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Human Resource Development, Information Technology, and Organizational Support for Lecturer Competence and Performance at Private Universities (PTS) in Bulukumba

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Abstract

Lecturer performance consists of educational activities, undertaking research, performing community service, and completing additional assignments. This study aimed to examine the impact of developing human resources, information technology, and organizational support on the competence and performance of lecturers using a descriptive and explanatory research approach with SEM-Amos version 24. This study's demographic consisted of 182 lecturers from private tertiary institutions in Bulukumba—the method for determining a sample size of 125 individuals using the Taro Yamane formula. The results of the data analysis indicate that the direct or indirect development of human resources through competency does not affect lecturer performance. Information technology has an immediate effect on competence and no effect on lecturer performance but indirectly impacts lecturer performance via competence. Organizational support directly influences competence, not performance, and indirectly affects performance through competence. The fact that lecturer competency influences lecturer performance implies that the higher the competence of a lecturer, the higher the lecturer's performance. Integrated resource information system (SISTER) is a new metric for evaluating information technology, and Traits are a new metric for measuring lecturer performance.

Keywords: *Human resource development, information technology, organizational support, competency, lecturer performance*

Introduction

After the government and society, lecturers are one of the most responsible stakeholders in an era of increasing competition for the quality of education. It is necessary to enhance the quality of educational human resources and institutions to produce quality education and instructional

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services. If the school's input is high quality and processed correctly, its output will also be high quality. According to Wahid (2022), the information for the education system consists of students, instructors, and facilities and infrastructure that facilitate the teaching and learning process. These factors are interdependent and mutually affect the efficacy of learning. Therefore, the determining factor in supporting this primary task must be developing lecturer human resources. Human resource development is necessary for an organization to meet the demands of current duties and future challenges. Following this viewpoint, organizations must prioritize employee development by increasing expenditures on investment in human capital to overcome obstacles. Table 1 displays the number of academics at five private tertiary institutions in Bulukumba.

Table 1. Number of Lecturers at Private Universities in Bulukumba

No	Name of Higher Education	Lecturer		Sum
		Permanent Lecturer	Non-Permanent Lecturer	
1	University of Muhammadiyah Bulukumba	61	5	66
2	Stikes Panrita Husada	34	13	47
3	Stimik Bina Adinata	23	2	25
4	Stay at Ghazali Bulukumba	23	3	26
5	Akbid Tahiarah Al Baeti Bulukumba	15	3	18
Total		156	26	182

Source: PDDIK'TI Kemendikbud, 2022

The phenomenon of academic qualifications of lecturers who do not meet the minimum requirements according to Law No. 14 of 2005 concerning teachers and lecturers, namely graduates of master's programs for diploma programs or undergraduate programs, shows that the development of human resources in universities in Bulukumba district is still low due to the lack of ability of lecturers to pay education fees that are so expensive because the salaries of lecturers, especially at private universities in Bulukumba, are meager. Another phenomenon is that participation in training related to improving lecturer competence still needs to be higher, causing lecturers to be narrow-minded and ignorant, only fixated on fulfilling the learning schedule so that the quality of learning does not increase. Due to the lack of ability to compile learning plans properly, participation in research proposals is meager, and lecturers with certification are also few. According to Havera et al. (2018), the implementation of training has a direct and significant effect on competence. Training programs reflect employee performance, which shows a positive correlation between training and employee performance (Rumman & Rahalah, 2016).

LLDIK'TI Region IX organizes training. According to Handoko, the training is intended to

improve the mastery of various skills and techniques for carrying out detailed and routine tasks. Training prepares employees to do the jobs of the future. While development has a broader scope to improve knowledge, abilities, attitudes, and personality traits, For this reason, it is necessary to develop human resources that not only recognize the importance of work efficiency and effectiveness but also recognize the importance of employee value. This is in line with the results of research conducted by Marzuki (2019), which found that human resource development affects performance.

The era of the industrial revolution, or "4.0, is an industry that refers to the marriage of physical assets and advanced digital technology (the Internet of things, artificial intelligence). Related to that, the presence of technology has improved the quality and efficacy of education itself. as the four pillars of education initiated by Unesco include learning to know, learning to do, learning to be, and learning to live together. The phenomenon of schools being forced to stop for some time to avoid the spread of the coronavirus virus, with government policy through Circular Letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease, one of which is the learning process from home.

This policy forces universities to close their doors to students and adopt online learning methods. Lecturers must ensure that teaching and learning activities continue while students are at home. The problem of stuttering in online learning involves both the human resource component, in this case, lecturers, and infrastructure. So that this impacts the portfolio of lecturers that is not up-to-date; reporting the burden of online lecturer performance cannot be carried out optimally and will have a destructive impact on lecturers who do not have educator certification. Another problem is that SISTER always experiences problems because many universities use shared servers in LLDIKTI IX. The theory explains the factors that influence human behavior and the relationship between beliefs, attitudes, subjective norms, intentions, and behaviors of individuals. Utilizing technology is determined by the user's attitude toward accepting, using, or adopting technology. Improving organizational performance must be continuously carried out to anticipate and deal with changes following the organization's interests. The organization's inability to deal with change will put its position in a difficult situation, especially vis-à-vis its competitors. One of the things that organizations can do is provide organizational support to resources, in this case, university lecturers, to improve their performance.

Effective, efficient, and quality human resource management can be seen in performance achievements. States that organizational support for career development is crucial in improving employee performance. This is to boost morale and improve performance. Especially universities and organizations, in general, to increase organizational support for career development because administrative support for career development programs significantly impacts employee performance. They should also provide various incentives encouraging employees to undertake

career development activities. The salary received by lecturers at private universities in Bulukumba is meager, below the regional minimum wage of South Sulawesi province. The wage agreement must not be lower than the wage provisions stipulated by applicable laws and regulations. However, this has not been fulfilled by most private universities in Bulukumba, so the welfare of lecturers, especially permanent lecturers, has arisen. Another problem is that lecturers need to have the cost of continuing their education at a higher qualification level, so there are still lecturers who still need to meet the minimum requirements for S2 qualifications and very few with S3 qualifications.

Another phenomenon is that some lecturers still do not have a national lecturer master number despite having devoted themselves to education for many years. The low salary received causes lecturers to find it challenging to attend paid training to improve their competence and performance in the trauma of higher education. Universities focus more on developing building facilities and pay less attention to human resource investment. So sometimes, the attitude and behavior of lecturers still need to be as expected. Research conducted by Lawama shows that organizational support has a positive effect on organizational performance. In addition to administrative support, competence is essential for improving lecturer performance. Competencies often reflect a person's ability in certain areas or specific skills, such as verbal communication, presentation, technical knowledge, stress control, planning, and decision-making. For lecturers to improve performance in the Tri Dharma of higher education, competencies need to be developed, especially in education.

The ability to develop learning plans (RPS) still needs to improve can be seen with the use of RPS, which has never been extended since teaching courses. Permendikbud National Higher Education Standard No. 3 of 2020 states that RPS or other terms are determined and developed by lecturers independently or in groups. The phenomenon of lecturers being able to design and conduct research but not applying it in the community to solve problems is because lecturers determine research topics randomly, and research results are to meet the reporting of lecturer performance loads. Therefore, lecturers must attend training in the Basic Skills Improvement Program for Instructional Techniques and Applied Approach, which we know aims to improve the competence and professionalism of lecturers. Research on competence and performance has been conducted by Istiantara (2019), Ramadhan (2018), Indiyarningsih (2020), and Sulantara (2020). The results of their research show that competence has a positive and significant effect on employee performance. Performance refers to achieving the tasks that make up an employee's job. Performance reflects how well employees meet the requirements of a job. Performance evaluation is a means to improve employees to carry out their duties well in the organization. Norton's Theory of Results states that performance is the actualization of maximum results to achieve organizational goals. This theory explains that every work result achieved manifests the realization of an individual or group of people who carry out activities. Swan researchers (2022) found that information technology in human resources is related to the quality of employee performance. HR development

strategies in training, development, and learning affect increasing competence.

This study proposes an integrated resource information system (SISTER) as an indicator that is different from previous researchers on information technology and traits on lecturer performance in the hope that it can enrich the space for lecturer performance studies and provide implications for behavior, education, policy, and research to improve lecturer performance.

Literature Review

Human resource development is an absolute must for an organization to meet the demands of present tasks and future challenges. (Siagian, 2016: 182). The condition of "condition sine qua non" can be categorized as a form of investment in human resources. In this case, there are two main objectives: first, development is carried out to close the "gap" between the skills or abilities of employees and the demand for positions. Both programs are expected to increase the efficiency and effectiveness of employee work in achieving the work targets set (Handoko, 2016: 103). This is reflected in the demands of human resource development itself, which arise due to two considerations: (1) employee knowledge that needs updating; and (2) society always develops dynamically by experiencing shifts in specific values (Siagian, 2016: 199).

If human resource development is not carried out in the organization, several symptoms will be seen: 1) Employees often make mistakes at work; 2) Employees always fail to meet work standards, such as demands on job descriptions; 3) They have a narrow mindset; 4) They are unable to use more sophisticated equipment at work; 5) They stay stupid and adrift on routine work; 6) Work productivity does not increase; 7) Organizational continuity cannot be maintained or is challenging to maintain; 8) there needs to be a more significant concern among HR; and 9) the organization cannot compete with organizations that continuously develop HR. 10) Organizations need to catch up in providing exemplary service to customers (Sedarmayanti, 2017: 7). Newly graduated employees need more strategic thinking competence (Bakir, 2019).

Information technology combines computer computing with high-speed communication lines that carry data, voice, and video (Chiniara & Bentein, 2015). Information technology is limited to computer technology (hardware and software), which is used to process and store information and includes communication to transmit data (Cheng et al., 2022). Warsita (2018:135).

Utilization of Platforms in online learning A digital platform is a program that can support the success of online learning. Several platforms can be used in implementing online learning, including Google Classroom, Edmodo, Rumah Belajar, Ruang Guru, Sekolahmu, Kelas Pintar, Zenius, Google Suite for Education, and Microsoft Office 365 for Education (Daheri et al., 2020).

Organizational support theory is built on expectations from within employees. (Eisenberger 2002). Perceived organizational support is all about employees' perceptions that the organization values

their contributions and cares about their well-being. (Rhoades & Eisenberger, in Neves & Eisenberger, 2014:189) Distributive Justice Theory Distributive justice is an employee's assessment of the fairness of the outcome's employees receive from the organization (Niehoff and Moorman, in Alotaibi, 2001). Distributive justice is the fairness most often assessed based on the right of results, which states that employees should receive wages or salaries that match their income and expenditure relative to the ratio of referrals or others (Gilliland, in Alotaibi, 2001). The purpose of distribution here is welfare, which includes physical, psychological, economic, and social aspects, so what is distributed is usually related to resources, rewards, or benefits.

Perceived organizational support is a belief regarding certain organizational obligations towards employees (Mohamed & Ali, 2015). Organizational support for career development is a critical factor in improving employee performance, according to Manyasi et al. (2010). According to Danish et al. (2013), organizational support is an employee expectation that the organization values the contribution and work that employees do best. High levels of perceived organizational support (POS) strengthen the relationship between employee performance and POS. This finding aligns with Chuang & Liao (2010), who argue that the organizational climate influences employee behavior in the workplace that employees focus on. Suppose employees feel they are being treated unfairly or not receiving the support they need from the organization. In that case, they see socially responsible human resource management as a threat (e.g., considering social performance in appraisals, promotions, and rewards can obscure the importance of job performance) (Shen & Zhu, 2011).

Dawley et al. (2010) define organizational support as a response to the formation of organizational values as contributions made by the company and concern for employee welfare based on work achievements owned by these employees. Employees view work as an investment (Cropanzano et al., 2007). A meta-analysis by Rhoades and Eisenberger (2002) indicated that employees' perceived treatment is related to perceptions of organizational support, including fairness, superior support, organizational appreciation, and working conditions.

The theory of competency development was put forward by Saydam (2006: 67), which states that competency development always follows performance trends. Competency is a set of knowledge, skills, expertise, and attitudes that a worker must master through learning in his field or position. Saksono (2013: 14) Meanwhile, according to Wibowo (2016: 271), competence is the ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job. Competence is defined as the underlying characteristics of a person related to the effectiveness of individual performance in their work or the essential features of individuals who have a causal relationship or cause and effect with the criteria used as a reference: influential, excellent, or superior performance in the workplace or specific situations (Spencer & Spencer, 2012). Competence affects performance (Mulang, 2021; Suharno & Despinur, 2017).

Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning Lecturers stipulates that a lecturer can receive an educator certificate after going through a competency test in the form of a portfolio assessment that assesses lecturers' academic and professional experience. The government may sanction lecturers who do not meet the required competencies, higher education providers, or higher education units organized by the community. To adjust to changes in the substance of science, technology, and art, lecturers improve competence through further study, training, seminars, and similar activities. The competence of lecturers determines the quality of the Tridharma of Higher Education, as shown in their professional activities (Ministry of Education and Culture, 2022). This research uses competency indicators referred to in Indonesian Constitution No. 14 of 2005, namely: 1) pedagogic competence, 2) personality competence, 3) social Competence, and 4) professional Competence, and Spencer & Spencer's (2012) opinion on the competency component, namely traits.

Performance is the achievement of a person's accomplishments in the field of duty that can be accounted for and produce work that benefits individuals and their organizations (Gomes, 2013). Another opinion is that the performance of lecturers is seen in the development of research according to the Tridharma of Higher Education applied to research activities that produce scientific work, such as translating or adapting scientific books, editing or editing scientific papers, creating and technological works, and designing artwork. Magdalene (2011:19).

Based on this framework, several research hypotheses were formulated, as follows:

- H1. Human resource development has a positive and significant effect on competence.
- H2. Information technology has a positive and significant effect on competence.
- H3. Organizational support has a positive and significant effect on competence.
- H4. Human resource development has a positive and significant effect on lecturer performance.
- H5. Information technology has a positive and significant effect on lecturer performance.
- H6. Organizational support has a positive and significant effect on lecturer performance.
- H7. Competence has a positive and significant effect on the lecturer's performance.
- H8. Human resource development positively and significantly affects lecturer performance through competence.
- H9. Information technology has a positive and significant effect on lecturer performance through competence.
- H10. Organizational support has a positive and significant effect on lecturer performance through competence.

Method

Sample and data collection

This study uses two approaches, namely the descriptive research approach and the explanatory research approach, to achieve the objectives of this study. Data were processed using SEM Amos version 24. The study population is all university lecturers in the Bulukumba district, especially in five private universities: Muhammadiyah Bulukumba University, STIKES Panrita Husada, STIMIK Bina Adinata, STAI Al Gazali Bulukumba, and AKBID Tahirah Al Baeti Bulukumba. The sampling technique uses a formula from Taro Yamane in Riduwan (2012). The questionnaire was distributed online to a sample of 125 people. Within the agreed-upon six weeks, all pieces participated in the survey. The complete sample data can be seen in Table 2 below.

Table 2. Characteristics of Respondents

Characteristic Items	Frequency	%	Characteristic Items	Frequency	%
Gender			Education		
Man	50	40	S-2	112	90
Woman	75	60	S-3	13	10
Sum	125	100	Sum	125	100
Age			Functional Position		
≤ 30 years	31	25	No job title	18	14,4
31-40 Years	67	54	Expert Assistant	65	52
41-50 years	21	17	Lecturer	41	3,8
≥ 51 years old	6	4	Associate Professor	1	0,8
Sum	125	100	Professor	0	0,0

		Sum	1251	100
Period of Service				
≤ 10 years	103	82,4		
11-20 years	18	14,4		
21-30 years	4	3,2		
≥31 years old	0	0		
Sum	125	100		

The proportion of female lecturers is higher when compared to the ratio of male lecturers. Most are in the productive age group. Productive workers tend to be stronger physically than non-productive workers, the higher the age, the lower the productivity. Lecturers with a third degree of education (S-3) are very few, while the higher the level of education, the more performance is produced (Angga, 2018). Furthermore, the longest lecturers work very little. At the same time, it is expected to be more because the longer someone works to carry out the task, they will gain a lot of work experience, and the result is that someone with more work experience will get better task implementation results.

Variable Measurement

Human resource development is measured by four indicators: education, training, career development, and learning. Information technology is measured by six indicators: File storage unit, Microsoft Office application, SISTER, online learning application, network, and computer operator; Organizational support is calculated by five indicators: fairness, employer support, organizational rewards, job security, and independence; Four indicators to measure lecturer competence Pedagogic Competence, personality competence, social Competence, professional Competence, and traits Five indicators to measure educational performance: research, scientific publications, community service, and support.

Table 3 Variable measurement

Variable	Indicators	Statement
Human resource development (PSDM)	1. Education	Lecturers are required to develop intellectual abilities and conceptual

	<p>2. Training</p> <p>3. Career development</p> <p>4. Learning</p>	<p>understanding through education.</p> <p>The training attended by lecturers is more specialized in expertise training related to lecturers' duties.</p> <p>Lecturers carry out self-development by promotion to higher functional positions.</p> <p>Lecturers carry out learning to transfer knowledge continuously.</p>
<p>Information Technology (IT)</p>	<p>1. File storage unit</p> <p>2. Ms. Office Applications</p> <p>3. SISTER</p> <p>4. Network</p> <p>5. Online Learning Applications</p> <p>6. Computer Operator</p>	<p>Lecturers can manage files on file storage units.</p> <p>Lecturers can operate <i>Microsoft offices</i> to support the implementation of their duties.</p> <p>Lecturers can manage the lecturer's SISTER account as a portfolio for implementing the Tri Dharma of Higher Education.</p> <p>Lecturers facilitated the availability of Network (Network)</p> <p>Lecturer can use online learning applications.</p> <p>The lecturer and Related BMA Computer Operator cooperated regarding the information on the completeness of lecturer data.</p>
<p>Organization Support (DO)</p>	<p>1. Justice</p>	<p>Higher Education Management has fairness in distributing resources between lecturers.</p>

	<p>2. Superior support</p> <p>3. Organization awards</p> <p>4. Job security</p> <p>5. Independence</p>	<p>Support from superiors with concern for the welfare of lecturers</p> <p>Lecturers get awards in the form of promotions according to work conditions.</p> <p>Lecturers get security in working with an organizational guarantee to continue to hire lecturers in the future.</p> <p>The organization gives confidence to lecturers to decide how they will carry out their duties.</p>
Competence (KI)	<p>1. Pedagogic Competence</p> <p>2. Personality Competence,</p> <p>3. Social Competence</p> <p>4. Professional Competence</p> <p>5. <i>Traits.</i></p>	<p>Lecturers must be able to manage the learning process of students.</p> <p>Lecturers must have a noble character personality to be role models.</p> <p>Lecturers can interact with the surrounding community.</p> <p>Lecturers must have the ability to master learning materials in depth.</p> <p>Lecturers can respond consistently to various information related to the tri dharma of Higher Education.</p>
Lecturer Performance (KD)	<p>1. Education</p> <p>2. Research</p> <p>3. Scientific publications</p>	<p>Lecturers have carried out the learning process well.</p> <p>Lecturers have researched at least one research every year.</p> <p>Lecturers have produced scientific papers published in scientific journals.</p>

	4. Devotion	Lecturers have carried out community service.
	5. Support.	Lecturers have carried out supporting activities.

Result

Model testing or the model goodness of fit test A model is suitable when empirical data conceptually and theoretically support the development of a hypothetical model. Testing the initial stage of the model at a significance level of probability (p) of 0.000 shows that there is a difference between the sample covariance matrix and the estimated population covariance matrix, and based on the modification indices, pointers are then modified to improve the model so that it is valid for proving the hypothesis. The model modification takes precedence only on the correlation between items and errors and does not modify the path of Influence. The results of such modifications are presented in the final SEM model, as in Figure 1 below.

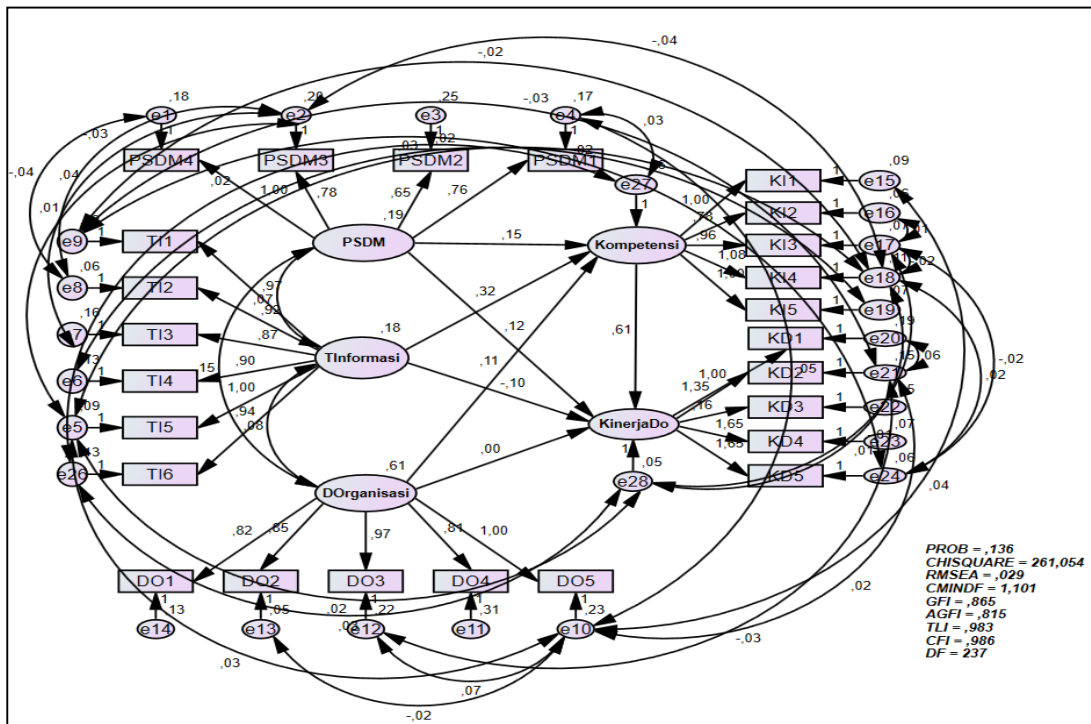


Figure 1. Final Stage Model Goodness of Fit Test

Figure 1 shows some of the final model overall goodness of fit test results for hypothesis testing in Table 4.

Table 4. *The Goodness of Fit Overall Testing of Final Stage Models*

Goodness of fit	Calculation Results	Cut-off	Information
When Quadrat	261,064	Expected Small	Good Model
Probability	0,136	$\geq 0,05$	Good Model
RMSEA	0,029	$\leq 0,08$	Good Model
GFI	0,865	$\geq 0,90$	Model Marginal
AGFI	0,815	$\geq 0,90$	Model Marginal
TLI	0,983	$\geq 0,95$	Good Model
CFI	0,986	$\geq 0,95$	Good Model
CMIN/DF	1,101	$\leq 2,00$	Good Model

Based on Table 4 above, the significance level (p) of 0.136 indicates that the null hypothesis stating that no difference between the sample covariance matrix and the estimated population covariance matrix is accepted. Accepting the null hypothesis means there is no difference between the sample covariance matrix and the estimated population covariance matrix, so the model is feasible. Other indices also show the model's acceptance level, although the GFI and AGFI values are slightly lower than the cut-off. Although model test requirements are still below standard, the value is the closest to the standard (Waluyo, 2016, p. 67).

Confirmatory Test

The results of the confirmatory test to determine significant predictors as a measure of variables for human resource development (PSDM), information technology (IT), organizational support (DO), Competence (IC), and lecturer performance (KD) found that all indicators can measure all these variables, as evidenced by the value of the loading factor of 0.05. The full details are shown in Table 5.

Table 5 Confirmatory test results

Indicator Variables	Loading Factor	Critical Ratio	Probability (p)	Information
PSDM1	0,760	5,426	0,000	Significant
PSDM2	0,654	4,158	0,000	Significant

PSDM3	0,781	5,313	0,000	Significant
PSDM4	1,000	-	-	FIX
Indicator Variables	Loading Factor	Critical Ratio	Probability (p)	Information
TI1	0,971	10,030	0.000	Significant
TI2	0,923	11,518	0,000	Significant
TI3	0,870	8,269	0,000	Significant
TI4	0,900	9,115	0,000	Significant
TI5	1,000	-	-	Fix
TI6	0,936	9,299	0,000	Significant
Indicator Variables	Loading Factor	Critical Ratio	Probability (p)	Information
DO1	0,816	12,441	0,000	Significant
DO2	0,852	13,883	0,000	Significant
DO3	0,974	14,980	0,000	Significant
DO4	0,814	9,946	0,000	Significant
DO5	1,000	-	-	FIX
Indicator Variables	Loading Factor	Critical Ratio	Probability (p)	Information
KI1	1,000	-	-	Fix
KI2	0,784	7,962	0,000	Significant
KI3	0,963	8,446	0,000	Significant
KI4	1,077	8,301	0,000	Significant
KI5	9,996	8,045	0,000	Significant
Indicator Variables	Loading Factor	Critical Ratio	Probability (p)	Information
KD1	1,000	-	-	Fix
KD2	0,354	7,717	0,000	Significant
KD3	0,159	2,225	0,000	Significant
KD4	0,649	6,993	0,000	Significant
KD5	1,645	9,299	0,000	Significant

Based on empirical facts, as shown in Table 5, it can be explained that PSDM1, PSDM2, and PSDM3 are significant indicators used to measure human resource development (PSDM) variables

at private universities in Bulukumba. At the same time, PSDM4 is a fixed indicator to measure human resource development (PSDM) variables at private universities in Bulukumba.

The empirical fact that TI1, TI2, TI3, TI4, and TI6 are significant indicators is used to measure information technology variables at private universities in Bulukumba. In comparison, TI5 is a fixed indicator to measure information technology variables at private universities in Bulukumba.

The empirical fact that DO1, DO2, DO3, and DO4 are significant indicators is used to measure the variables of organizational support at private universities in Bulukumba. In contrast, DO5 is a fixed indicator to measure organizational support variables (DO).

The empirical fact that KI2, KI3, KI4, and KI5 are significant indicators is used to measure organizational support variables at private universities in Bulukumba. At the same time, KI1 is a fixed indicator to measure competency variables (IC) at private universities in Bulukumba.

The empirical fact that KD2, KD3, KD4, and KD5 are significant indicators is used to measure the variables of organizational support at private universities in Bulukumba. In comparison, KD1 is a fixed indicator to measure competency variables (KD) at private universities in Bulukumba.

Results of hypothesis testing

Table 6 Hypothesis Testing

Hypothesis	<i>Direct effect</i>	<i>Indirect effects</i>	<i>Total effects</i>	<i>p-Value</i>	Result
H1: Human resource development → Competency	0,196	0,000	0,196	0,090	Rejected
H2: Information Technology → Competency	0,412	0,000	0,412	0,000	Accepted
H3: Organizational Support → Competency	0,266	0,000	0,266	0,003	Accepted
H4: Human resource development → Lecturer Performance	0,162	0,000	0,162	0,170	Rejected
H5: Information Technology → Lecturer Performance	-0,139	0,000	0,139	0,212	Rejected
H6: Organizational Support → Lecturer Performance	-0,012	0,000	-0,012	0,895	Rejected
H7: Competence → Lecturer Performance	0,657	0,000	0,657	0,000	Accepted

H8:	Human resource development	→	0,162	0,129	0,291	0,116	Rejected
→competence→ lecturer performance							
H9:	Information Technology	→	-0,139	0,271	0,132	0,003	Accepted
Competence→ Lecturer Performance							
H10:	Organizational Support	→	-0,012	0,17	0,162	0,015	Accepted
Competence→ Lecturer Performance							

Table 6 shows that five hypotheses in this study were accepted, and five were not. Human resource development does not affect Competence (P-value 0.05); thus, H1 is rejected. There is an influence of information technology on Competence (P-value 0.05); therefore, H2, then there is an influence of organizational support on Competence (P-value 0.05), then H3 is accepted. If there is no effect of human resource development on lecturer performance (P-value 0.05), then H4 is rejected. If there is no influence of information technology on lecturer performance (P-value 0.05), then H5 is rejected. If there is no effect of organizational support on lecturer performance (P-value 0.05), then H6 is rejected.

Furthermore, there is an influence of competence on lecturer performance (P-value 0.05). Thus, H7 is accepted. Tested indirectly using the results of the Sobel test, which showed no influence of human resource development on lecturer performance through Competence (P-value 0.116 0.05), H8 was rejected. Information technology influences lecturer performance through Competence (P-value 0.0030.05), then H9 is accepted, and organizational support influences lecturer performance through Competence (P-value 0.0150.05). Thus, H10 is accepted.

Discussion

The Influence of human resource development on competence

The results of this study show that human resource development has an effect but is not significant on competence. This means that lecturers' high and low competence is not directly influenced by human resource development, which means that the indicators of education, training, career development, and learning do not provide meaning for increasing the competence of private university lecturers in Bulukumba.

Education indicators are intended to improve intellectual abilities and conceptual understanding through higher education levels, which help sharpen the quality of lecturers' competencies and insights. The level of lecturer education is a requirement to become a lecturer by the strata of education held by the university in question. With the level of S-2 education, you can still become a lecturer, especially since the cost of S-3 education is enormous, so it is not too interesting. Some of these things cause the education indicator on the variable of human resource development to

be insignificant or considered unimportant in improving the competence of lecturers.

Training is an indicator that provides a low contribution. Training is one of the efforts to improve the quality of lecturers as human resources in universities, which aims to improve expertise and skills, mastery of specific skills, and technical implementation of work so that lecturers can carry out their duties properly and responsibly following the standards for implementing the Tri Dharma of higher education, such as Instructional Engineering Training (PEKERTI) and Applied Approach, which are designed to improve lecturer competence and are a requirement to get recognition from the state that they already have competence as lecturers and professionals through lecturer certification. However, many lecturers have yet to attend the training due to various obstacles, including limited costs and a lack of literacy among new lecturers about the purpose and benefits of PEKERTI and AA training.

In this study, the highest number of available positions is Expert Assistant, which means that the career development of private university lecturers in Bulukumba still needs to improve because there are still many lecturers with the first career path, namely Expert Assistant. A high career development loading factor means contributing the most or being dominant. However, it only sometimes improves the competence of private university lecturers in Bulukumba. This differs from most lecturers' agreeable responses, affecting the hypothesis test. Furthermore, another reason is that career development is a personal choice, so it depends on the individual priorities of the lecturer himself. Learning for lecturers is capacity building by transferring knowledge throughout the organization, sharing expertise, and sharing information. Therefore, human resource development is necessary if you want competencies that can be relied on. Learning is carried out very well, but few disagree with improving competence. Previous research that has differences or is not in line with this research is the research of Batilmurik et al., who found that human resource development strategies through education and training have a positive and significant effect on the competence of lecturers, both partially and simultaneously.

The Influence of Information Technology on Competency

The results showed that information technology has a positive and significant influence on competence, which means that information technology can improve the competence of private university lecturers in Bulukumba. The higher the information technology ability possessed by lecturers, the higher the competence of private university lecturers in Bulukumba, which is reflected through Information technology is reflected in the ability of lecturers to manage files in file storage units, the ability to operate Microsoft offices in support of the implementation of their duties, the ability to use online learning applications, and the fact that institutions provide network facilities for lecturers and computer operators in collaboration with each other lecturers related to the completeness of lecturer data. This is supported by the Theory of Reasoned Action, which explains a causal relationship between a belief and the behavior, needs, and users of an information system

(Davis in Andriane 2020), and ability theory, which states that every human resource has competence (Terry, 2016: 151).

The Effect of Organizational Support on Competency

The results showed that organizational support positively and significantly influences competence. This indicates that the high and low competence lecturers possess is controlled by the support private university lecturers feel in Bulukumba. Organizational support is reflected through university managers who can distribute resources between lecturers; superior support with concern for the welfare of lecturers; lecturers getting awards in the form of promotions according to work conditions; lecturers getting security at work with guarantees from organizations to continue to hire lecturers in the future; organizations providing confidence in lecturers to decide how they will carry out their duties.

Fairness is essential for lecturers because it influences their attitudes and behaviors, leading to positive or negative satisfaction and performance. That they are treated fairly by their institutions in every aspect, and the dominant indicator of organizational support is justice; this should be a concern for universities to continue to improve fair treatment in distributing resources between lecturers so that perceived fairness causes a positive attitude from lecturers to continue to enhance competence to implement the Tri Dharma of higher education well. Therefore, organizational support has a positive and significant or meaningful effect on increasing the competence of lecturers. If organizational support increases, the competence of private university lecturers in Bulukumba will increase. In line with the research findings of Ibrahim and Cahyo et al., organizational support affects competence.

The Influence of human resource development on lecturer performance

The results of this study show that human resource development does not directly affect improving lecturers' performance. This indicates that lecturers' high and low performance is not directly influenced by human resource development, reflected through education, training, career development, and learning.

Administratively, the performance of PTS lecturers is evaluated using a lecturer performance load report, which is an overview of the lecturer's credit load in implementing the Tri Dharma of higher education and is reported at the end of each semester with the main elements consisting of education and teaching, research, community service, and aspects of supporting activities. BKD reports will be assessed by BKD assessors who have an Assessor Registration Master Number, both internally and externally sourced. This research is in line with the results of Lestari's study; the research findings state that human resource development does not have a significant effect on employee performance, but it is not in line with Hasmawati & Maharani's (2022) and Lawama et

al.'s (2021) research that human resource development affects performance.

The Influence of Information Technology on Lecturer Performance

The results showed that information technology did not have a significant effect on the performance of private university lecturers in Bulukumba, which means that the high and low performance of lecturers is not directly influenced by information technology, which is assessed by the ability of lecturers to manage file storage units, coordinate Microsoft offices, manage SISTER accounts, facilitate network availability, be able to use online learning applications and cooperate with computer operators regarding lecturer data information. The file storage unit indicator is a device for storing data and information needed by lecturers in implementing the trauma of higher education. With the help of the Microsoft Office application, the duties and obligations of lecturers can be carried out effectively so that they can improve the performance of private university lecturers in Bulukumba.

The SISTER indicator is an application program used by every lecturer to build a portfolio that compiles all the Tridharma activities in higher education that have been carried out. Online learning application indicator is the application of synchronous online communication, such as Google Classroom and Zoom. There are many other applications, but these two are the most frequently used. Currently, with the online learning policy, whether we like it or not, lecturers must be able to use the application, although we still find that others must assist them. Changes are not only in the learning process but also in all evidence or portfolios of assignments and online implementation of dharma research, service, and support activities. Whether we like it or not, lecturers must be able to utilize information technology, and universities must provide information facility support to improve lecturer performance. In this study, some lecturers make reports on the performance load of lecturers with the help of computer operators or others because most lecturers have a short working period, while the longer someone works carrying out their duties, they will gain a lot of work experience, and the results will produce better work, and the provision of networks by universities is not adequate. The relationship with previous research includes research conducted by Adiwaty shows that the impact of distance learning using information technology does not reduce the performance of lecturers. Information technology affects performance (Indiyaningsih et al., 2020).

The Effect of Support on Lecturer Performance

The results of this study show that organizational support has no significant effect on lecturer performance, which means that the increase does not directly influence the increase in the performance of private university lecturers in Bulukumba in the implementation of organizational support. This indicates that lecturers' high and low performance is not influenced by high organizational support, which is assessed by fairness, superior support, organizational appreciation,

job security, and independence. The dominant indicator in forming organizational support variables is organizational awards; this means that lecturers feel rewarded by giving promotions following the conditions of work carried out well at private universities in Bulukumba. However, research shows that organizational support has yet to be able to improve the performance of lecturers. This is because some respondents have not felt the support of superiors with concern for the welfare of lecturers, and other respondents receive salaries below the provincial minimum wage. Based on the above, perceptions of organizational support do not have significant meaning for improving lecturer performance.

Ideally, all lecturers should get welfare support following Law No. 14 of 2005 concerning teachers and lecturers. Article 51 a. earn income above the minimum living needs and social welfare security; Government Regulation instead of Law No. 2 of 2022 concerning Job Creation, Article 88; every worker has the right to obtain results that meet a decent living for humanity; and Article 88E. Employers are prohibited from paying wages lower than the minimum wage. This research is in line with distributive theory, which states that employee assessment of the fairness of the results received by employees from the organization states that employees should receive wages and salaries that match their income and expenditure relative to the appropriate comparison (Niehoff & Moore in Alotaibi, 2001). The purpose of distribution is to provide welfare, which includes physical, psychological, economic, and social aspects. However, the facts are contrary, so organizational support does not mean anything or does not provide meaning for performance improvement. Support is not given wholeheartedly, causing apathy among lecturers. Supported or not by the organization, lecturers inevitably still have to carry out obligations implemented in higher education Tridharma activities, including education, research, community service, and supporting activities. This research aligns with Purnami's (2017) and Ibrahim's (2014) findings that organizational support has no significant effect on performance. However, this research is different from the findings of Sitindoan et al. (2019), Eryafdi & Sianturi (2018), and Chen (2019) that organizational support has a positive and significant effect on employee performance.

The Influence of Competency on Lecturer Performance

The results of this study show that competence has a positive and significant effect on lecturer performance. This means that competence directly influences improving the performance of private university lecturers in Bulukumba. The higher the competence possessed by lecturers, the more the performance of private university lecturers will increase, which is reflected in the ability of lecturers to manage the learning process of students, their noble moral personalities so that they can be role models, their ability to interact with the surrounding community, their ability to master learning materials in depth, and their ability to respond consistently to various information related to the Tridharma of Higher Education. *Pedagogic Competence* is the ability lecturers possess based on the knowledge level following the field of science occupied. The better the level of mastery of the

field of science occupied, the better the level of knowledge of lecturers in developing their academic insights to improve their performance. The Tridharma of Higher Education carries indicators of personality competence, where lecturers are required to actualize the formation of good character and behavior so that lecturers can improve their performance. Personality competence is needed so that every lecturer can quickly develop their existence. Personality competence is necessary for a lecturer because, with his personality, he can show politeness and manners that show he is an educated and educational person, resulting in performance achievements.

Every lecturer needs social competence indicators to improve their ability to interact socially and socialize to enhance their performance. With the social competence a lecturer possesses, they can develop their performance in education, research, and service. In performing their work in society, lecturers, students, and the community must be able to interact with others so that this social competence becomes an essential capital for lecturers to improve their performance. Indicators of Professional Competence where lecturers are required to have the ability to demonstrate expertise, proficiency, and mastery of the material in the teaching field they are engaged in. For his professional competence, a lecturer becomes skilled, reliable, understands, and masters the professional field he pursues, which influences improving lecturer performance. The relationship with previous research has similarities and differences. The previous research has similarities with those conducted by Caen et al. (2011), Moysola (2014), Hasmawati et al. (2021), Mark (2012), Arifin (2015), Ramadhan & Sianturi (2018), Ali (2020), and Hatta et al. (2020), showing that competence has a positive and significant effect on performance.

The Influence of human resource development on lecturer performance through competence

The results of this study show that human resource development does not affect the performance of lecturers through competence, which means that competence cannot mediate the implementation of human resource development to improve the performance of private university lecturers in Bulukumba. Continuing education lecturers are a must if they want to have the ability and tendency to develop intellectual skills and conceptual understanding. Training to improve the competence of lecturers through PEKERTI and AA, but this training program has yet to provide meaning to enhance performance. Ideally, considering the purpose of the PEKERTI program to strengthen the competence of lecturers, especially in improving pedagogic and learning skills, and the purpose of the AA program to increase the competence of lecturers to achieve quality learning, lecturers should be required to follow the program so that their competence increases. However, cost constraints are the most common reason lecturers have not attended the training to improve competence. There is an assumption that even without following PEKERTI and AA, they can still implement the Tri Dharma of higher education, causing competence not to be able to mediate the implementation of human resource development to improve the performance of university lecturers in Bulukumba. The large number of lecturers who still have a short working period

certainly impacts the competence possessed by lecturers; ideally, universities should encourage lecturers to participate in competency improvement programs with university funding.

Learning indicators in this study can increase the capacity of lecturers so that their ability increases, and they have good competence to encourage the improvement of lecturer performance. The results showed that human resource development has yet to improve performance, even though it is mediated by competence. The assumption of some lecturers that this learning is only part of supporting tasks is one of the reasons human resource developments is not meaningful for improving lecturer performance. The relationship with previous research that aligns with this research is Sakinah's study (2021) finding that training affects performance through competence.

The Influence of Information Technology on lecturer performance through competence.

The results showed that information technology significantly affects lecturer performance through competence, which means that the better the competence possessed by lecturers, the better the ability of information technology to improve lecturer performance. Competency can encourage the improvement of information technology capabilities on the performance of private university lecturers in Bulukumba, which is reflected in the ability to manage the learning process of students, noble moral personality, the ability to interact with the community, the ability to master the material, and the ability to provide consistent responses to various information related to the Tridharma, making this study justify the existence of intervening variables, competence, and the ability to encourage information technology to improve the performance of private university lecturers in Bulukumba.

The Influence of organizational support on lecturer performance through competence

The result of this study is that organizational support has a positive and significant effect on performance through competence. This means that with the competence possessed by private university lecturers in Bulukumba, they have been able to mediate and encourage the implementation of organizational support to increase so that lecturer performance also increases. Organizational support has a meaningful influence on improving performance through Competence or indirect Influence, where organizational support is reflected in university managers who have justice in distributing lecturer resources, superior support with concern for lecturer welfare, lecturers getting awards in the form of promotions according to work conditions, lecturers getting job security with guarantees from the organization to remain employed in the future, and the organization's trust in lecturers to decide how lecturers carry out their duties.

Fairness indicators in the form of procedural justice concern the way used to determine how to distribute or place and utilize existing resources in universities, namely lecturer resources, so that fairness in the distribution of resources among lecturers will have a substantial cumulative effect on the perception of organizational support, where this shows that universities have distributed

lecturers according to their abilities or competencies, owned by the lecturer himself so that he can improve his performance. The implication is that if lecturers feel procedural justice both from structural aspects by placing according to their competencies and from social aspects by giving respect to lecturers for their competencies, it will have an impact on improving the performance of private university lecturers in Bulukumba through the implementation of the Tri Dharma of higher education, including education, research, service, and support activities, which are reflected in the lecturer's performance expense report. The supervisor sees how lecturers perform the main task in the form of implementing the Tri Dharma of higher education by looking at the results of reporting the lecturer's performance load and assessing additional tasks given to lecturers by taking into account the competencies possessed by lecturers because this contributes to the development of higher education and the assessment of the quality of higher education through accreditation.

Conclusion

This study answers several hypotheses proposed, empirically proven:

1. Human resource development has an effect but is not significant on competence; this means that the high and low competence of lecturers is not directly influenced by human resource development, meaning that together the indicators of education, training, career development, and learning do not provide meaning for increasing the competence of private university lecturers in Bulukumba.
2. Information technology directly and significantly affects the competence of private university lecturers in Bulukumba. This means that information technology can encourage increased competition and that the higher the information technology ability possessed by lecturers, the higher the competence of lecturers, which is reflected in the ability to manage files in file storage units, the ability to operate Microsoft offices, the ability to use online learning applications, the availability of wifi network facilities, and the fact that computer operators cooperate with lecturers regarding data completeness.
3. Organizational support directly and significantly affects the competence of private university lecturers in Bulukumba. This implies that all indicators in the form of fairness, superior support, organizational rewards, job security, and independence positively and significantly affect the competence of private university lecturers in Bulukumba, which means that good organizational support can encourage or be meaningful for improving the competence of private university lecturers in Bulukumba.
4. Human resource development has an insignificant effect on lecturer performance. This indicates that lecturers' high and low performance is not directly influenced by human resource development, reflected through education, training, career development, and learning indicators. Administratively, the performance of PTS lecturers is measured using

the BKD report, which illustrates the burden of lecturer credits in implementing the Tri Dharma of higher education.

5. Information technology has an insignificant effect on the performance of private university lecturers in Bulukumba. This implies that all indicators in the form of file storage units, Microsoft Office applications, SISTER, online learning applications, networks, and computer operators positively affect lecturer performance, but not significantly. Novelty In information technology, variable indicators indicate file storage units, SISTER, and computer operators.
6. Organizational support directly has an insignificant effect on the competence of private university lecturers in Bulukumba. This indicates that lecturers' high and low performance is not influenced by organizational support, which is assessed by fairness, superior support, organizational rewards, job security, and independence. So organizational support is not meant to improve lecturer performance. Human resource development has an insignificant effect on lecturer performance.
7. Competence has a positive and significant effect on the lecturer's performance. This means that competence directly influences improving the performance of private university lecturers in Bulukumba. The higher the competence possessed by lecturers, the more the performance of private university lecturers will increase, which is assessed by pedagogic Competence, personality competence, social Competence, and professional Competence and traits.
8. Human resource development has an insignificant effect on lecturer performance through competence. This means competence cannot mediate the implementation of human resource development to improve the performance of private university lecturers in Bulukumba. Human resource development still needs to be improved on low-contributing education indicators.
9. Information technology has a positive and significant effect on the performance of private university lecturers in Bulukumba through Competence. This means that human resource development must continue to be improved because it positively and significantly influences lecturer performance. Information technology is the dominant variable.
10. Organizational support has a significant effect on performance through competence. This means that with the competence possessed by private university lecturers in Bulukumba, they have been able to mediate and encourage the implementation of organizational support to increase so that lecturer performance also increases. The dominant indicators in the competency variable are personality competence and professional indicators; therefore, it needs to be improved so that lecture performance increases along with the

rise in lecturer competence.

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