecturers' performance variables. Descriptive analysis of the data on individual indicators of lecturers' performance variables in Table 3 indicate that the indicator that becomes the biggest contributor to the formation of lecturers' performance variables is the first indicator, namely the teaching education with a mean value of 4.41.

**Table 3.** Description of Lecturers' Performance Variables (Y)

| Variable Indicators | (Items) | Frequency of Respondents' Answer (f) & Percentage (%) | | | | | | | | | | Mean |
| | | SS (5) | | S (4) | | N (3) | | TS (2) | | SS (1) | | |
| | | f | % | f | % | f | % | f | % | f | % | |
| Education and Teaching (Y11) | Y111 | 119 | 50.85 | 114 | 48.72 | 0 | 0.00 | 1 | 0.43 | 0 | 0.00 | 4.50 |
| | Y112 | 109 | 46.58 | 123 | 52.56 | 2 | 0.85 | 0 | 0.00 | 0 | 0.00 | 4.46 |
| | Y113 | 101 | 43.16 | 130 | 55.56 | 3 | 1.28 | 0 | 0.00 | 0 | 0.00 | 4.42 |
| | Y114 | 102 | 43.59 | 131 | 55.98 | 1 | 0.43 | 0 | 0.00 | 0 | 0.00 | 4.43 |
| | Y115 | 88.00 | 37.61 | 113 | 48.29 | 33 | 14.10 | 0 | 0.00 | 0 | 0.00 | 4.24 |
| **Mean of Education and Teaching (Y11)** | | | | | | | | | | | | **4.41** |
| Research (Y12) | Y121 | 55 | 23.50 | 138 | 58.97 | 40 | 17.09 | 1 | 0.43 | 0 | 0.00 | 4.06 |
| | Y122 | 63 | 26.92 | 137 | 58.55 | 34 | 14.53 | 0 | 0.00 | 0 | 0.00 | 4.12 |
| | Y123 | 77 | 32.91 | 154 | 65.81 | 3 | 1.28 | 0 | 0.00 | 0 | 0.00 | 4.32 |
| | Y124 | 85 | 36.32 | 118 | 50.43 | 31 | 13.25 | 0 | 0.00 | 0 | 0.00 | 4.23 |
| | Y125 | 81 | 34.62 | 88 | 37.61 | 33 | 14.10 | 31 | 13.25 | 1 | 0.43 | 3.93 |
| **Mean of Research (Y12)** | | | | | | | | | | | | **4.13** |
| Community Service (Y13) | Y131 | 64 | 27.35 | 126 | 53.85 | 12 | 5.13 | 32 | 13.68 | 0 | 0.00 | 3.95 |
| | Y132 | 55 | 23.50 | 140 | 59.83 | 39 | 16.67 | 0 | 0.00 | 0 | 0.00 | 4.07 |
| | Y133 | 68 | 29.06 | 132 | 56.41 | 33 | 14.10 | 1 | 0.43 | 0 | 0.00 | 4.14 |
| | Y134 | 72 | 30.77 | 126 | 53.85 | 36 | 15.38 | 0 | 0.00 | 0 | 0.00 | 4.15 |
| | Y135 | 70 | 29.91 | 132 | 56.41 | 32 | 13.68 | 0 | 0.00 | 0 | 0.00 | 4.16 |
| **Mean of Community Service (Y13)** | | | | | | | | | | | | **4.09** |
| Other Supporting Activities (Y14) | Y141 | 64 | 27.35 | 134 | 57.26 | 36 | 15.38 | 0 | 0.00 | 0 | 0.00 | 4.12 |
| | Y142 | 70 | 29.91 | 117 | 50.00 | 45 | 19.23 | 2 | 0.85 | 0 | 0.00 | 4.09 |
| | Y143 | 70 | 29.91 | 122 | 52.14 | 40 | 17.09 | 2 | 0.85 | 0 | 0.00 | 4.11 |
| | Y144 | 73 | 31.20 | 126 | 53.85 | 5 | 2.14 | 30 | 12.82 | 0 | 0.00 | 4.03 |
| | Y145 | 54 | 23.08 | 119 | 50.85 | 30 | 12.82 | 30 | 12.82 | 1 | 0.43 | 3.83 |
| **Mean of Other Supporting Activities (Y14)** | | | | | | | | | | | | **4.04** |
| **Mean of Lecturer Performance Variable (Y)** | | | | | | | | | | | | **4.17** |

Source: Results of primary data processing, 2015

This shows that indeed education and teaching is the main thing in looking at the lecturers' competence. The smallest contributor is the fourth indicator namely other supporting activities with a mean value of

4.04. However, this indicator is still needed in improving the lecturers' performance so it needs to be improved.

Indicators of lecturers' performance variables (Z) is education (Z11) which has a mean value of 4.41 and loading factor value of 0.636, research (Z12) has a mean value of 4.13 and loading factor of 0.849. Community service (Z13) has the mean value of 4.09 and loading factor of 0.839 and other supporting activities (Z14) has a mean value of 4:04 and loading factor of 0.805. These four indicators have the value of reliability construct of 0.987 and variance extracted of 0.950 so that the value of reliability and variance is acceptable because the value ≥ 0.70 and ≥ 0.5. It states that the most dominant indicators in the formation of lecturers' performance variables is research (Z12) with the highest loading factor value of 0.849, while empirically is education and teaching (Z14) with the highest mean value of 4.41.

Effect of Competence on Lecturers' Performance at the Private Higher Education Institutions in Gorontalo Province

The test of structural relationship model is performed after the structural model built in this study correspond to the data observed and the suitability index of structural model. The goal of the testing to the structural relationship model is to determine the relationship between the latent variables designed in this study.

**Table 4**.Suitability Index Model Comparison with Cut-off Value of Direct Impact

| Hypothesis | Standardized direct and indirect effects | | Path Coefficient (*Standardized)* | C.R/ (t- *value*) | Probability | Description |
|---|---|---|---|---|---|---|
| H1 | Lecturer's Competence (X) | ⟹ Lecturer's Performance (Y) | 0.527 | 3.296 | *** | Significant |

Source: Result of data processing, 2015

The effect of lecturers' competence variable (Y) on lecturers' performance variable (Z) with a coefficient path value of 0.490, indicates that the lecturers' competence in the form of knowledge, skills, attitudes, and behavior give significant effects on improving the lecturers' performance.

Competence affects significantly on the lecturers' performance; it means that the competence also plays a role in the formation of lecturers' performance. Competencies that have indicators of knowledge, skills, attitudes, and behaviors give effects on the lecturers' performance in terms of implementing the *Tri Dharma Perguruan Tinggi*. Knowledge helps the lecturers to be more competent in performing their duties as an educator because with the knowledge, lecturers can conduct educational task of teaching, research, community service and other supporting tasks. With the knowledge, the ability of the lecturers can be guaranteed. Similarly, training assists the lecturers in improving their skills, especially the skills of teaching, because teaching is not easy for it requires special skills and abilities. On the other hand, attitude and behavior of the lecturers are also decisive in performing the duties in the implementation of the *Tri Dharma Perguruan Tinggi*. Therefore, the attitude and behavior of the lecturers will be a reference to behave for the students.

In line with the theory expressed by Spencer in Moeheriono (2009), competence lies in part in every human being and always there on the personality of a person that can predict the behavior and performance broadly in all situations and the work tasks. While Armstrong states that competence is a dimension of action from tasks, where such measures are used by employees to complete their job duties satisfactorily and what is given by the employees in different forms and levels of performance.

Research that supports this study is Sabah Agha, Laith Alrubaiee, Manar Jumhour (2012) *Effect of Core Competence and Organizational Advantage on Competitive Advantage*. The point is that competence gives positive effects on the of competitive advantage and organizational performance. Dyah Kusumastuti (2013) concludes that competence significantly affects performance. Endang Setyaningdyah, Umar Nimran Kertahadi, Armanu Thoyib (2013) and Eddy Yunus (2009) also state the same. The relation of this study with previous research is that both equally examine the relationship of competence on the performance, the difference is the location and the object. The location of the previous studies is outside Indonesia and the objects are in private enterprise while the object of this study is the lecturers of private Higher Education Institutions in Gorontalo.

**CONCLUSION**

Competence is an important item in the achievement of lecturers' performance, because competence is the most dominant variable that affects the performance. The more competent the lecturers, the better their performance will be. So it is suggested to the leaders and managers of private Higher Education Institutions in Gorontalo province, to be able to develop the human resources, particularly the lecturers, through education, training, development and learning. Therefore, from the above results, it is recommended to always provide support in the form of funds and opportunity as widest as possible to the lecturers to be able to improve the competence and performance. It is expected that the full time lecturers at the private Higher Education Institutions in Gorontalo province to be able to improve the development of human resources, organizational commitment and competency improvement so that it can improve the performance. For the government, it is expected to be able to increase the education budget in particular the cost of studying further and training for lecturers in order to increase the competence, and give more support of greater opportunities for the private Higher Education Institution lecturers in the region to have access for studying further by revoking the moratorium on the opening of new courses especially postgraduate programs of master and doctorate degree in the region so that the competence and performance of the lecturers can be improved more.

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3234