

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LL3dikti Jakarta



Hermansyah¹, Anoesyeirwan Moeins², Yuli Zain³

¹PhD Student in Human Resource Management Faculty Economic at Persada University YAI-DKI Jakarta, Indonesia

^{2,3}Doctoral Lecturer in Human Resources Management at Faculty Economic Indonesia Persada YAI University DKI Jakarta Indonesia

ABSTRACT: This research aims:: 1) To determine the influence of leadership on the performance of permanent lecturers in the Bachelor of Law study program with B accreditation at a private university with B accreditation in the LL3dikti area of Jakarta. 2) To determine the influence of learning organizations on the performance of permanent lecturers at private universities in the B-accredited Bachelor of Legal Sciences Study Program in the LL3 Higher Education Environment in Jakarta.? 3) To determine the influence of competency on the performance of permanent lecturers at a private university with a B accreditation Bachelor of Law Study Program in the LL3Dikti Jakarta environment? 4) To find out the influence of work motivation on the performance of permanent lecturers at private universities in the Bachelor of Law Study Program with B accreditation in the LL3Dikti Jakarta environment ?.

Design/Methodology/Approach: This research uses a quantitative survey method with a population of 8 private universities with a total population of 365 undergraduate lecturers in the Law Science Study Program and a sample by calculating the number of questions from 5 variables.

Findings:

1. Shows that there is a positive and significant influence on Social Sciences which remains at 0.46 and 99.46. There are other variables that influence the performance of Lecturers.
2. Shows that there is a positive and significant influence on Performance of 0.28 and 99.27. There are other variables that influence Lecturer Performance.
3. Shows that there is a positive and significant influence on Lecturer Performance of 0.39. and 99.04 there are other variables that influence Lecturer Performance.
4. Shows that there is a positive and significant impact on lecturer performance of 0.96.

KEYWORDS: Lecturer performance, leadership, learning organizations, competency, work motivation, legal science

I. INTRODUCTION

Lecturers implement the Tri Dharma of Higher Education as the main task of a teacher at a university. Tridharma is implemented in higher education with the aim of producing graduates who are able to actively develop their potential and produce science and technology that is useful for society, the nation and the state. In the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning Higher Education Standards, point 13 in article 1, it is stated that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, education, research and Community service. And point 14 regarding Educational Personnel are members of the community who dedicate themselves and are appointed to support the implementation of higher education at universities and institutes that provide higher education. Lecturers have a position as professional staff, who develop a vision and mission to realize the implementation of learning in accordance with professional principles to fulfill the equal rights of every citizen in quality education. Professional lecturers must meet several criteria, namely 1) have organizational commitment in the teaching and learning process, 2) master the course material they teach and teaching methods to students, 3) be responsible and monitor student learning outcomes through various evaluation methods, 4) be able to think systematically about what he does and learn from his experiences, 5) part of the scientific community in his professional environment. These are the characteristics of professional lecturers and how to achieve them through research activities and publications in national and international journals. Successful research and publication in

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

accredited national and international journals of repute is one effective way to achieve professional lecturer status which can have an impact on students and fellow lecturers (Arsyad, S 2022).

Lecturers are human resources that are needed and are the main support in learning at both state and private universities. A learning organization in higher education needs to understand every lecturer's needs, because lecturers are the university's human resources who have a very central and strategic role in all activities at the university. The quality of lecturers will greatly determine the high or low quality of a university. Lecturers as intellectual assets will provide great added value for the progress of a private university. Apart from that, lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. Apart from carrying out lectures and tutorials, lecturers are expected to continue to carry out research in their fields of expertise and provide guidance to students (Nyavon,P 2016)

The performance of lecturers in universities needs to be a concern, both for the interests of the university and for themselves as teachers. Lecturers are a success factor in managing higher education. For this reason, periodically evaluate lecturer performance, universities and also the government through the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) carry out lecturer performance evaluations. Within a period of 1 semester or 6 months, lecturers have the obligation to report BKD or Lecturer Performance Report.

Based on the results of interviews and observations with several Bachelor of Law Study Programs with B accreditation and with permanent lecturers at several private universities in LLDIKTI Region III DKI Jakarta, information was obtained that the study program lecturers have been teaching, but there are obstacles in conducting research and community service. public. This matter . shows that the performance of permanent lecturers does not meet the standards set in implementing the Tridharma of higher education with a lecturer workload of at least 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester in accordance with their academic qualifications, with the provision of a minimum of 1 title research and 1 community service activity every semester. The following is the Performance Table of Permanent Lecturers at Private Universities for Undergraduate Law Study Programs as follows:

Table 1.1: Recapitulation of the Performance of Permanent Lecturers at 8 Private Universities for Bachelor

NO	Name Universitas	Number Of permanent lecturers	Number of lecturer teaching credits/year	Average teaching credits	Number of lecturer research/year	% of lecturers doing research/year	Number of PPM Lecturers	%PPM Lecturer
1.	Pemb.Nas.Veteran Jkt University	49	180	4	7	14,3	8	44,4
2.	Yarsi University	17	204	12	9	52,9	7	41,2
3.	Jayabaya University	29	209	7	8	27,6	10	34,5
4.	Al Azhar Indonesia University	18	162	9	7	38,9	9	50
5.	Marsekal-Suryadharm a University	22	176	8	9	40,9	12	54,5
6.	Nasional University	38	418	11	12	31,6	14	36,8
7.	Krisna Dwipayana University	46	460	10	11	23,9	16	34,8
8.	Bayangkara Jakarta Raya University	46	416	9	28	60,9	19	41,3
	Total	265	2.225	4,2	91	34,3%	95	35,8 %

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

There are many factors that cause almost all permanent lecturers to not implement the Tridharma of higher education well, one of which is because permanent lecturers tend to lack understanding of the responsibilities in carrying out their duties as permanent lecturers and lack of motivation for lecturers' work, lack of job satisfaction so that the implication is that lecturers' performance is less than optimal. Implementation of the tridharma of higher education by permanent lecturers at private universities studying Bachelor of Laws in LLDIKTI Region III DKI Jakarta.

Lecturer performance is very important in order to encourage the success of running a private university. This shows that lecturer performance factors are very important to pay attention to. According to Akhmad, and Rusdi (2020). Individual performance is influenced by: 1) Encouragement: Each individual carries out activities driven by internal and external factors. 2) Abilities: Each individual has different skills so a person's performance will be different. 3) Needs: Individual needs influence an employee's performance, an employee's living needs, especially salary, will improve performance. 4) Expectations regarding rewards: Carrying out an activity or expecting a reward or salary. a) Internal rewards. b). External. and 5) Perception of the level of rewards and job satisfaction.

According to (Sugiono, 2018) there are four indicators in individual employee performance, namely: 1) Quality. Work quality is measured by employees' perceptions of the quality of work produced and the perfection of tasks. 2) Quantity. It is the amount produced expressed in terms such as number of units, number of activity cycles completed. 3) Timeliness. It is the level of activity completed at the beginning of the stated time, seen from the point of coordination with output results and maximizing the time available for other activities. 4) Effectiveness. It is the level of use of organizational resources (energy, money, technology, raw materials) that is maximized with the aim of increasing the results of each unit in the use of resources.

Based on the definition above, it can be said that lecturer performance factors support the success of organizations, processes and human resources. The performance of permanent lecturers at private universities in the LLDIKTI Region III DKI Jakarta area is still low and needs serious attention. This can be seen empirically from the non-implementation of the Tri Dharma of Higher Education by permanent lecturers at private universities in the LL3Dikti environment. The performance of a university will be achieved well if the organizational, process and individual elements run well, or in other words, performance will be achieved well if the elements of the learning organization run well, for example the right organizational form, organizational rules and appropriate organizational culture. The following is the Work Motivation of Permanent Lecturers from a trial on 30 Respondents at a Private University with a Bachelor of Laws Study Program presented in the following picture:

Table 1.2: Work Motivation of Permanent Lecturers Interview Results from 30 Respondents at 8 Private Universities for Bachelor of Law Study Programs Accredited B LLDIKT Region III DKI Jakarta

No	Indicator	Motivation	%	Not Motivated	%	Total Resp
1.	Desire to achieve	17	56,7	13	43,3	30
2.	Desire to progress	22	73,3	8	26,7	30
3.	Assigning responsibility	15	50	15	50	30
4.	Salary or wages	13	43,3	17	56,7	30
5.	Recognition and rewards	20	66,7	10	33,3	30

Source: processed by researcher

Based on the results of interviews with 30 permanent lecturers at 8 private universities with Bachelor of Laws study programs in LLDIKTI Region III DKI Jakarta, it shows that the desire to achieve was motivated by 56.7% while not being motivated by 43.3%. Motivated desire to progress was 73.3% while unmotivated was 26.7%. Giving responsibility to those who are motivated is 50% while those who are not motivated are 50%. Motivated salary or wages. Motivated recognition and appreciation was 66.7% while unmotivated was 33.3%.

In general, factors in the low performance of permanent lecturers tend to follow the organizational culture or organizational learning patterns that have been carried out continuously at the university. In the form of habits that have prevailed so far, which are thought to have an influence on organizational commitment and the performance of permanent lecturers. The role of a leader who is competent and able to create HR development programs (lecturers) he leads. To be able to provide compensation to existing lecturers who can work seriously and focus on the duties and responsibilities of teaching the courses they teach, the government has facilitated legislation with Law Number 14 of 2005 article 51 establishing the rights of lecturers.

The lack of motivation of lecturers in learning organizations, based on the results of 30 lecturers interviewed, 64%, shows an attitude that is not in accordance with the rules in running and achieving the goals of the private university, for example notifications for making Midterm/Final Exam questions and deadlines for submitting grades are always sudden, on time. very

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

short, every time there is training and seminars it is always sudden, and there is a lack of socialization in giving lecturer assignments.

The compensation or economic level of lecturers from three polytechnics (Semarang, Bandung and Jakarta) received by lecturers explains that the compensation received by lecturers is categorized as being in a poor position because they are still oriented towards financial and short-term needs, seen from the research described before. From the interview results, 77% of fellow lecturers explained that what causes lack of motivation in lecturers' performance is less effective relationships/communication between lecturers because every time they carry out teaching tasks, especially teaching materials/materials, some are not in accordance with SAP and make the Midterm/Final Exam questions still being worked on. by the coordinator lecturer, lecturers who are not coordinators do not contribute/are not involved in making the questions.

The work environment is less conducive, 60% of lecturers interviewed are not motivated by the lecturer's work environment, this is due to leadership policies that are not in accordance with what lecturers want, such as the lecturer's workplace environment is not equipped with lecturer work facilities, the workplace is less comfortable and the equipment Teaching and learning activities are still incomplete to support lecturers' work. Therefore, the low performance of lecturers is still suspected to be low work motivation, such as leadership factors, learning organization, compensation. The reason the author chose the title of this research is that there are indications that leadership policies (undergraduate study programs) are not in accordance with the expertise/scientific knowledge of lecturers in providing the material being taught, the compensation given to lecturers has not fulfilled/sufficient the needs of lecturers so that many lecturers are still teaching at institutions. Another is the lack of motivation for lecturers, especially increasing knowledge, such as the absence of a scholarship program for lecturers to continue their doctoral level of education, and the lack of complete teaching and learning facilities. Based on the description above, this research question is:

II. WHAT IS THE INFLUENCE OF LEADERSHIP ON THE PERFORMANCE OF PERMANENT LECTURERS IN THE BACHELOR OF LAW STUDY PROGRAM WITH B ACCREDITATION AT A PRIVATE UNIVERSITY IN THE LL3DIKTI AREA OF JAKARTA?

III. WHAT IS THE INFLUENCE OF THE LEARNING ORGANIZATION ON THE PERFORMANCE OF PERMANENT LECTURERS IN THE BACHELOR OF LOW STUDY PROGRAM WITH B ACCREDITATION AT A PRIVATE UNIVERSITY IN THE LL3DIKTI AREA OF JAKARTA?

IV. WHAT IS THE INFLUENCE OF COMPETENCY ON THE PERFORMANCE OF PERMANENT LECTURERS IN THE BACHELOR OF LOW STUDY PROGRAM WITH B ACCREDITATION AT A PRIVATE UNIVERSITY IN THE LL3DIKTI AREA OF JAKARTA?

V. WHAT IS THE INFLUENCE OF WORK MOTIVATION ON THE PERFORMANCE OF PERMANENT LECTURERS IN THE BACHELOR OF LOW STUDY PROGRAM WITH B ACCREDITATION AT A PRIVATE UNIVERSITY IN THE LL3DIKTI AREA OF JAKARTA?

VI. IT IS HOPED THAT THE RESULTS OF THIS RESEARCH WILL PRODUCE NEW KNOWLEDGE AND SERVE AS A REFERENCE FOR OTHER

RESEARCHERS IN THE FUTURE, ESPECIALLY THOSE RELATED TO LEADERSHIP, LEARNING ORGANIZATION, COMPENSATION, WORK MOTIVATION, AND THE PERFORMANCE OF PERMANENT LECTURERS IN THE BACHELOR OF LOW STUDY PROGRAM WITH B ACCREDITATION AT A PRIVATE UNIVERSITY IN THE LL3DIKTI AREA OF JAKARTA?

LITERATURE REVIEW

Lecturer Performance:

According to Sutrisno (2019) performance is the result of employee work seen from the aspects of quality, quantity, working time and cooperation to achieve the goals set by the organization. The word performance is defined as a manifestation of the work carried out by employees, where in general the word performance is used as a reference for evaluating these employees in a company or organization. The word performance also comes from the translation of the word performance which comes from the root word "to perform" which means to do, carry out, carry out, fulfill or carry out obligations, an intention, carry out or perfect responsibilities, and do something that is expected by someone.

According to Muhammad et al. (2018) explained that lecturer performance is the level of achievement of lecturers as functional academic staff in carrying out educational, research and community service tasks. The dimensions of lecturer performance can be measured from lecturer performance in the form of services both quantitative and qualitative in units of time. According to the Directorate General of Higher Education, Ministry of National Education (2010), operationally, lecturer performance is measured in four dimensions, namely: 1) Education and teaching dimensions, with indicators: a) Carrying out teaching. b) Guiding students to create scientific work. 2) Dimensions of research and development of scientific work with indicators: a) Carrying out research.

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

b) Development of scientific works and scientific journals. 3) Dimensions of community service, with indicators: a) Carrying out outreach/training to the community. b) Writing scientific papers for community service. 4) Dimensions of supporting activities, with indicators: a) Active in committees at universities. b). Take an active role in scientific meetings (seminars/workshops). c) Become a member of a professional organization.

According to Sutrisno (2019), to measure employee performance, there are six indicators which are key areas of achievement for the company, including the following: 1). Work results: The level of quantity and quality that has been produced and the extent to which supervision has been carried out. 2) Job knowledge. 3) The level of knowledge related to job tasks which will have a direct effect on the quantity and quality of work results. 3). Initiative: The level of initiative during carrying out work duties, especially in terms of handling problems that arise. 4). mental dexterity: The level of ability and speed in receiving work instructions and adapting to existing work methods and work situations. 5). Attitude: Level of work enthusiasm and positive attitude in carrying out work tasks. 6). Time and attendance discipline: The level of punctuality and level of attendance determines the quantity and quality of work results as well.

Work motivation

The term motivation comes from the Latin word *movere*, which means "to move". Etymologically, motivation comes from the word *motiv*, in English *motive* comes from the word *motion*, which means movement or something that moves. The term *motif* is closely related to movement, namely movements carried out or can also be called human behavior. Motivation is an important element in work activities, which is the driving force for the realization of behavior. Motivation is the human spirit and mental attitude that provides energy, encourages activity or movement and channels behavior towards achieving needs. Motivation is the driving force that causes a person to be willing and willing to mobilize all their abilities, energy and time to carry out various activities for which they are responsible and fulfill their obligations in order to achieve predetermined goals. organization goals. Work motivation is a desire that arises from within a person or individual because he is inspired, encouraged and encouraged to carry out activities or work with sincerity, joy and sincerity so that the results of the activities he carries out are good and of good quality (Afandi, 2018). According to Sumardjo & Priansa (2018) work motivation is behavior and factors that influence employees to show individual intensity, direction and perseverance as an effort to achieve organizational goals. This means that motivation cannot only come from the individual, but there are external factors that can stimulate it.

According to Sutrisno (2019), motivation as a psychological process within a person will be influenced by various factors, and these factors can be divided into internal and external factors which will be explained as follows: 1) Internal Factors: Internal factors that can influence the provision of work motivation to employees among them are as follows: a). The desire to live, to survive, one must work. The desire to survive includes the need for compensation, stable work, and safe and comfortable working conditions. b) The desire to be able to have, the strong desire to be able to have that can encourage people to want to work. c) The desire to gain appreciation, someone wants to work because of the desire to be recognized and respected by others. d) The desire to gain recognition,

Such as appreciation for achievements, harmonious working relationships, wise leadership, and the company where you work is respected by the community. e) Desire for power: The desire for power or power will encourage a person to work. 2). External Factors: Meanwhile, external factors that can influence work motivation include the following: a) Conditions of the work environment, overall work facilities and infrastructure around employees who are doing work which can influence work implementation. b) Adequate compensation, the most important motivation for companies to encourage employees to work well. b) Good supervision: providing direction, guiding the work of employees so that they work well without making mistakes. c) Job guarantee or precisely the existence of job security in the form of career guarantees for the future such as job promotions, severance pay, etc. d) Status and responsibility, especially someone who has worked for a long time in a stagnant position will become more motivated when entrusted with more status and responsibility, of course accompanied by more rights. e) Flexible regulations, when the regulations are clear and firm but remain flexible, then someone will comply with them more easily so that they can ensure their work goes well and trigger motivation to continue doing it

Leadership

Leadership is the ability to invite all components in the organization to carry out their duties and responsibilities as teaching lecturers and respond to all permanent lecturers who can make a contribution to the institution/institution. There are five dimensions of leadership which refer to Husain's (2020) opinion, namely: 1) The dimension of the need to achieve results with indicators: a. responsible, b. work hard to be successful. 2) Dimensions of intelligence with indicators: a. use mature judgment b. have clear reasons, and c. Thinking ability. 3) Dimensions of being able to make decisions with indicators: a. can make difficult decisions, b. can make decisions without hesitation, 4). Initiative dimensions with indicators: a. starting from yourself, b. do a good job, and c. minimal supervision, 5). Supervision ability with indicators: a. can work together with a team, b. can work together with other people.

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

According to Firmansyah & Mahardhika (2018) Leadership is part of the Management function to influence, direct, motivate and supervise other people so that they can carry out planned tasks so as to achieve the goals and objectives of the organization. Yes, leading means guiding, leading, directing and leading, not just commanding.

According to Robbins (in Sadikin, 2020) leadership is the ability to influence a group towards achieving goals. This means that a leader must be able to provide influence, not just direct direction or orders to achieve organizational goals. Griffin (in Sadikin, 2020) further argues that according to him leadership is the use of influence without coercion to shape group or organizational goals, motivate behavior towards those goals and helps define the culture of the group or organization. Thus, the directions and orders given by a leader must be carried out without coercion and must even take the form of willingness and sincerity that arises from the people he or she orders.

Learning organization

A learning organization is a place to grow and develop individual abilities and behaviors in the organization so that the organization is more responsive to changes that occur in both the internal and external environment. There are six dimensions of teaching organization which refer to the opinion of Senge (2019), namely: 1) dimensions of continuous learning with indicators: a. learning design b. growth of organizational members, 2) Dialogue dimensions with indicators: a. Skills, b. listening ability, 3) team learning dimensions with indicators: a. differentiation of ways of thinking b. group collaboration 4) dimensions of system planting with indicators: a. system creation, b. work integrity, 5) Individual empowerment with indicators: a. individual involvement in job determination, b. distributed responsibilities, 6) leadership dimensions with indicators: a. exemplary, b.

Supports learning.

Senge (1990) divides the dimensions of learning organizations into 5 important things, which are explained in (Supriono, 2022): 1). Personal Mastery. It can be interpreted as the ability to continuously and patiently improve one's insight in order to be objective in seeing reality by concentrating one's energy on strategic matters. In another part, Senge also said that "Personal mastery is a set of practices that support people - children and adults in keeping their dreams whole while cultivating an awareness of the current reality around them." 2). Mental Models. Mental models are a reflection of the thinking of organizational members. Senge further said "Mental models are deeply ingrained assumptions, generalizations or even pictures or images that influence how we understand the world and how we take action" which means a process of assessing oneself to understand, assume, believe and prejudice the stimuli that arise. About how a person understands the environment and acts. To make it easier to understand, mental models can be described as when an event occurs, several people will have different stories about the event, and these differences refer to the perception, understanding, thoughts and experiences of each individual. 3). Shared Vision is a commitment of organizational members to implement a shared vision to achieve the future without feeling forced. Senge further said "Is the set of tools and techniques for bringing all of these disparate aspirations into alignment around the things". Senge further explained that shared vision is not an idea, nor is it an important idea like freedom, but is more like a power from within someone's heart that is truly strong. 4). Team Learning. If there is one stick it will be easily broken, but if the sticks are put together into a broom stick it will become a force. If the sticks are put together into a broom stick it will become a force that can be used to clean dirt. That's how teamwork is done in a simple way. According to Senge, Team learning is the process of aligning and developing the capacity of the team to create the result its members truly desire." Learning is the process of aligning and building team capacity to create the desired results for organizational members. 5). Systems Thinking can be likened to a climate condition, where when heavy rain is about to occur it will always be preceded by a fairly strong gust of wind and dark clouds in the sky and fallen leaves blown by the wind. It can be said that it is a system that works interrelated with each other.

Compensation

Compensation is material and non-material provision given by the company to employees as remuneration or appreciation for the work that has been carried out. There are three dimensions of compensation which refer to Milkovich & Newman's opinion in Rivai (2018), namely: 1) Direct financial dimension with indicators: a) Wages, b) Salary, c) incentives, 2) Indirect financial dimensions with indicators: a) Insurance, b) Pension, c) Leave, 3) Non-financial dimensions with indicators: a) Promotion opportunities, b) Feeling of comfort. Wahyu Novita Setyowati and Yuniarto Yustinus (2016) concluded that: 1) On compensation for the work performance of permanent lecturers at campus North, there is an influence of (0.780) The influence of compensation and work motivation on the work performance of permanent lecturers at campus and significant to lecturer performance both partially and jointly. And this is also confirmed by research (Lamidi, 2012) concluding that compensation has a positive and significant effect on lecturer performance. Research results (Setyowati & Yustinus, 2010) concluded that compensation in order to improve the performance of permanent lecturers at Campus X, North Jakarta did not have too big an effect (0.254). And also the research results of Rizal Muhamad et al, from the International Journal of Business and Management Invention, Vol 3, Issue 2, February 2014, concluded that compensation has a positive and significant effect on lecturer performance. Many factors can influence performance, one of which is compensation.

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

Examining the discussion held by Dwiantoetal (2019) proves that performance can change according to the level of compensation obtained. Blazovich (2013) states that compensation based on team, individual performance and team identity creates a positive impact on performance. Apart from that, Hameedetal (2014) also explains the indirect influence of salary and compensation on performance, while awards have a negative influence on performance. And Reddy and Santosh (2021) state that there is an influence between salary and work performance.

RESEARCH METHODS

The method used is a survey research method at the research location, namely the Jakarta Higher Education Regional Service Institute. This was carried out on a sample from the population of Permanent Lecturers for Bachelor of Law Sciences from accredited private universities in the LL3Dikti Jakarta environment. The theory used was the Lecturer Performance Theory and supporting theories regarding; Leadership, learning organization, competency, work motivation on lecturer performance. Data collection uses a questionnaire instrument as a data collection tool (Sugiyono, 2019). This research is quantitative research which emphasizes the proposal of theory through measuring study variables using numbers and analyzing data using the Lisrel Structural Equation Model version 20 statistical procedure

RESEARCH RESULTS AND DISCUSSION

Respondent Characteristics.

This research was conducted on the performance of permanent lecturers at private universities in the LLDIKTI Region III DKI Jakarta area of 8 private universities with a total sample of 265 permanent lecturers spread across the DKI Jakarta area. The Central Jakarta region consists of 1 private university (17 respondents), namely YARSI University. The East Jakarta region consists of 3 private universities (97 respondents), namely Jayabaya University, Marshal Suryadharma University, and Krisna Dwiipayana University. The South Jakarta region consists of 4 universities (151 respondents), namely the Jakarta Veterans National Development University, Al Azhar Indonesia University, National University, and Bayangkara University. Testing variable constructs and testing research hypotheses for leadership variables, learning organization, compensation, motivation and lecturer performance, the results of data processing produce a full model image of the research structure which can be seen in the following image:

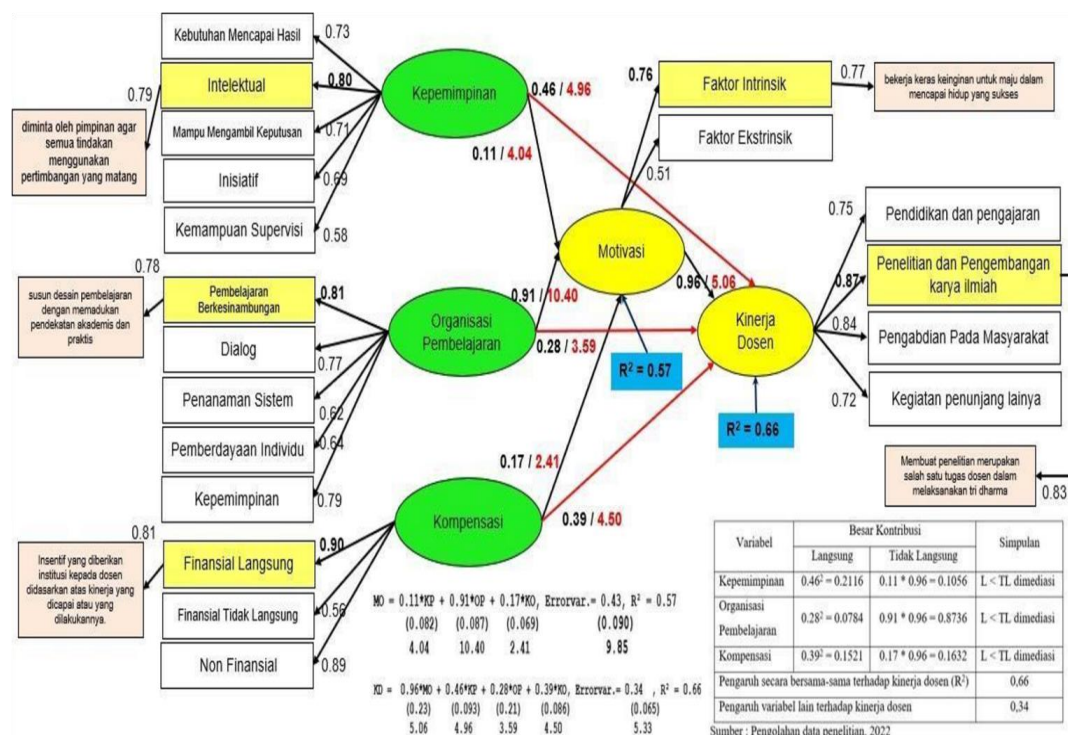


Figure 1.1: Full Model of Research Results

1. The Influence of Leadership on the Performance of Permanent Lecturers in the Bachelor of Law Study Program with Accreditation B at a Private University with Accreditation B in the LL3dikti Jakarta Environment

The leadership variable is an exogenous variable where this variable is measured by five dimensions and all dimensions are measured by 18 indicators. The following are the output results of the Lisrel Standardized Loading Factor (Second Order

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

Factor and First Order Factor) and the t test or significance, which can be seen in the following image: **Figure 1.2: T-Value - CFA Leadership Variable**

Based on Figure 1.1, the influence of leadership on performance shows that there is a positive and significant influence on lecturer performance. with a path coefficient of 0.46 or providing a direct influence contribution of 6.76% and an indirect influence contribution of 10.56% which can be proven from the significance test of the t-value which has a calculated t-value of $4.96 > 1.96$ (critical value). The constructs that form the latent variable of leadership are the dimension of the need to achieve results, the intellectual dimension, the dimension of being able to make decisions, the dimension of initiative and the dimension of supervisory ability. The intellectual dimension is the most dominant dimension providing contribution value to SLF (KP2.1 = 0.80), with the indicator the leadership requested that all actions use careful consideration.

2. The Influence of Learning Organization on the Performance of Permanent Lecturers in the Bachelor of Law Study Program with Accreditation B at a Private University with Accreditation B in the LL3dikti Jakarta Environment

The learning organization variable is an exogenous variable where this variable is measured by three dimensions and all dimensions are measured by 18 indicators. The following are the output results of the Lisrel Standardized Loading Factor (Second Order Factor and First Order Factor) and the t test or significance, which can be seen in the following image:

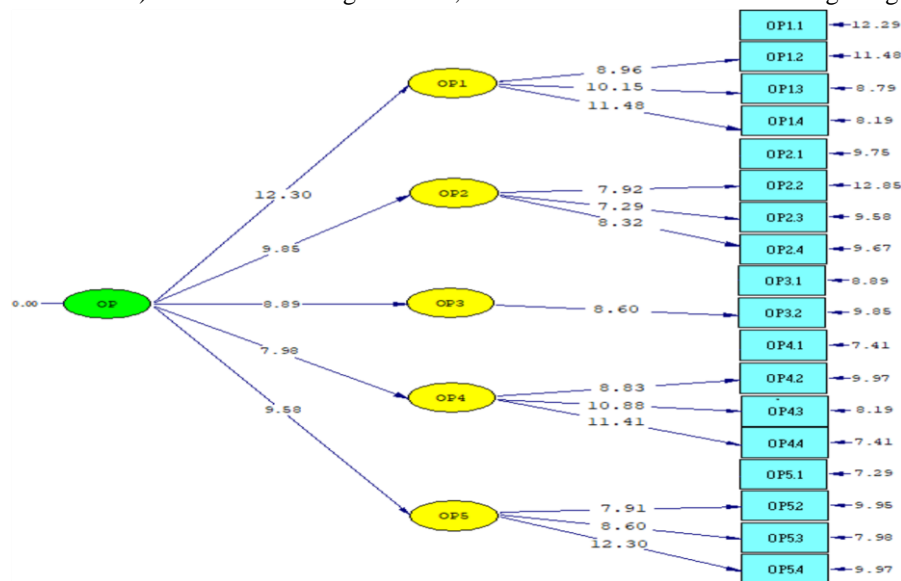
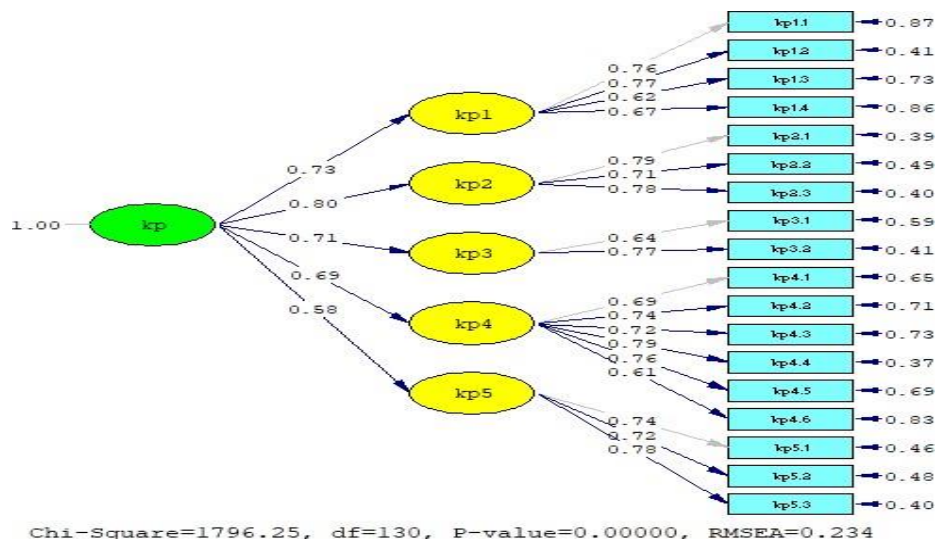


Figure 1.3: T-Value-CFA Learning Organization Variables

Based on figure 1.1. on, the influence of the learning organization partially shows that there is a positive and significant influence on lecturer performance with a path coefficient of 0.28 or providing a direct influence contribution of 7.84% and an indirect influence contribution of 87.36% which can be proven from the significant test of the t-value which has a calculated tvalue $3.59 > 1.96$ (critical value). The constructs that form the learning organization latent variable are the continuous learning dimension, the dialogue dimension, the system cultivation dimension, the individual empowerment dimension and the leadership



The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

dimension. The continuous learning dimension is the most dominant dimension providing contribution value to SLF (OP1.1 = 0.81), with the indicator being arranging learning design by combining academic and practical approaches.

3. What is the influence of competency on the performance of permanent lecturers in the Bachelor of Law Study Program with Accreditation B at a Private University with Accreditation B in the LL3dikti Jakarta Environment

The competency variable on lecturer performance as an exogenous variable where this variable is measured by three dimensions and all dimensions are measured by 16 indicators is presented as follows:

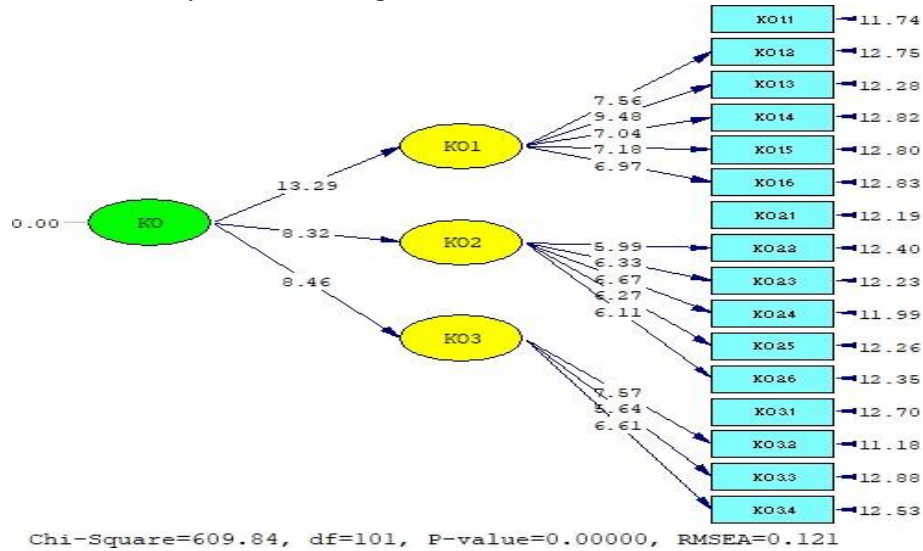


Figure 1.4: T-Value CFA Competency Variable

Based on figure 1.1. on, the compensation variable partially shows that there is a positive and significant influence on lecturer performance with a path coefficient of 0.39 or providing a direct influence contribution of 15.21% and an indirect influence contribution of 16.32%, which can be proven from the significance test of the t-value which has a calculated t-value of 4.50 > 1.96 (critical value). The constructs that form the compensation latent variable are direct financial dimensions, indirect financial dimensions and non-financial dimensions. The direct financial dimension is the most reflective dimension with SLF (KO1.6) = 0.81, with the indicator: Incentives given by institutions to lecturers are based on the performance achieved or what they do. Thus, the test results prove that H0 is rejected and H7 is accepted, because there is a positive and significant influence of the compensation variable on lecturer performance.

4. What is the influence of work motivation on the performance of permanent lecturers in the Bachelor of Law Study Program with Accreditation B at a Private University with Accreditation B in the LL3dikti Jakarta Environment

The motivation variable is an endogenous variable where this variable is measured by two dimensions and all dimensions are measured by 12 indicators. The following are the output results of the Lisrel Standardized Loading Factor (Second Order Factor and First Order Factor) and the t test or significance, which can be seen in the following image:

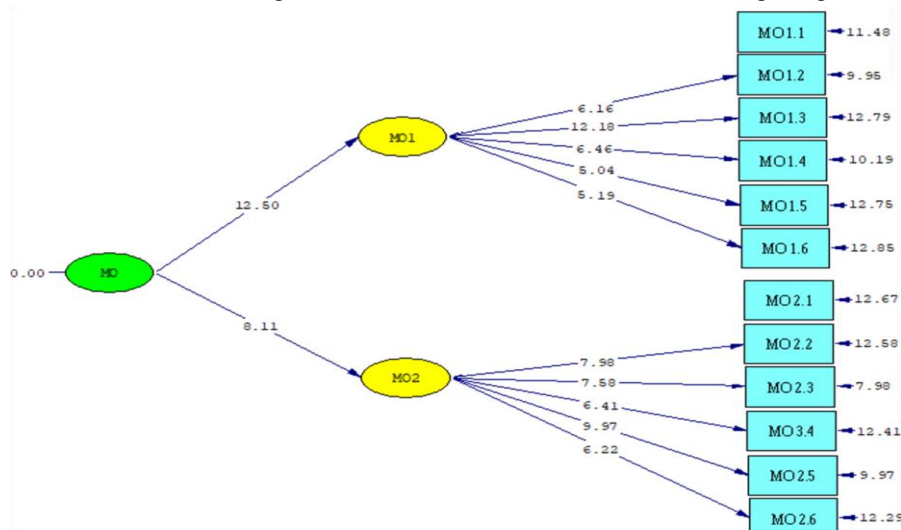


Figure 1.5: T-Value of Motivational Variables

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

Based on figure 1.1. on, The motivation variable partially shows that there is a positive and significant influence on lecturer performance with a path coefficient of 0.96 which can be proven from the significance test of the t-value which has a calculated tvalue of $5.06 > 1.96$ (critical value). The constructs that form the motivational latent variable are the intrinsic factor dimensions and the extrinsic factor dimensions. Where the intrinsic factor dimension is the most dominant dimension with SLF (MO1.2= 0.76) with the indicator namely working hard, the desire to progress in achieving a successful life. Thus, the test results prove that H0 is rejected and H8 is accepted, because there is a positive influence and significant motivation variable on lecturer performance. The motivation variable partially shows that there is a positive and significant influence on lecturer performance with a path coefficient of 0.96 which can be proven from the significance test of the t-value which has a calculated t-value of $5.06 > 1.96$ (critical value). The constructs that form the motivational latent variable are the intrinsic factor dimensions and the extrinsic factor dimensions. Where the intrinsic factor dimension is the most dominant dimension with SLF (MO1.2= 0.76) with the indicator namely working hard, the desire to move forward in achieving a successful life. Thus, the test results prove that H0 is rejected and H8 is accepted, because there is a positive and significant influence of motivation variables on lecturer performance.

CONCLUSION

Based on the description above, it can be concluded as follows:

2. The Influence of Leadership on the Performance of Permanent Lecturers at Private Universities for Bachelor of Law Study Programs with B accreditation in the L3Dikti Jakarta Environment shows that there is a positive and significant influence on Social Sciences which remains at 0.46 and 99.46. There are other variables that influence the performance of Lecturers.
3. The Influence of Learning Organization on the Performance of Permanent Lecturers at Private Universities for Bachelor of Law Study Program Accreditation B in the LL3Dikti Jakarta environment shows that there is a positive and significant influence on Performance of 0.28 and 99.27. There are other variables that influence Lecturer Performance.
4. The Influence of Compensation on the Performance of Permanent Lecturers at Private Universities for the Undergraduate Law Study Program with Accreditation B in the LL# Dikti Environment shows that there is a positive and significant influence on Lecturer Performance of 0.39. and 99.04 there are other variables that influence Lecturer Performance.
5. The Influence of Work Motivation on the Performance of Permanent Lecturers at Private Universities in the B Accredited Undergraduate-Legal Science Study Program in the LL3Dikti Jakarta Environment. Shows that there is a positive and significant impact on lecturer performance of 0.96.

ACKNOWLEDGMENT

I would like to thank my wife and children who have provided motivation in completing this dissertation. I would also like to express my thanks to Mr Anoesyirwan Muins as Promoter and Mr Yuli Zein who has guided me well.

REFERENCES

- 1) Affandi, et al (2018): Strategic HR Management: Strategies for Managing Employees in Era 4.0 Banten Visitama Publisher.
- 2) Akhmad & Rusdi (2020): Performance Management, Publisher Airlangga University Press. Surabaya.
- 3) Arsyad, S (2022): Becoming a Professional Teacher and Lecturer Through Research, Journal Publications
- 4) National and International, Proceedings of the National Education Seminar Volume 1 No 1 (2022) PGRI University Palembang.
- 5) Blazovich J.L (2015) Team Identity and Performance based Compensation Effect on Performance: Team Performance management. 19(3/4), Pages, 153-183. Doi: 10.1108? TPM.11.2012-0035.
- 6) Ministry of National Education, D. (2010) 'Lecturer Workload Guidelines and Evaluation of the Implementation of Tridharma Higher Education', p. 1. doi: 10.1016/0093- 934X(87)90028-9.
- 7) Dwianto, A.S., Purnamasari, P., and Tukini. (2019). the Effect of Compensation on Performance Employees at PT. JAEILINDONESIA. Journal of Economics & Sharia Economics, 2(2), 209-223
- 8) Husain, Nurfaedah, Nurhani (2020): Analysis of Leadership Style and Organizational Culture Towards Productive Employee Work Ductivity at PT Ardan Masogi in Makasar City; Journal Macakka STIE YPUP Makasar Vol 01, No01 March 2020 Page- 243 – 253.
- 9) Hammeed et al (2014) Impact of Compensation on Employee Performance (Empirical Evidence From Ranking Sector Of Pakistan, International Journal Of Business And Social Science 5/2, 302-309.
- 10) Muhammad et al (2018). The Influence of Leadership and Communication with Motivation as Intervening Variables on the Performance of PT PPI Regional Central Java and DIY Employees. Indonesian Economics Business and Management Research, 1(1), 66-7

The Influence of Leadership, Learning Organization, Compensation, and Work Motivation on Lecturer Performance in the Legal Study Program at LI3dikti Jakarta

- 11) Nyavon, P (2016), The Influence of Lecturer Performance on Students with Learning Motivation: Journal PsychoBorneo, Vol 4 No 2 ,2016P-184-1090 E ISSN 2477- 2674/ISSN -2477-2666. Mulawarman University.
- 12) Reddy and Santosh (2021): Impact Of Compensation Management Practices On Employers Job Performance In It Factor: An Empirical Study Of Pune City. European Journal Of Molecular & Clinical Medicines 8 (01); page: 1769-1776).
- 13) Sumardjo, Mahendro and Donni June Priansa. 2018. Resource Development Management Human Key Concepts. Bandung: Alfabeta.
- 14) Supriono, G. (2022). Towards a Golden Indonesia ThrougOrganizational Culture and Work Culture.Yogyakarta: Bintang Universe Media
- 15) Sutrisno, (2019). Human Resource Management. Print eleven. Prananda Media Group, Jakarta.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.