

Effect of Motivation and Emotional Intelligence on Performance and Its Implications for Permanent Lecturer Career Development In Lldkti Region Xi Kalimantan In Banjarmasin

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ABSTRACT

The intensity of a person trying to achieve personal goals and corporate / institutional goals, a direction that benefits the organization, and persistence which is a measure of how long a person in this case is a lecturer in order to maintain his business for a long time in carrying out tasks in order to achieve company / institutional goals, is an element of motivation. Emotional intelligence is the ability to control one's emotions, so that it can control oneself and produce a prominent performance at work.

Performance is the quantity and quality obtained by workers as a result of carrying out tasks and jobs according to the tasks assigned to them.

Career development is an important effort in planning and implies it in achieving goals and a balance between individual career development and the work abilities required by the organization.

The purpose of this study was to analyze the influence of motivation and emotional intelligence on the performance of lecturers and their implications for the career development of private tertiary institutions in the LLDIKTI Region XI Kalimantan environment in Banjarmasin.

The research sample consisted of 170 respondents from 360 research populations with minimum functional Lecturer criteria and had obtained a Lecturer Certificate. The research design used a questionnaire and data analysis techniques with a structural equation modeling (SEM) program. The results showed; motivation, emotional intelligence, have a positive effect on performance. The second finding has a positive impact on the career development of lecturers in the LLDIKTI WIL XI Kalimantan environment in Banjarmasin. The important finding of this research is that lecturer performance plays a role in the career development of the lecturer concerned.

KEYWORDS : *Motivation, Emotional Intelligence, Performance and Career development*

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ABSTRAK

Intensitas seseorang berusaha untuk mencapai tujuan pribadi maupun tujuan perusahaan/lembaga, arah yang menguntungkan organisasi, dan ketekunan yang merupakan ukuran mengenai berapa lama seseorang dalam hal ini adalah dosen agar dapat mempertahankan usahanya dalam waktu yang cukup lama dalam melaksanakan tugas demi mencapai tujuan perusahaan/lembaga, adalah merupakan elemen dari motivasi. Kecerdasan Emosional merupakan kecakapan untuk mengendalikan emosi seseorang, hingga dapat mengendalikan diri dan menghasilkan kinerja yang menonjol dalam pekerjaan.

Kinerja adalah kuantitas dan kualitas yang diperoleh pekerja sebagai hasil melaksanakan tugas dan pekerjaan sesuai tugas yang diberikan kepadanya.

Pengembangan karir merupakan upaya penting dalam perencanaan dan mengimplikasinya dalam mencapai tujuan dan keseimbangan antara pengembangan karir individu dengan kemampuan kerja yang disyaratkan organisasi.

Tujuan penelitian ini adalah menganalisis pengaruh motivasi dan kecerdasan emosional, terhadap kinerja dosen serta implikasinya terhadap pengembangan karir dosen perguruan tinggi swasta dilingkungan LLDIKTI Wilayah XI Kalimantan di Banjarmasin.

Sampel penelitian sebanyak 170 responden dari 360 populasi penelitian dengan kriteria Jabatan Fungsional minimal Lektor dan telah memperoleh Sertifikat Dosen. Desain penelitian menggunakan kuesioner dan Teknik analisis data dengan program structural equation modeling (SEM). Hasil penelitian menunjukkan ; motivasi, kecerdasan emosional, berpengaruh positif terhadap Kinerja. Temuan kedua kinerja berdampak positif terhadap pengembangan karir dosen di lingkungan LLDIKTI WIL XI Kalimantan di Banjarmasin. Temuan penting penelitian ini adalah bahwa kinerja dosen berperan bagi pengembangan karir dosen yang bersangkutan.

Kata Kunci : Motivasi, Kecerdasan Emosional, Kinerja dan Pengembangan Karir

I. INTRODUCTION

Personnel in an organization have a function so that the organization can achieve its goals which include different knowledge, experience, skills, personality, feelings and willingness with impacts that can create behavior. In the field of education, especially in tertiary institutions, lecturers always interact with students in the learning and teaching process, so that high performance is needed to realize these goals.

UU no. 14 of 2005, states that Educators or Lecturers are valuable assets for higher education. One of the activities that can be carried out by an agency or organization or institution to be able to improve the performance of lecturers at a university is motivation, emotional intelligence which will be discussed in this study, whether it affects performance and job satisfaction can be an intervening variable, namely whether job satisfaction weaken or strengthen the relationship between the independent variable and the dependent variable.

There are three main elements contained in the definition of motivation, namely; 1) Intensity relates to how hard a person tries to achieve personal and company goals. 2) a direction that benefits the organization, and 3) motivation also has a dimension of persistence which is a measure of how long a person lasts in carrying out tasks in order to achieve goals (Robbins (2008; 222-223).

Emotional intelligence is a person's ability to know and understand emotional information, through five dimensions, namely; 1) Self-awareness; 2) Self-management; 3) Self-motivation; 4) Empathy, and 5) Social skills (Salovey and Mayer (1990; 185).

Performance is the quantity and quality of work achieved by individuals in work rather than the tasks and responsibilities assigned to them.

Career development is an important effort in planning and implies it in achieving goals and a balance between individual career development and the work abilities required by the organization.

The benefits of career development according to Samsudin (2006) include: a) "Uncovering individual potential"; b) "Encouraging growth"; c) "Satisfying individual needs"; d) Assist in the implementation of approved activity plans ".

Hedge et al (2006) in Iskandar (2007) factors that shape career development include: a) "organizational needs", b) "role of superiors / leaders", c) "qualifications" and d) "reward systems".

FORMULATION OF THE PROBLEM

The problems in this study are: a) Does motivation have a positive effect on permanent lecturer performance, b) Does emotional intelligence have a positive effect on permanent lecturer performance, c) Does performance have a positive impact and its implications for permanent lecturer career development at LLDIKTI Region XI Kalimantan in Banjarmasin.

RESEARCH PURPOSES

This study aims: a) To analyze the influence of motivation on permanent lecturer performance, b) to analyze the effect of emotional intelligence on permanent lecturer performance, c) to analyze the implications of performance on permanent lecturer career development in LLDIKTI Region XI Kalimantan in Banjarmasin.

THEORETICAL BASIS

A. Motivation

According to Robbins (2008; 222) Motivation is a process by which individuals in an organization achieve their goals. Manullang (2004; 166): Motivation is an activity carried out by a manager, providing inspiration, enthusiasm and encouragement to others, to take action towards a better direction.

Meanwhile, Sedarmayanti (2009; 233), Motivation is an effort to achieve organizational goals with all abilities, to meet individual needs, where if someone is motivated, he will try to be strong.

B. Emotional Intelligence.

Daniel Goleman (1996) popularized Emotional Intelligence is the ability to understand oneself and the feelings of others.

(Robbins, 2008; 335), suggests: Emotional intelligence is a person's ability to understand and carry out emotional instructions and information, through emphasized dimensions, namely; 1) Self-awareness; 2) Self management; 3) Self-motivation; 4) Empathy; and 5) Social skills.

C. Performance

Bernardin and Russel (1993; 237), stated that there are six criteria that can be used to measure performance, namely:

- 1) Quality and Quantity are the extent to which the results are achieved and the quality;
- 2) Timeliness, how activities can be completed at the specified time;
- 3) Cost Effectiveness, the extent to which the use of organizational resources (human, financial, technology, material) is utilized to obtain maximum results;
- 4) Need for supervision, the level at which workers can carry out work without the supervision of a supervisor; and
- 5)

Interpersonal Impact, is the level where individuals have self-respect, good name and cooperation between colleagues and subordinates.

D. Career development

Career development is an important effort in planning and implies it in achieving goals and a balance between individual career development and the work abilities required by the organization.

While the benefits of career development according to Samsudin (2006) include: a) "Uncovering individual potential"; b) "Encouraging growth"; c) "Satisfying individual needs"; d) Assist in the implementation of approved activity plans".

Hedge et al (2006) in Iskandar (2007) factors that shape career development include: a) "organizational needs", b) "role of superiors / leaders", c) "qualifications" and d) "reward systems".

CONCEPTUAL FRAMEWORK

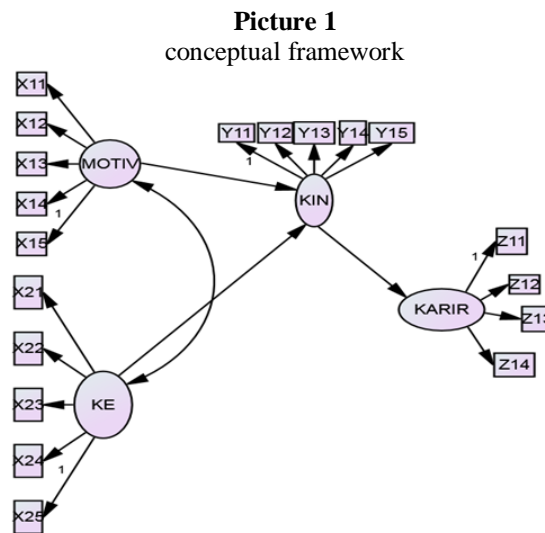
The conceptual framework of this study is to analyze the influence of motivation, emotional intelligence on the performance of permanent lecturers at LLDIKTI Region XI Kalimantan in Banjarmasin, and their implications for the career development of lecturers.

Motivation as variable X_1 with 5 (five) indicators in this study are: 1) physiological needs, 2) security and safety needs, 3) social needs, 4) recognition needs and 5) self-actualization needs.

Emotional Intelligence (X_2) with 5 (five) indicators: 1) Self-awareness, 2) Self-introspection, 3) self-regulation, 4) Empathy, and 5) factors that affect performance.

Performance (Y_1), with 5 (five) indicators, namely: 1) Quality and Quantity, 2) time, 3) cost, 4) supervision and 5) having self-respect and maintaining a good name and cooperation. Career development (Z_1) with 4 (four) indicators 1) Organizational needs, 2) The role of superiors / leaders, 3) Qualifications, and 4) Rewards system.

The conceptual framework for research can be seen in Figure 1 below:



JURNAL-TOTAL

RESEARCH HYPOTHESIS

1. Motivation has a positive effect on the performance of permanent lecturers at LLDIKTI Region XI Kalimantan in Banjarmasin.
2. Emotional intelligence has a positive effect on the performance of permanent lecturers at LLDIKTI Region XI Kalimantan in Banjarmasin.
3. Performance has implications for the career development of permanent lecturers at LLDIKTI Region XI Kalimantan in Banjarmasin.

II. RESEARCH METHODS

a. Research design

There are four research variables consisting of two exogenous variables and two endogenous variable. Each variable is measured by several indicators. The unit of analysis for this research is a permanent lecturer in the LLDIKTI Region XI Kalimantan environment in Banjarmasin. The analysis uses structural equation modeling (SEM) to explain the research hypothesis and research findings.

b. Research measurement

The tool for collecting primary data for this research is using a questionnaire. Respondents answered several statements made. Likert scale is used to answer each statement offered. Choice in 1 shows the perception that it strongly disagrees, choice 2 disagrees, 3 is neutral, 4 agrees and 5 strongly agrees. Each instrument describes the research indicators. The average value of the indicator represents the perception of several measurement instruments.

Table 1. Research variables, indicators and notations

Exogenous Variables		Endogenous Variables	
X1	Motivation	Y1	Lecturer performance
X11	Physiological Needs	Y11	Quality dan Quantity
X12	Security Needs	Y12	Timeliness
X13	Social Needs	Y13	Cost effectiveness
X14	Needs for Recognition	Y14	Need for supervision
X15	Needs Self-actualization	Y15	Interpersonal Impact
X2	Emotional Intelligence	Z1	Career Development
X21	Self-Awareness	Z11	Organizational Needs
X22	Self-introspection	Z12	The role of a boss
X23	Self-Regulating Self-Regulating	Z13	Qualification
X24	Empathy	Z14	Rewards System
X25	Factors affecting work		

POPULATION AND RESEARCH SAMPLE

Population is a generalization consisting of objects or subjects that have certain characteristics that the researcher determines to be investigated and then concluded, while the sample is a small part of the population that can be generalized. (Sugiyono, 2002; 72). The population is all research subjects, and the sample is part of the population or representative of the population studied (Suharsimi Arikunto, 2006; 103). Therefore, the population in this study were 1,273 permanent lecturers at LLDIKTI Region XI Kalimantan in Banjarmasin as shown in Table 2 below.

Table 2 Permanent PTS Lecturers in Banjarmasin

o	PTS	DOSEN PNS (orang)		Jml (orang)	DOSEN YAYASAN (orang)		Jml (orang)	Total (orang)
		S2	S3		S2	S3		
1	UVAYA Banjarmasin (111002)	28	2	30	75	4	79	109
2	UNISKA Banjarmasin (111003)	56	25	81	289	36	325	406
3	UNIVERSITAS NU Banjarmasin (111021)	10	2	12	30	11	41	53
4	UNIVERSITAS Muhammadiyah Banjarmasin (111022)	40	12	52	97	36	133	185
5	UNIVERSITAS Cahaya Bangsa Banjarmasin (113051)	3	1	4	18	4	22	26
6		2	1	3	14	3	17	20
7	UNIUNIVERSITAS Sari Mulia Banjarmasin (113077)	9	2	11	23	8	31	42
8	STIE Indonesia Banjarmasin (113001)							
9	STIA Bina Banua Banjarmasin (113002)	6	1	7	15	6	21	28
10	STIMI Banjarmasin (113003)	5	0	5	7	4	11	16
11	STIH Sultan Adam Banjarmasin (113004)	8	3	11	27	5	32	43
12	STIE Nasional Banjarmasin (113005)	5	0	5	15	3	18	23
13	STIKIP PGRI Banjarmasin (113006)	7	2	9	78	5	83	92
14	STIE Pancasetia Banjarmasin (113022)	4	1	5	97	10	107	112
15	STMIK Indonesia Banjarmasin (113055)	17	2	19	56	6	62	81
	STIKES Suaka Insan Banjarmasin (113063)	6	1	7	28	2	30	37
	Jumlah	206	55	261	869	143	1012	1273

Source: Directory of LLDIKTI Region XI Kalimantan, 2020

The population in this study were permanent lecturers with the following criteria:

1. Lecturers have obtained Lecturer Certification
2. Have a minimum functional position as Lector (300)

From the above criteria, the population in this study was 360 lecturers, while the sample size in this study used the Krejcie-Morgan formula as follows:

$$n = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

n = sample size, N = population size, P = population proportion (0.5) d = degree of accuracy and X² = table value X² = 3.84 (df 1 and α = 5%)

From this formula, the following sample is obtained:

$$n = \frac{3.84 \times 360 \times 0.5 \times 0.5}{(0.05 * 0.05) \times 360 + 3.84 \times 0.5 \times 0.5} = 186$$

Of the 186 questionnaires that were submitted to respondents, 170 respondents were found who returned them. The questionnaire as an instrument in this study was prepared with reference to the indicators of each construct that had been previously identified and defined, so that the research variables, indicators and statement items were as shown in the following table:

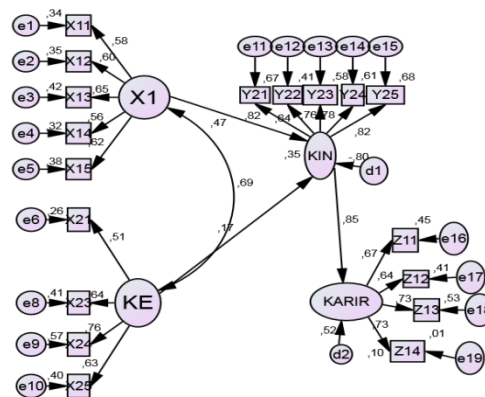
Table 3 Research variables, indicators with statement items

No	Research Variables	Indicators	Statement items
1	Motivation (X ₁)	X1.1 Physiological needs X1.2 The Need for Security X1.3 Social needs X1.4 Needs recognition X1.5 Actualization needs	1-5
2	Intelligence Emotional (X ₂)	X2.1 Self-awareness X2.2 Self-reflection X2.3 Self-regulation X2.4 Empathy X2.5 Social skills	6 - 10
3	Performance (Y ₁)	Y1.1 Quality and Strength Y1.2 Completion Time Y1.3 Fee Policy Y1.4 Supervision Y1.5 Have self-respect	11 - 15
4	Career Development (Z ₁)	Z1.1 Organizational Requirements Z1.2 The role of the boss. Z1.3 Qualification Z1.4 Rewards System	16 - 19

III. RESEARCH RESULT

The questionnaires answered by the respondents were collected and tabulated. All research instruments were tested for validity and reliability. SEM Amos produces a diagram as shown in Figure 2 below

Figure 2
SEM results



JURNAL-TOTAL

The results of the SEM Amos, in detail, can be seen in the following table:

Table 4 the effect of one variable on the other variables:

			Estimate
PERFORMANCE	<---	MOTIVATION	,467
PERFORMANCE	<---	EMOTIONAL INTELLIGENCE	,166
PERFORMANCE	<---	d1	-,804
CAREER DEVELOPMENT	<---	d2	,522
CAREER DEVELOPMENT	<---	PERFORMANCE	,853
X15	<---	MOTIVATION	,619
X14	<---	MOTIVATION	,562
X13	<---	MOTIVATION	,647
X12	<---	MOTIVATION	,596
X11	<---	MOTIVATION	,583
X25	<---	EMOTIONAL INTELLIGENCE	,635
X24	<---	EMOTIONAL INTELLIGENCE	,756
X23	<---	EMOTIONAL INTELLIGENCE	,638
X21	<---	EMOTIONAL INTELLIGENCE	,511
Y11	<---	PERFORMANCE	,820
Y12	<---	PERFORMANCE	,640
Y13	<---	PERFORMANCE	,764
Y14	<---	PERFORMANCE	,780
Y15	<---	PERFORMANCE	,824
Z11	<---	CAREER DEVELOPMENT	,673
Z12	<---	CAREER DEVELOPMENT	,642
Z13	<---	CAREER DEVELOPMENT	,727
Z14	<---	CAREER DEVELOPMENT	,099

HYPOTHESIS TESTING :

Hypothesis 1: Motivation has a positive effect on the performance of permanent lecturers at LLDIKTI Region XI Kalimantan in Banjarmasin, based on the results by looking at path X1 (Motivation) to Performance (Y1), in this path it can be seen that the results show + (positive) which is equal to 0.467 (0, 47), therefore hypothesis 1 is accepted.

Hypothesis 2: Emotional intelligence has a positive effect on the performance of permanent lecturers at LLDIKTI Region XI Kalimantan in Banjarmasin, the results show that $\beta +$ (positive) is 0.167 (0.17), then hypothesis 2 is accepted.

Hypothesis 3: Performance has implications for permanent Lecturer career development at LLDIKTI Region XI Kalimantan in Banjarmasin, resulting in 0.853 (0.85) $\beta +$ (positive), then the hypothesis is accepted.

IV. DISCUSSION

1. Validity Test

Motivation variable statement items:

Table 5 The results of testing the validity of the motivation research instrument

No	Statement	r _{count}	Sig	α	Inf
1	Are your physiological needs such as clothing, food, and shelter sufficient by working as a lecturer?	0,583	0,000	0,05	Valid
2	So far, feel safe (both life and property at work during working time?)	0,596	0,000	0,05	Valid
3	Social needs have been met, such as feelings of acceptance by others in the work and living environment, feelings of respect and feelings of progress by working as a lecturer.	0,647	0,000	0,05	Valid
4	Demand the need for higher appreciation within the organization and within the community.	0,562	0,000	0,05	Valid
5	Desiring self-actualization needs such as developing achievements and taking advantage of opportunities to develop abilities.	0,619	0,000	0,05	Valid

Source: Primary data reprocessed, 2020

The table shows that r_{count} of all motivation research instruments shows > r table of .127 and a significance level of <0.05 so it is said to be valid.

Emotional intelligence variable statement items:

Table 6 The results of testing the validity of the Emotional Intelligence research instrument

No	Statement	r _{count}	Sig	α	Inf.
1	Self-awareness in doing a job means a lot to yourself	0,511	0,002	0,05	Valid
2	Always introspect yourself to analyze the results of the work that has been completed	0,134	0,09	0,05	Tidak Valid
3	Self-regulation is very necessary in carrying out a job	0,638	0,001	0,05	Valid
4	Empathy, including understanding other people is very necessary to build relationships with fellow colleagues and with others?	0,756	0,000	0,05	Valid
5	Emotional intelligence is an element that can affect performance?	0,635	0,000	0,05	Valid

Source: Primary data reprocessed, 2020

From the table above, it can be seen that the emotional intelligence research instrument $r_{count} > r_{tabel}$ is 0.127 and the significance level is <0.05 , so it is said to be valid, except that X22 is invalid so that the discussion is excluded from the model.

Performance variable statement items

No	Statement	r _{count}	Sig	α	Inf.
1	Assessment of the quality and quantity of work done, such as the process of implementing activities, results of activities and periodic evaluation of results, is a measure of performance.	0,820	0,000	0,05	Valid
2	The completion time of each work done as the desired time, coordination between sections and according to schedule, is a measure of performance.	0,640	0,022	0,05	Valid
3	Cost policies such as the use of human resources, finance, technology as well as policies for the maximum use of material or material resources, are necessary for the survival of the organization as a measure of performance.	0,764	0,000	0,05	Valid
4	In doing a job, it is necessary to have supervision so that the work can be carried out properly and is responsible for the tasks and work that are charged to get good performance.	0,780	0,000	0,05	Valid
5	Having high self-esteem, always maintaining the good name of yourself and the organization, always working with colleagues, as well as with superiors or subordinates is a picture of performance good.	0,824	0,000	0,05	Valid

Table 7 The results of testing the validity of performance research instrument

No	Statement	r _{count}	Sig	α	Inf.
1	Job performance is an organizational need in achieving goals	0,673	0,022	0,05	Valid
2	Bosses are very important and determine career development.	0,642	0,024	0,05	Valid
3	Bosses provide opportunities for all subordinates to develop careers.	0,727	0,000	0,05	Valid
4	The reward system provided has been very supportive for career development	0,099	0,031	0,05	Valid

Source: Primary data reprocessed, 2020

This table shows that all performance research instruments r_{count} shows $> r_{table}$ and the significance level is <0.05 , so this statement item is said to be valid.

Career Development variable statement items

Table 8 The results of testing the validity of the Career Development research instrument

Source: Primary data reprocessed, 2020

This table shows that all of the career developer research instruments r_{count} shows the significance $> r_{table} <0.05$ so that this statement item is said to be valid.

2. Reliability Test

Table 9 Reliability test results

Indicato	Alpha Chronbach	r _{counts}	Inf
Motivation (X ₁)	0,769		Reliable
Emotional Intelligence (X ₂)	0,707		Reliable
Performance (Y ₁)	0,777	0,127	Reliable
Career Development (Z ₁)	0,904		Reliable

Source: Primary data reprocessed, 2020

These results indicate that the Alpha Chronbach value for each research indicator is > from the r_{table} value of 0.127. This comparison proves that the questionnaire instrument that measures research indicators has the opportunity to be answered consistently by the respondent if it is asked twice.

V. RESEARCH IMPLICATIONS

Motivation with indicators 1) physiological needs, 2) security and safety needs, 3) social needs, 4) recognition / appreciation needs and 5) self-actualization needs, the results of the research show that the need for recognition / reward indicators get dominant results compared to other indicators with a correlation level of 0.640. Emotional intelligence with indicators of 1) Self-awareness, 2) Self-introspection, 3) self-regulation, 4) Empathy, and 5) factors that influence performance, resulting in a more dominant statement of empathy among other indicators, namely 0.756. Performance with indicators: 1) Quality and quantity, 2) time, 3) cost, 4) supervision and 5) having dignity and maintaining a good name and cooperation, producing a statement of self-respect and maintaining a good name and cooperation of 0.824. Meanwhile, career development with 4 indicators results in a statement that the superior gives an opportunity to all subordinates of 0.727.

From the above results and by looking at the direct relationship path, the more dominant variable that has an effect on performance is motivation, and the implications of performance on career development have a big influence because the relationship is obtained of 0.853.

FUTURE RESEARCHER RECOMMENDATIONS

To improve the performance of lecturers at private universities in Banjarmasin to be more optimal, it is necessary to study other variables that affect performance, in addition to the variables examined in this study. By looking at the results, it shows that the motivation variable is more dominant in influencing the performance and the implication is very big for the career development of lecturers.

This explanation is expected to be able to contribute new ideas for future researchers, that there are many other variables that can be researched and tested as mediating or moderating variables or even as intervening variables that can improve performance such as organizational commitment variables, training and human resource development, compensation and incentives, as well as conflict and work stress and others that can be researched to get more optimal performance.

CLOSING

A. Conclusion

An important finding of this research is that the performance of permanent lecturers, both PNS Dpk lecturers and Foundation lecturers at private tertiary institutions under the guidance of LLDIKTI Wil XI Kalimantan in Banjarmasin, which are also located and spread across several districts and cities, shows the need for recognition / appreciation as educators or Lecturers are something that is very coveted as a motivational factor that can increase performance, and performance is very influential and has implications for the career development of lecturers

B. Suggestions

Because the results of this study indicate that the emotional intelligence variable also has an influence on the performance of permanent lecturers, this variable makes a requirement for someone to be promoted to a higher functional position.

Future research should be able to use different analytical tools or add other variables that can be studied in connection with Human Resource Management and Organizational Behavior.

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