

# The Influence Of Competence, Work Participation, And Job Satisfaction Of Lecturers Toward Work Productivity

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**Abstract :** This research is a quantitative study with a survey method. The study population was all lecturers in the Islamic High School in three Islamic college at STAI SMQ Bangko, STAI Ma'arif Kota Jambi, and STAI An Nadwah. The sample of this study was 94 people taken using total sampling techniques. Likert scale questionnaire was used as an instrument. Data were analysed by path analysis (path analysis) beginning with analysis prerequisite tests which include normality tests through the chi square formula, homogeneity tests through the Bartlett test, and linearity and significance tests of regression. The analysis shows that there are: 1) The direct effect of lecturer competence on lecturer work productivity with a path coefficient of 0.44; 2) The direct effect of work participation on the work productivity of lecturers with a path coefficient of 0.47; 3) Competence of lecturers and work participation simultaneously affect lecturer work productivity by 0.89; 4) The direct effect of lecturer competence on job satisfaction with a path coefficient of 0.44; 5) The direct effect of work participation on job satisfaction with a path coefficient of 0.47; 6) lecturer competence and work participation simultaneously affect job satisfaction by 0.57; 7) The direct effect of job satisfaction on lecturer work productivity with a path coefficient of 0.76; 8) Lecturer competence, work participation, and job satisfaction simultaneously influence lecturer work productivity by 0.94; 9) The indirect effect of lecturer competence on lecturer work productivity through job satisfaction is 0.11; 10) The indirect effect of work participation on the work productivity of lecturers through job satisfaction is 0.12. The conclusion of this study is the lecturer competence, work participation, and job satisfaction affect the work productivity of lecturers. The implication is increasing lecturer competence, with maximum work participation and high job satisfaction, the higher the work productivity of lecturers.

**Index Terms:** Lecturer's Competence, Work Participation, Job Satisfaction, Work Productivity

## 1. INTRODUCTION

Improving the quality of human resources can only be achieved through the education process, in this case universities play a role in creating competent graduates who are able to compete in the global market. For this reason, efforts are needed to improve the quality of public and private higher education. This is in line with the purpose of higher education in creating a knowledgeable, skilled, competent, and skilled community [18] [5] [43] [46]. Higher education is the level of education after secondary education which includes bachelor, master, doctoral, and specialist programs organized by tertiary institutions. Higher education is the highest education provider education unit. Based on the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, Article 51 Paragraph (1) Item b, states that lecturers are entitled to get promotions and awards in accordance with their academic performance (RI Law No. 14 of 2005 concerning Teachers and Lecturers). One form of appreciation to lecturers is to provide equipment, work facilities and adequate welfare for the lecturer, so as to create motivation in work [10] [4] [31]. The progress of an educational institution is inseparable from a variety of factors, both physical and non-physical, including the feelings felt by the manager of the institution.

In general, the factors that need to be considered in running an educational institution are the legality of educators in the form of functional positions which are records or positions in the academic community that show recognition of academic abilities in academic life. Academic ability can be seen from the work productivity possessed by educators in a college which in this case is a lecturer Work productivity is a work of an individual who has competence in his field. Productivity is a very important organizational goal. In this case Human Resource Management can play a role in increasing organizational productivity. Organizations that have reached a high level of productivity in which there are unique Human Resource Management practices [30]. The productivity of Indonesian lecturers is still weak, this is indicated by the level of productivity in terms of scientific publications. As revealed by Ali Gufron as the Director General of Science and Technology Resources of the Ministry of Research, Technology and Higher Education, said that the lack of lecturer scientific publications resulted in deduction of functional allowances for lecturers (Access on Republika, March 3, 20 18). The government is actively pushing academics to publish in international journals. One of them to the professors or professors. This is because the number of Indonesia's international publications is still below the neighbouring countries, Malaysia and Singapore. Based on the data, the total number of professors in Indonesia reached 5,463 people, but there were 4,299 new scientific publications registered, while only 1,551 passed the scientific publication according to the policy of Minister or research, technology, and higher education No. 20 of 2017. Based on the above data, several obstacles related to the weak productivity of lecturers in scientific publications are (1) in terms of lecturer time spent in lecturing and guidance or consultation processes, (2) the lack of writing culture, (3) research is currently still considered to be lacking a place among academics because research funding and research materials are not yet sufficient, (4) the

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absence of strict sanctions, so the sense of responsibility for academics for scientific publications is lack. As a result of the weak scientific publications of lecturers to the issuance of regulations that require lecturers who hold academic positions as associate professors must produce at least three scientific papers published in accredited national journals. Or, at least one scientific work published in an international journal within three years. In addition to producing scientific work, the head lecturer must produce books, or patents, as well as monumental art or monumental designs within three years. The results of the 2015 survey said that only the University of Indonesia was included in the list of the world's 1,000 top universities, ranking 600-800 in the low quality category. In addition, research policy is still not conducive to producing, accessing, and using data or results empirically. A person's participation in a job will have a tremendous impact on the productivity of his work so that what is done can be positive and beneficial to others. This is consistent with the explanation of the Qur'an regarding work productivity as follows:

وَاللَّهُ أَنْزَلَ مِنَ السَّمَاءِ مَاءً فَأَحْيَا بِهِ الْأَرْضَ بَعْدَ مَوْتِهَا ۗ إِنَّ فِي ذَلِكَ لَآيَةً لِقَوْمٍ يَسْمَعُونَ

Meaning: And Allah sent down from the sky the water (rain) and with that water He revived the earth after its death. Surely in that there really are signs (the greatness of God) for those who listen (lessons) (an Nahl: 65; Ministry of Religion, 2011). According to the Quraish Sihab's Tafsir, Allah sends rain that comes from clouds and makes the earth that was previously dry uninhabited can grow plants and give birth to life. Actually, with the creation of such a nature there is evidence that shows the Preserver of the All-Wise universe. Water that drops from the sky seeps into the earth, dissolving the chemical elements in the soil that are sucked by plants. These elements then turn into living and cellular cells (TafsirQ.com). Based on the interpretation of the above verse it can be understood that water which is the source of human life that has extraordinary benefits in human life has a central role on this earth. Without water, the creatures on earth will die by themselves. This proves that Allah SWT has power over all things that make water and reduce it on this earth for the sake of creature's life. On the other hand, the verse shows that the necessity of humans in managing water with good management so that it can be used for the survival of humans in general. Good management is certainly inseparable from the productivity of human work in managing what God has sent down from the sky including water which is the source of life for humans. As the "myth or science?" Box concluded, happy workers are not always productive workers. At the individual level, the evidence shows that the opposite statement is even more accurate that productivity is likely to produce satisfaction (Robbin, 2003). Based on the statement above it can be understood that job satisfaction and work productivity are very influential. This means that individual job satisfaction in this case the lecturer influences his work productivity as an educator in higher education. Private Islamic Religious Higher Education Institutions (PTKIS) in the Kopertais Region XIII Jambi area are engaged in education services. Along with the times and the number of competitors engaged in the same field, PTKIS which is in

the Kopertais Region XIII Jambi environment has improved its services in various fields. To support this, there needs to be readiness in human resources. There are several problems related to human resources, one of which is the work productivity of lecturers. Several factors were identified that affect lecturer work productivity, including Lecturer Competency, Lecturer Job Participation and Lecturer Job Satisfaction. Based on these various problems, it can be stated that in order to create sustainable quality in PTKIS, it is necessary to increase the productivity of lecturers, especially permanent lecturers, in carrying out their mandate and responsibilities. In the Koran it is clearly stated that every human deed in the world will be held accountable, according to the word of Allah SWT in Surat al-Muddasir verse 38:

كُلُّ نَفْسٍ بِمَا كَسَبَتْ رَهِينَةٌ

Meaning: Each person is responsible for what he has done (QS Al-Muddasir verse 38; Ministry of religion: 2011: 576). Work productivity in a tertiary institution is very important, this is because productive lecturer performance will produce maximum output in accordance with the vision and mission of a tertiary institution [4]. The results obtained are balanced with the input processed, through various improvements in work methods, waste of time, energy and various other inputs can be reduced as possible. The result will certainly be better, and many things can be saved. What is clear is that time is not wasted, energy is mobilized effectively and the achievement of business objectives can be carried out properly, effectively and efficiently. This is what is meant by productivity (Singungan, 2014). In another discussion that productivity is a very important organizational goal. In this case human resource management can play a role in increasing organizational productivity. Organizations that have reached a high level of productivity in which there are unique human resource management practices [30]. The productivity of lecturers' work in education and teaching will have an impact on the academic and moral quality of students so that they are able to compete in the current era of globalization. Indicators of lecturer productivity in the field of teaching can be seen from: the readiness in teaching, the existence of evaluation, the ability in mastering the material, the selection of adequate references, and mastery of teaching methodology [2]. The teaching productivity of a lecturer can be influenced by his participation in career development and the training he follows. Work productivity in an organization, both public and non-public organizations, is still an actual problem to be studied and examined. This relates to the actualization and improvement of the competence of Human Resources (HR) who are able to take part and contribute significantly in development, including the work productivity of lecturers who make major contributions in the development of knowledge in Higher Education. Considering the importance of lecturer productivity for the success of the Private Islamic College in Kopertais Region XIII Sultan Thaha Syaifuddin Jambi Islamic State University in achieving its vision and mission, a study was conducted on the influence of Lecturer Competence, Lecturer Work Participation, and Job Satisfaction of Lecturers on Work Productivity lecturer. Based on the Tri Dharma component of higher education, a lecturer has three main tasks, namely: (1) implementing

education; (2) conducting research; and (3) community service. The three components, research and publication are among the most difficult things to do because currently the encouragement and motivation of lecturers to write their research results is then published in scientific journals, the collaboration of lecturers with other parties in the field of individual research is still low and the lack of financial support to facilitate quality research so that it seems that lecturers are not productive in terms of scientific publications. Related to Tri Dharma Perguruan Tinggi, lecturers play an important and strategic role. The roles, duties and responsibilities of lecturers are very important in realizing the goals of national education, which is to educate the life of the nation, improve the quality of Indonesian people, which includes the quality of faith, noble character, and mastery of knowledge, technology, and art, and to realize Indonesian society which is advanced, just, prosperous, and civilized. To carry out these functions, roles, and positions which are very strategic, professional and productive lecturers are needed. The quality standard of research and publication activities is determined by referring to the goals to be achieved by tertiary institutions. The higher the standards used in the research and publication process, the more quality the research produced includes publications. The following are some of the indicators used to measure the success of research and publications in tertiary institutions, which can be measured from: (1) Higher education institutions have research and publication programs that are carried out on an ongoing basis; (2) Research objectives are achieved in accordance with the time and source of funds; (3) The results of the study meet the expectations of funders and increase the number of publications; (4) Direct research outcomes can be applied to education and community service; (5) The number of students involved in research and university publications is increasing [35]. Productivity in education has to do with human resources to achieve educational goals effectively and efficiently. According to [3] the criteria for education productivity are two aspects, namely effective and efficient. Indicators of work productivity according to [15] are as follows: (1) Smart and can learn quickly; (2) Professional/technical competent; (3) Creative and innovative; (4) Understand the work; (5) Learning "cleverly", using logic, organizing work efficiently, not giving up easily at work; (6) Always seeking improvement; (7) Considered valuable by the supervisor; (8) Have a record of successful achievements; (9) Always improving themselves. According to [1] who divides the profile of a productive employee as follows: (1) has more job qualifications, (2) has high motivation, (3) has a positive work orientation, (4) has maturity, (5) have effective relationships [1]. The work productivity model is the theoretical framework and connects all variables in this study using the Kondalkar VG model [45]. Where factors that influence work productivity that are aligned in this study are Competence, Work Involvement and Job Satisfaction. [45] gives the perception that in an organization there must be a clear division of labor, who does what. It is not enough that a job is needed by employees or workers who have a high level of participation, and high work ability as well. In addition, the design of the work also needs to be done well and evaluated continuously so that it can be redesigned to meet the changing environment. Increasing organizational

productivity and job satisfaction is the goal of an organization that continuously provides feedback on the growth of the workforce. Studies show that challenging jobs that have expertise, influence individuals to get involved or participate in their work. The correlation of work participation is personality characteristics such as high work ethics [45]. Job satisfaction shows a positive and affective response to someone to their work. More specifically, job satisfaction shows lecturer satisfaction: (1) the nature of the work they do (2) the quality of supervision they receive (3) co-workers and (4) promotion opportunities. Job satisfaction correlates with job characteristics (skill variation, autonomy, etc.) and for job involvement. Referring to the discussion related to the theory above, it can be synthesized that the productivity of lecturers 'work in this study is a comparison between outputs (lecturers' work) and input (lecturer resources). A lecturer can be said to be productive if he is able to maximize results in accordance with what is expected by a tertiary institution. Indicators of productivity in this study are: (1) ability of lecturers, (2) increasing results, (3) morale, (4) self-development, (5) quality, (6) efficiency, (7) diversity of tasks, (8) mental attitude. At this time the challenges of the global economy require Professional Human Resources, not least for Higher Education, professional lecturers are challenged to create value for their organizations [46]. Many pressures cause Private Universities to pay the competencies needed for the ability of a lecturer to create sustainable competitive advantage for a tertiary institution. Among the criticisms that are often levelled related to the quality of university lecturers in Indonesia are: First, now the interest of some lecturers to continue reading and conducting scientific research in their scientific fields has declined. They seemed to have been satisfied with the doctorate or Ph.D. they achieved. They are no longer busy with scientific research which is their main task to contribute new things in their scientific fields. Even if they do a study, usually it is not intended to discover new things or contribute something that is beneficial to the community, but to achieve promotion or reach the position of professor. Secondly, there are many lecturers who assume that their main task is only to convey knowledge or assign scientific research to students. They often neglect that they are educators in the broadest sense. On their shoulders they carry responsibilities that go beyond campus walls namely, to educate students, both in terms of science, mentality, ways of thinking, behaviour, and so on. Third, many lecturers avoid their main duties as educators in various ways to cover their shortcomings. For example, by applying "scientific despotism" because they are unable to overcome critical dialogue with students, run away from the main topic of lectures to spend time because they do not master the material, or give assignments then let students debate themselves on the grounds of training them in discussions, and so on. The core competence for a lecturer is needed to present as an effective partner university strategy and play its role in the organization. The lack of level of awareness or trust of professional lecturers causes the lack of competence ability to improve the work productivity of lecturers as professional lecturers and the performance of lecturer functions. This role in detail has two main aspects. First, the lecturer as the executive of the organization must provide input to the strategy of the tertiary institution to ensure that the tertiary institution has

human resources who have the ability to implement the strategy. Second, the lecturer function is needed to ensure that the lecturer program and practice are put in place to effectively implement the strategy. This determination, in fact the real thing that professional lecturers who have competence must fully have competence in developing strategies, implementing and evaluating. Competence according to Law Number 14 of 2005 concerning teachers and lecturers in article 1 paragraph 10 states that competency is a set of knowledge, skills and behaviours that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional duties. In paragraph 69 it is explained that the Coaching and professional development of lecturers as referred to in paragraph (1) includes, pedagogical competencies, personal competencies, social competencies, and professional competencies (RI Law No. 14 of 2005 About Teachers and Lecturers). According to [36] Competence is the ability of individuals to carry out the duties of their profession which is a combination of knowledge, skills and attitudes. Competent employees will be able to carry out their work well and can overcome problems related to their work, so that it affects the increase in competitive advantage. [16] stated that competence is the capacity of the knowledge, skills and attitudes possessed by an employee that is relevant to the standard of work to be performed so as to be able to carry out the work that has been designed for him both now and in the future. Competency is the ability to behave, think and act consistently as an expression of the knowledge, attitudes and skills possessed [44] [43] [37] [38]. According to [39] competence can be defined as the expertise possessed by someone to be able to achieve job goals well. Meanwhile, according to [28] competence is the ability and a factor that determines the professionalism. competence according to Emron Edison, Yohni Anwar, and Imas Komariah is the ability of individuals to carry out suau work properly and has advantages based on matters relating to knowledge, expertise and attitudes [9], while according to [17] that competence is the ability possessed by an individual who has a sale value and is applied from the results of creativity and innovations produced. One of the challenges that will be faced by organizations or human activities in the future, including higher education, is to create increasingly diverse organizations or institutions, but at the same time demand more efficient, effective and productive management [27] [5] [18] [11] [10] [12] [22] [25] [26]. In addition to having knowledge, skills, attitudes, as professional educators and scientists, lecturers must have competence in carrying out their duties, namely: (1) professional competence, that is, the breadth of academic insight and the depth of lecturer knowledge of the scientific material practiced; (2) pedagogical competence, namely, mastery of lecturers on various approaches, methods, classroom management, and evaluation of learning that is in accordance with the characteristics of the material and student development; (3) personality competence, that is, the ability of lecturers to properly present themselves as role models and show enthusiasm and love for their profession; (4) Social competence, that is, the ability of lecturers to value diversity, be active in various social activities, and be able to work in team work. Competence is a combination of knowledge, skills, values and attitudes that are reflected in

the habits of thinking and acting. The habit of thinking and acting consistently and continuously enables a person to be competent, in the sense of having the basic knowledge, skills and values to do something. One that must be mastered by lecturers is pedagogical competence. This is the ability of lecturers to manage the learning of students or students. Lecturer ability is a profile of basic abilities that must be possessed by lecturers. This ability is developed based on the analysis of the tasks that must be carried out by lecturers. Therefore the ability of these lecturers to operationally reflect the function and role in teaching students. Referring to some discussions related to the above theory explanation, it can be synthesized that the competence of lecturers in this research is a fundamental ability possessed by a lecturer related to effective measurement or reference of performance in a job. The competency indicators of lecturers in this study are (1) have knowledge that supports the work, (2) have a willingness to increase knowledge, (3) have expertise in accordance with the field of work, (4) have the ability to identify problems, (5) have the ability in problem solving, (6) have initiative, (7) have hospitality and courtesy at work, (8) are serious in responding to every problem. [20] revealed that work participation can provide a sense of belonging to the organization or institution and energy productivity in work. Besides that it is supported by having the motivation to participate in decision making. According to Cohn and Uphoff in Siti Irrene participation can also be classified into 4 types, namely: (1) participation in decision making; namely the determination of alternatives with the community to reach agreement on various ideas concerning common interests. (2) participation in the Implementation of the mobilization of resources and funds in the implementation is a determinant of the success of the program implemented. (3) participation in relation to improving the quality and quantity of program implementation results that can be achieved. (4) evaluation participation that is related to the overall program implementation. This participation aims to find out how the program is implemented [46]. Meanwhile, participation are classified into 2 types, namely: (1) Vertical participation, called vertical participation because it occurs in the form of certain conditions someone is involved or takes part in a program of another party, in a relationship where someone has an initiative in each group; (2) horizontal participation, the community has an initiative where each member or community group participates horizontally with one another [46]. Based on the above theory, what is said is participation means the participation of a person or group of people in the development process both in the form of statements and in the form of activities by giving thought, energy, time, expertise, capital and or material, as well as taking advantage of and enjoying the results development. Lecturer work participation is a mental and emotional involvement as well as physical lecturers in universities in responding to activities carried out in the lecture process and supporting the achievement of objectives and being responsible for their involvement in the leadership of higher education. In terms of the importance of work participation, Allah SWT has provided very clear principles, as set out in surah at Taubah verse 105, as follows:

وقل اعملوا فسيرى الله عملكم ورسوله والمؤمنون وستردون إلى عالم الغيب والشهادة فينبئكم بما كنتم تعملون.

Meaning: and Say: "Work ye, Then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) who knows the unseen and the real, then He tells you what that you have done (QS. at Taubah. 105). Mujahid said that this is a threat from Allah against those who oppose His commands, that their deeds will be displayed in the presence of Allah. and His Messenger and the Believers. This will inevitably happen on the Day of Judgment [8]. Based on the above interpretation gives a signal to us, that in work must not be half-hearted, in the sense that if we try and work must be good and right in accordance with the procedure, because someone's involvement in work will be seen by Allah SWT and his apostles and believers other. The level of job satisfaction can only be obtained from the rewards received both material and other forms of work. Job satisfaction is actually a situation that is difficult to define even in its simplest form. But some scientists have tried to define what is meant by job satisfaction [32]. In general, job satisfaction is the level of enjoyment that people receive from doing their work. When people fulfill their work, they are not satisfied; if they don't enjoy their work, they are less satisfied. Thus, employees who are satisfied tend to have morale (morale) overall attitudes of employees towards their high work environment. The spirit of work reflects the extent to which they feel that their needs are met by their work [32] [31] [22]. According to [13] [23] [24] job satisfaction is a pleasant emotional attitude and loves her work. This attitude is reflected by work morale, discipline, and work performance. Job satisfaction is enjoyed at work, outside of work, and a combination of inside and outside work [33] [34]. There is no absolute level of satisfaction standard because every individual employee has different satisfaction standard. Indicators of job satisfaction are only measured by discipline and work morale, then relative employee job satisfaction will be good, conversely if discipline and work morale are large, then employee job satisfaction will be less [37] [31] [34]. Job satisfaction as a positive feeling about one's work is the result of an evaluation of his character [40]. Kenneth and Gary define job satisfaction as the way a person feels his job. Job satisfaction is a generalization of attitudes towards work based on various aspects of the work (Kenneth N. Wexley and Gary A, 2005, 129) According to him, there are hundreds of job characteristics considered by a worker, but a group of job characteristics tend to tend together all are evaluated in the same way. A group of these characteristics, which are generally found in statistical analysis from a list of attitude questions, include: salary / wages, working conditions, supervision, work colleagues, job content, job security, and promotion opportunities. In fact, a worker assumes some attitude towards each of these aspects besides the combined attitude towards him as a whole. Specifically, work satisfaction is associated with increases in measures of emotional stability [7] (specifically, job satisfaction is associated with increased measures of emotional stability). Another more specific opinion expressed by [14] that, job satisfaction is the result of employee perceptions about how well their work provides what is considered important. According to [14], there are five dimensions of work that

have been identified to present the characteristics of work, the most of which employees have an effective response. The five dimensions are: First, the work itself. In this case where work provides interesting assignments, opportunities to learn, and opportunities to accept responsibility. Second, the amount of wages received and the level at which this can be seen as something that is considered appropriate compared to others in the organization. Third, promotion opportunities. Opportunities to advance in the organization. Fourth, surveillance. The supervisor's ability to provide technical assistance and behavioral support. Fifth, co-workers. The degree to which colleagues are technically skilled and socially supportive [14]. Because the achievement of job satisfaction is individual, then between individuals have different experiences in feeling the meaning, values, expectations and satisfaction variables themselves. Further said that job satisfaction can be term form when an analysis of job satisfaction is associated with job performance, absenteeism, desire to move, work ages, level position and size of the organization [22]. Based on this definition, it illustrates the relationship between job satisfaction and participation and work productivity, because the content emphasizes the appropriateness of expectations and rewards. In other words, job satisfaction is an expression of pleasant or unpleasant feelings towards their work based on both material and non-material rewards. So job satisfaction is the perception of an individual that his expectations have been met. This means that if an employee is carrying out an activity, then the benefits required will be in accordance with what he expected. If the reward turns out to be in accordance with his wishes and expectations, then he will feel satisfied, and vice versa if the reward. To clarify the concept of job satisfaction one can use the "two factors" theory put forward by Herzberg which states that dissatisfaction and job satisfaction depend on two factors: hygienist factors, such as workplace conditions, and mythization factors, such as recognition of work that has been completed well. Factors that affect job satisfaction are called motivating factors and what makes dissatisfaction are called hygiene factors. According to the two-factor theory, in general high job satisfaction is not caused by the loss of factors that cause dissatisfaction at work but because of certain factors that are classified as motivators or satisfying factors. Herzberg also concluded; First, there is a set of extrinsic conditions, working conditions, which cause dissatisfaction among workers if they do not exist. These conditions are factors that make people dissatisfied called hygiene factors. These factors are: wages, job security, working conditions, status, and relationships between co-workers. Second, a series of intrinsic conditions, related to work, which if present in the job will cause strong motivation that results in good performance. If these conditions do not exist, there will not be excessive dissatisfaction. Satisfying or motivating factors are: recognition, achievement, responsibility, progress, opportunity to develop, and the work itself.

## 2. RESEARCH METHODS

This research is a quantitative study with a type of survey approach. Survey research is a study conducted through direct observation of a symptom or gathering information from large and small populations, but the data studied is data from the sample as representing the population data

[19]. Cresswell explained that the survey research method in which the researcher conducted a survey of the sample or the entire population of people to describe attitudes, behavior, opinions, or characteristics of the population by sampling data from one population using a questionnaire as a primary data collection tool [21]. According [42] that quantitative research is a research approach that is often demanded to use numbers, starting from data collection, interpretation of the data, and the appearance of the results. Similar expressed [6] the survey method is a quantitative study using the same structured questions to then be recorded, processed and analyzed. Data analysis technique used in this study is path analysis. This model is used to analyze the pattern of relationships between variables in order to find out whether there is a direct or indirect influence on a set of independent (exogenous) variables on the dependent variable (endogenous). This is based on the research objective, which is to look for lecturer competence, work participation, job satisfaction with the work productivity of lecturers of Islamic Higher Schools in the Region XIII Kopertais Jambi. Region XIII Kopertais Jambi has 17 private Islamic tertiary institutions in its territory. Which consists of 9 districts and 2 municipalities. Based on the table above, the population in this study amounted to 359 lecturers. In this study the authors used the Probability Sampling technique is a sampling technique in which all elements have the opportunity to be selected as a sample. This sampling uses cluster sampling (Area Sampling). Engineering cluster sampling or sampling techniques are used to determine the sample area when the object to be inspected or very extensive data sources, such as the population of a country, province or district [41]. Noting this description, the study sample areas were obtained, the Islamic High School of Sheikh Maulana Qori Bangko, the Islamic School of Ma'arif in Jambi City and the Islamic School of An Nadwah Kuala Tungkal. Based on the opinion above it can be understood that the sample is part of the population taken as a source of data and can represent the entire population to be studied. According to [29] the minimum size of an acceptable sample should be based on the design or research method used. In general, the view of population is more agreed upon for a study, where the population is considered relatively homogeneous, then the population can be withdrawn at least 5% and a maximum of 30%. If a study, the population is below 150 subjects, then almost all research experts agree, it should be taken entirely, or in other words research can be said to be population research. That is, the population is also at once as a sample or research subject.

**Research Samples**

No	College	districts	Number of Lecturers	Number of Samples
1	STAI SMQ Bangko	Merangin Regency	42 people	32 people
2	STAI Ma'arif	Jambi City	30 people	30 people
3	STAI An Nadwah	Tajung Jabung Barat Regency	42 people	32 people
amount				94 people

Data collection techniques in this study used observation, documentation and questionnaires. Analysis of the data used is the path analysis. Namely using descriptive analysis, prerequisite test analysis and hypothesis test.

**3. RESULTS OF RESEARCH AND DISCUSSION**

The description of the data presented in this section includes lecturer competency variable data (X1), lecturer work participation (X2), lecturer job satisfaction (X3), to lecturer work productivity (X4), after being processed using descriptive statistics with the SPSS program Version 20.0 obtained the size of the central tendency as shown in the following table:

*Measuring Central Tendency*

	Lecturer competence	Lecturer work participation	Lecturer job satisfaction	Lecturer work productivity
N Valid	64	64	64	64
N Missing	0	0	0	0
The mean	151,765	152,109	147.85	144.10
Median	152,000	151,160	147,501	144,401
Mode	152.00	151.00	147.00	145.00
Std. Deviation	8,502	9,477	9,477	8,321
Variance	75,039	93,051	93,051	78,531
Minimum	128.00	128.00	124.00	120.00
Maximum	175.00	175.00	172.00	168.00
Sum	9713.00	9735.00	9463.00	9223.00

**3.1. Test analysis prerequisites**

**3.1.1. Normality test**

Normality test with Chi Square is a goodness of fit test. In the test of compatibility will be compared between the frequency of observations with the frequency of expectations / theoretical. Does the frequency of rvations deviate or not from the expected frequency. If the value is

small, it means that the results of the observation are very close to the frequency of expectations, and this shows a good fit. If the value is large, it means that the frequency of observations differs significantly from the frequency of expectations, so the suitability is poor. Good conformity will lead to acceptance of H<sub>0</sub>, and poor conformance will lead to rejection of H<sub>a</sub>. The formula used is:

$$\chi^2 = \sum_{i=1}^k \frac{(o_i - e_i)^2}{e_i} = \sum_{i=1}^k \frac{(f_o - f_e)^2}{f_e}$$

Information:

o<sub>i</sub> = f<sub>o</sub> = Observation Frequency  
 e<sub>i</sub> = f<sub>e</sub> = Expectation Frequency

1) Normality test data distribution of lecturer competency variables (X1)

Based on the distribution of lecturer competency variable data (X<sub>1</sub>) and in accordance with the normality test calculation steps, the following research data are obtained:

Interval	F <sub>o</sub>	F <sub>h</sub>	F <sub>o</sub> - F <sub>h</sub>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup> / F <sub>h</sub>
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128 - 135	2	2	0	0	0.00
136 - 143	9	9	0	0	0.00
144 - 151	17	21	-4	16	.76
152 - 159	27	21	6	36	1.71
160 - 167	7	9	-2	4	0.44
168-175	2	2	0	0	0.00
	64	64	0	X <sub>count</sub>	2.92
				X <sub>table</sub>	11,070

Comparing the price of Chi Square = 2.92. Furthermore, this price is compared with chi squared with dk (degrees of freedom) 6 - 1 = 5. Based on the chi square table in the table it can be seen that if dk = 5 and the specified error = 5%, then the price of X<sup>2</sup><sub>table</sub> = 11.070. Based on the above table, the price of X<sup>2</sup><sub>count</sub> = 2.92 < X<sup>2</sup><sub>table</sub> = 11.070, then the distribution of the statistical data of 64 samples can be stated normal.

**2) Test the normality of variable data distribution of Lecturer Work Participation (X2)**

Based on the distribution of lecturer work participation variable data (X2) and in accordance with the normality test calculation steps, the following research data are obtained:

Interval	F <sub>o</sub>	F <sub>h</sub>	F <sub>o</sub> - F <sub>h</sub>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup> / F <sub>h</sub>
128 - 135	4	2	2	4	2.00
136 - 143	7	9	-2	4	0.44
144 - 151	15	21	-6	36	1.71
152 - 159	25	21	4	16	.76
160 - 167	9	9	0	0	0.00
168-175	4	2	2	4	2.00
	64	64	0	X <sub>count</sub>	6.92
				X <sub>table</sub>	11,070

Comparing Chi Square prices calculated = 6.92. Furthermore, this price is compared with chi squared with dk (degrees of freedom) 6 - 1 = 5. Based on the chi square table in the table it can be seen that if dk = 5 and the specified error = 5%, then the price of table X2 = 11,070. Based on the table above the calculated X2 price = 6.92 < X2 table = 11.070, then the distribution of the statistical data values of 64 samples can be declared normal.

**3) Test the normality of the variable data distribution of Lecturer Job Satisfaction (X3)**

Based on the data distribution of lecturer job satisfaction variables (X3) and in accordance with the normality test calculation steps, the following research data are obtained:

Interval	F <sub>o</sub>	F <sub>h</sub>	F <sub>o</sub> - F <sub>h</sub>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup> / F <sub>h</sub>
124 - 131	3	2	1	1	0.50
132 - 139	8	9	-1	1	.11
140-147	17	21	-4	16	.76

148-155	24	21	3	9	0.43
156 - 163	9	9	0	0	0.00
164 - 172	3	2	1	1	0.50
amount	64	64	0	X <sub>count</sub>	2.30
				X <sub>table</sub>	11,070

Comparing Chi Square prices calculated = 2.30. Furthermore, this price is compared with chi squared with dk (degrees of freedom) 6 - 1 = 5. Based on the chi square table in the table it can be seen that if dk = 5 and the specified error = 5%, then the price of X<sup>2</sup><sub>table</sub> = 11,070. Based on the above table, the price of X<sup>2</sup><sub>count</sub> = 2.30 < X<sup>2</sup><sub>table</sub> = 11.070, then the distribution of the statistical data values of 64 samples can be declared normal.

**4) Test the normality of the variable data distribution of Lecturer Work Productivity (X4)**

Based on the distribution of lecturer work productivity data (X4) and in accordance with the normality test calculation steps, the following research data are obtained:

Interval	F <sub>o</sub>	F <sub>h</sub>	F <sub>o</sub> - F <sub>h</sub>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup>	(F <sub>o</sub> - F <sub>h</sub> ) <sup>2</sup> / F <sub>h</sub>
120 - 127	3	2	1	1	0.50
128 - 135	9	9	0	0	0.00
136 - 143	17	21	-4	16	.76
144 - 151	24	21	3	9	0.43
152 - 159	10	9	1	1	.11
160 - 167	2	2	0	0	0.00
amount	64	64	0	X <sub>count</sub>	1.80
				X <sub>table</sub>	11,070

Comparing Chi Square prices calculated = 1.80. Furthermore, this price is compared with chi squared with dk (degrees of freedom) 6 - 1 = 5. Based on the chi square table in the table it can be seen that if dk = 5 and the specified error = 5%, then the price of X<sup>2</sup><sub>table</sub> = 11,070. Based on the above table, the price of X<sup>2</sup><sub>count</sub> = 1.80 < X<sup>2</sup><sub>table</sub> = 11.070, then the distribution of the statistical data of 64 samples can be declared normal.

**3.1.2. Homogeneity Test**

Homogeneity test is done to know that: data from each score tastes! from populations that have the same variance. Homogeneity testing of variance using the Bartlett Test.

1) Test Data competence of lecturers homogeneity of variance (X<sub>1</sub>) with work productivity lecturer (X<sub>4</sub>).

N	X1	k	n <sub>i</sub>	X4	d <sub>b</sub>	S <sub>i</sub> <sup>2</sup>	Log <sub>2</sub> S <sub>i</sub>	db.S <sub>i</sub> <sup>2</sup>	db.Log S <sub>i</sub>
6	97	2	6	92	3	347,9	14.61	591,5	30.98500
4	13	9	4	31	5	67	906	333	258

Combined Variant (S2)	16,900952
Log (S2)	1.2227911
B	42.976891

X2 count	27,617320
X2 table	49.801850

Based on the calculations above, it can be concluded that the  $X^2_{count} < X^2_{tables}$  and data in said homogeneous.

2) Homogeneity test variant of lecturer work participation data (X2) with lecturer work productivity (X4).

N	X	k	ni	X4	d b	Si2	S <sub>i2</sub> log	db.Si2	db.Log Si2
6	97	3	6	92	3	212,8	14,81	454,4	29,37914
4	35	3	4	31	1	93	446	405	755

Combined Variant (S <sup>2</sup> )	14,659370
Log (S <sup>2</sup> )	1,166115
B	36,149575
X <sup>2</sup> count	15.592294
X <sup>2</sup> table	44,985343

Based on the calculations above, it can be concluded that the  $X^2_{count} < X^2_{tables}$  and data in said homogeneous.

3) Homogeneity test variant of lecturer competency data (X1) with job satisfaction of lecturers (X3).

N	X1	k	n <sub>i</sub>	X3	db	Si <sub>i</sub> <sup>2</sup>	Log S <sub>i</sub> <sup>2</sup>	db.S <sub>i</sub> <sup>2</sup>	db.Log Si <sub>i</sub> <sup>2</sup>
64	9713	29	64	9463	35	601,58 6	19,62 766	911, 581	38,2584 8626

Combined Variant (S <sup>2</sup> )	26,045170
Log (S <sup>2</sup> )	1,415727
B	49,550452
X <sup>2</sup> count	26,005397
X <sup>2</sup> table	49.801850

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
(Combine d)	4355,951	28	155,57 0	9,205	,000
Between Groups	3261,253	1	3261,2 53	192,963	,000
Within Groups	1094,698	27	40,544	2,399	,000
Total	591,533	35	16,901		
	4947,484	63			

Based on the calculations above, it can be concluded that the  $X^2_{count} < X^2_{tables}$  and data in said homogeneous.

4) Homogeneity test variant of lecturer work participation data (X2) with lecturer job satisfaction (X3).

N	X2	k	n <sub>i</sub>	X3	d b	Si <sub>i</sub> <sup>2</sup>	Log S <sub>i</sub> <sup>2</sup>	db.S <sub>i</sub> <sup>2</sup>	db.Log Si <sub>i</sub> <sup>2</sup>
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6	97	3	6	94	3	252,2	9,452	627,3	24,61856
4	35	2	4	63	2	38	592	452	113

Combined Variant (S <sup>2</sup> )	19.604539
Log (S <sup>2</sup> )	1,292357
B	41,355412
X <sup>2</sup> count	38,544968
X <sup>2</sup> table	46,194260

Based on the calculations above, it can be concluded that the  $X^2_{count} < X^2_{tables}$  and data in said homogeneous.

5) Homogeneity test variant of lecturer job satisfaction data (X3) with lecturer work productivity (X4).

N	X3	k	n <sub>i</sub>	X4	db	Si <sub>i</sub> <sup>2</sup>	Log S <sub>i</sub> <sup>2</sup>	db.S <sub>i</sub> <sup>2</sup>	db.Log Si <sub>i</sub> <sup>2</sup>
64	946 3	28	64	9231	36	241,91 7	14.58 472	459, 583 3	28,856 64721

Combined Variant (S <sup>2</sup> )	12,766204
Log (S <sup>2</sup> )	1.106062
B	39,818224
X <sup>2</sup> count	25.244511
X <sup>2</sup> table	50.998460

Based on the calculations above, it can be concluded that the  $X^2_{count} < X^2_{tables}$  and data in said homogeneous.

**3.1.3. Linearity Test**

Linearity test is done by finding the equation of the regression line of exogenous variables to endogenous variables. Linearity test is done by finding the regression equation, then tested related to the regression coefficients and linearity of the regression line by using a simple linear regression analysis variance table. The decision is taken by comparing the calculated F value (regression) with Ft<sub>abel</sub> value dk (numerator; denominator) for a significance level of 5%. With the criteria if F<sub>regression</sub> < F<sub>table</sub>, then the relationship between variables is stated linear. For the linearity test of endogenous variables with exogenous variables using the SPSS program, if the calculated F value (tuna match) is smaller than the F<sub>Table</sub> with α = 0.05, so the regression of the exogenous variable over the endogenous variable is linear.

1) Linearity Test Regression of lecturer competencies (X1) on productivity of lecturer work (X4)

Linearity test between lecturer competency variables and lecturer work productivity using SPSS statistical calculations is obtained from the following calculations: Test criteria if the value of r (probability / Critical value) is smaller or equal to the specified α level, then the

patterned linear distribution. In this study α = 0.05 was used. Based on the results of calculations using SPSS above, it can be seen that the result of r is smaller than α level, that is 0,000 < 0.05 so that the work productivity (X4) and lecturer competence (X1) variables are linear patterned.



2) Linearity Test Regression of work participation of lecturers (X2) on lecturers work productivity (X4)

Linearity test between work participation variables and lecturer work productivity using SPSS Program statistical calculations is obtained from the following calculations:

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig .
(Combined )	4493,04	3	140,408	9,578	,000
Between Linear	3428,81	1	3428,81	233,89	,000
Groups Deviation from Linear	1064,23	3	34,330	2,342	,000
Within Groups	454,440	3	14,659		
Total	4947,48	6			

Test criteria if the value of r (probability / critical value) is smaller or equal to the specified  $\alpha$  level, then the patterned linear distribution. In this study  $\alpha = 0.05$  was used. Based on the calculation using SPSS above, it can be seen that the result of r is smaller than  $\alpha$  level, that is  $0,000 < 0.05$  so that the work productivity (X4) and lecturer work participation (X2) variables are linearly patterned.

3) Linearity Test Regression of lecturer competencies (X1) on job satisfaction of lecturers (X3)

Linearity test between work participation variables and lecturer work productivity using statistical calculations with the SPSS program is obtained from the following calculations:

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig .
(Combined )	4412,15	2	157,577	6,050	,000
Between Linear	3130,32	1	3130,32	120,18	,000
Groups Deviation from Linear	1281,82	2	47,475	1,823	,000
Within Groups	911,581	3	26,045		
Total	5323,73	6			

Test criteria if the value of r (probability/critical value) is smaller or equal to the specified  $\alpha$  level, then the patterned linear distribution. In this study  $\alpha = 0.05$  was used. Based on the results of calculations using SPSS above, it appears that the result r is smaller than  $\alpha$  level, that is  $0,000 < 0.05$  so that the job satisfaction variable (X3) of lecturers with lecturer competence (X1) is linearly patterned.

4) Linearity Test Regression of work participation of lecturers (X2) on job satisfaction of lecturers (X3)

Linearity test between work participation variables and job satisfaction of lecturers using statistical calculations with the SPSS program is obtained from the following calculations:

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig .
(Combined )	4725,97	3	147,687	7,659	,000
Between Linear	3167,28	1	3167,28	164,25	,000
Groups Deviation from Linear	1558,69	3	50,280	2,608	,000
Within Groups	597,762	3	19,283		
Total	5323,73	6			

Test criteria if the value (probability / critical value) is smaller or equal to the specified  $\alpha$  level, the linear patterned distribution. In this study  $\alpha = 0.05$  was used. Based on the results of calculations using SPSS above, it can be seen that the result of r is smaller than  $\alpha$  level, that is  $0,000 < 0.05$  so that the job satisfaction variable (X3) of lecturers with lecturer work participation (X2) is linear patterned.

5) Linearity Test Regression of job satisfaction of lecturers (X3) on work productivity (X4)

Linearity test between job satisfaction variables with lecturer work productivity using statistical calculations with the SPSS program is obtained from the following calculations:

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig .
(Combined )	4487,90	2	166,219	13,020	,000
Between Linear	3497,57	1	3497,57	273,97	,000
Groups Deviation from Linear	990,324	2	38,089	2,984	,000
Within Groups	459,583	3	12,766		
Total	4947,48	6			

Test criteria if the value of r (probability / critical value) is smaller or equal to the specified  $\alpha$  level, then the patterned linear distribution. In this study  $\alpha = 0.05$  was used. Based on the results of calculations using the SPSS above, it appears that the results of r are smaller than  $\alpha$  level, that is  $0,000 < 0.05$  so that the job satisfaction variable (X3) of lecturers with lecturer work productivity (X4) is linear patterned.

**3.2. Hypothesis testing**

Hypothesis testing in research uses path analysis. The magnitude of the direct effect of the exogenous variable on the endogenous variable is expressed by the numerical path coefficient. The influence between lecturer competence (X1) and work productivity (X4) is expressed by the path coefficient  $\rho_{41}$ , while the magnitude of the effect between work participation (X3) on lecturer competence (X1) is expressed by  $\rho_{31}$  and job satisfaction (X3) on work participation (X2)) expressed by the path coefficient  $\rho_{32}$  and the magnitude of the influence between the competence of lecturers (X1) expressed by  $\rho_{31}$  and job satisfaction (X3) on Work participation (X2) together on

work productivity (X4) is determined (R2)<sub>4</sub>(312). The results of the calculation of the correlation coefficient (r) and the path coefficient  $\rho$  between variables can be seen in the following table.

Variable	Correlation Coefficient (r)	Path coefficient ( $\rho$ )	$t_{count}/F_{count}$	$t_{table}$	
				$\alpha = 0.05$	$\alpha = 0.01$
$X_1 X_4$	.81	0.44	10,88	1,999	2,657
$X_2 X_4$	.83	0.47	11.72	1,999	2,657
$X_3 X_4$	0.30	.76	8.25	1,999	2,657
$X_1 X_3$	.76	0.44	7,10	1,999	2,657
$X_2 X_3$	.77	0.47	9.50	1,999	2,657
$X_1 X_2 - X_4$		.8988	134.3	1,999	2,657
$X_1 X_2 - X_3$		0.57	48.00	1,999	2,657
$X_1 X_2 X_3 - X_4$		.94	27,149	1,999	2,657

Variable	INFLUENCE			
	Indirect		$t_{table}$	
	$\rho$	$t_{count}$	0.05 *	0.01 **
$X_1 - X_4$ through $X_3$	0.3344	2,771	2,000	2, 659
$X_2 - X_4$ through $X_3$	0.3572	2,986		

### 1) Lecturer Competence on Work Productivity

The findings of this study state that there is an influence between lecturer competence on work productivity. Related to the results of this study and given the importance of lecturer productivity for the success of the Private Islamic College in Kopertais Region XIII Sultan Thaha Syaifuddin Jambi Islamic State University in achieving its vision and mission, a study was conducted on the influence of Lecturer Competence, Lecturer Work Participation, and Lecturer Job Satisfaction of Lecturer work productivity. It is expected that lecturer competence will have a significant influence on the work productivity of lecturers in the development of study - theoretical studies and practical studies.

عَمَلًا أَحْسَنَ أَيُّهُمْ لِنَبَلُوهُمْ لَهَا رَبِّنَا الْأَرْضِ عَلَى مَا جَعَلْنَا إِنَّا

Meaning: Verily, We have made what on earth a jeweler for him, that We might test them as to which of them is the best. (Surat al-Kahf (18): 7) According to the interpretation of the Quraish Shihab: We have created them by providing the potential to do good or evil. We have made what is on the earth as jewellery and benefits for its inhabitants. All of that is intended so that we can make it as a test material, so that the best person can be seen. Whoever is tempted by worldly life and put aside the afterlife, will surely get lost. And whoever has faith in the life of hereafter, then he will get a clue. Based on the above interpretation it can be

understood that the expanse of the earth with all its contents so that humans try to productively manage it for the benefit and source of livelihood for humans. In this case productivity will be seen if someone has competence. As lecturers who have quality based on their qualifications to always do what is their expertise. Lecturer competence will certainly have a positive impact and enthusiasm to increase the level of work productivity of lecturers.

### 2) Lecturer Work Participation in Work Productivity

The findings of this study state that there is an influence between work participation of lecturers on work productivity. Much of the work participation of lecturers is done such as participating in providing productive thoughts in achieving educational goals. The work participation of lecturers also determines the level of work productivity of lecturers. Because an activity that will be carried out by lecturers related to the development of the three-tridarma of higher education is inseparable from the participation and involvement of lecturers in making a positive and maximum contribution to the institution. In accordance with the Qur'an surah Al Kahf verses 103 - 104 as follows:

أَعْمَلًا بِالْأَخْسَرِينَ نُنَبِّئُكُمْ هَلْ قُلْنَا  
صُنُّوا بِحَسْبُونِ أَنَّهُمْ بِحَسْبُونِ وَهُمْ الدُّنْيَا الْحَيَاةُ فِي سَعْيِهِمْ ضَلَّ الَّذِينَ

Meaning: (103) Say: "Will we tell you of those who have lost the most to their actions? (104). Those who have wasted their actions in the life of this world, while they think they are doing their best good. (QS. al Kahf: 103-104) (Ministry of Religion, 2016: 82) Ibn Kathir explained that in fact the meaning of this verse was general including all those who worshiped God not through the path that was blessed. The person concerned suspected that the path he took was right and his deeds were accepted, when in fact he was wrong and his deeds were rejected, as mentioned by Allah. in his word [8]. Based on this interpretation the writer can understand that humans are given the opportunity to do their best in achieving the virtues of the pleasure of Allah SWT. In relation to the participation of lecturers, the lecturer is given the opportunity to always be involved in carrying out academic and non-academic activities in order to increase his work productivity so that he is able to distinguish which are his responsibilities and which are not.

### 3) Lecturer Competence, Lecturer Work Participation Against Work Productivity

The findings of this study state that there is an influence between lecturer competence, work participation and competence possessed by lecturers have a very large contribution in increasing the work productivity of lecturers. The core competence for a lecturer is needed to present as an effective partner university strategy and play its role in the organization. The high level of awareness or trust of professional lecturers leads to increased competence of lecturers to increase work productivity as a professional lecturer and the performance of lecturer functions. In line with those listed in the Qur'an Surah Al Ahkaf verse 29 as follows:

وَأَذْ صَرَفْنَا إِلَيْكَ نَفْرًا مِّنَ الْجِنِّ يَسْتَمِعُونَ الْقُرْآنَ فَلَمَّا حَضَرُوهُ  
قَالُوا أَنصتُوا فَلَمَّا قُضِيَ وَلُوا إِلَىٰ قَوْمِهِمْ مُّذِرِينَ ۚ-٢٩

Meaning: And (remember) when we present to you (Muhammad) a group of jinns who are listening to (reading) the Koran, then when they attend (reading) it they say, "You shut up! (to hear it) "So when it has finished, they return to their people (to) give a warning. (Surah al-Ahkaf verse 29) (Ministry of Religion of the Republic of Indonesia: 2016: 78) According to the Quraish Shihab's interpretation that Dan remember, O Muhammad, when We presented to you a group of Jinns who were listening to the Qur'an. When they were present when the Qur'an was recited, they said to each other, "Shut up and listen!" And when they have finished reading, they quickly return to their people to remind them not to be infidels and invite them to believe. The above interpretation explains that an educator or teacher / lecturer must have competence in providing knowledge or learning to others by using various methods and strategies. Related to this, lecturers as educators in higher education are also demanded by the development of science and technology in providing educational services to students professionally.

4) Lecturer Competence Towards Lecturer Job Satisfaction  
The findings of this study state that there is an influence of lecturer competence on job satisfaction of lecturers. job satisfaction is the level of pleasure a person receives from doing their job. If people enjoy their work, they will feel satisfied, this means that job satisfaction is based on what they have done so that what they do is in accordance with their competencies or expertise. Satisfaction in a job requires a person to have competence so that the competency he has can do a job that satisfaction does not only arise in himself but in others. The Word of Allah in the Qur'an as follows:

أَجْرَهُمْ وَلَنَجْزِيَنَّهُمْ ۖ طَيِّبَةً حَيَاةً فَلَنُحْيِيَنَّهُ مُؤْمِنًا وَهُوَ أَنتَلَىٰ أَوْ ذَكَرٍ مِّنْ صَالِحًا عَمِلَ مَنْ  
يَعْمَلُونَ كَانُوا مَا بِأَحْسَنَ

Meaning: Whoever does righteous deeds, both men and women in a state of faith, we will surely give him a good life and will actually reward us with a reward that is better than what they have done. (QS an Nahl: 97) (Ministry of Religion of the Republic of Indonesia: 2016: 80) Ibn Kathir explained that the Promise of Allah is aimed at those who do good deeds. What is meant by righteous deeds is deeds of deeds which follow the instructions of the Book of Allah and His Prophet's Sunnah, whether he is male or female from among the children of Adam, while his heart is in a state of faith in Allah and His Messenger. And that the charity made her it is a charity that was ordered and prescribed from Allah. So God promises to give him a good life in the world, and will reward him far better than his future deeds in the hereafter. Understanding a good life is a life that contains all aspects of happiness from various aspects. It has been narrated from Ibn Abbas and a number of scholars, that they interpret it with the understanding that halal sustenance is good [8]. Based on this interpretation it can be understood that whoever does good deeds in accordance with the Shari'a, male or female, he believes in Allah, surely Allah SWT will bring him to life in the world

with a good life, by (making) pleasing to the provisions of Allah, kanaah and guidance towards obedience. We will surely reward them in the Hereafter with a reward that is better than the obedience they have done in the world. This gives a clue that every human being has the expertise or competence and will get satisfying results from what he has done.

#### 5) Lecturer Work Participation Towards Lecturer Job Satisfaction

The findings of this study state that there is an influence of work participation on job satisfaction of lecturers. A lecturer who has good performance and work participation will cause his own satisfaction from his work in carrying out his duties and functions as a lecturer.

The Word of Allah in the Qur'an as follows:

يُسْرًا أَلْتَسِرَ مَعَ قَائِنٍ

Meaning: Because actually after the difficulty there is ease (QS. Al Inshirah: 5) (RI Ministry of Religion, 2016). Based on the above verse, in fact in every difficulty there is a spaciousness that changes rapidly, such as the suffering of the Prophet (PBUH) due to the interference of the polytheists who later turned into ease and help to them. This verse was revealed when the polytheists mocked Muslims with their ignorance. When this verse was revealed, the Prophet SAW said as Ibn Jarir said of Hasan Al-Bashri: "Are you happy for your position in ease, difficulties will not always be above convenience". In fact, along with that difficulty there are other facilities and (ways) to deal with each difficulty is (looking for) convenience (T afsir Al-Mukhtashar / Markaz Tafsir Riyadh under the supervision of Shaykh Dr. Shalih bin Abdullah bin Humaid (Imam of the Grand Mosque). This gives a clue that the work participation of a lecturer will give a special satisfaction if the lecturer is carrying out his duties to the full. Participation is a form of a person's participation in involvement to achieve goals. The form of participation is in the form of suggestions, services, or in the form of material, both directly and indirectly in a democratic atmosphere. Participation can be manifested in the form of attitudes and actions that are indicated by the frequency of one's participation in an institution, organization or others so that participation can lead to a sense of satisfaction in their work.

#### 6) Lecturer Competence, Lecturer Job Participation Against Lecturer Job Satisfaction

Lecturer work participation is a mental and emotional involvement as well as physical lecturers in higher education in responding to activities carried out in the lecture process and supporting the achievement of objectives and being responsible for their involvement in the leadership of higher education. In terms of the importance of work participation, Allah Almighty has given a very clear principle, as stated in Surah al-Taubah verse 105, as follows:

قُلْ اَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ  
إِلَىٰ عَالِمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ.

Meaning: and Say: "Work ye, Then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) who knows the unseen and the real, then He tells you what is you have done (QS. at Taubah. 105) (Ministry of Religion of the Republic of Indonesia: 2016). Mujahid said that this is a threat from Allah against those who oppose His commands, that their deeds will be displayed in the presence of Allah. and His Messenger and believers [8]. Based on this interpretation, it can also be understood that in working, it cannot be half-hearted, in the sense that if we try and work, it must be properly and correctly in accordance with procedures, because one's involvement and competence in working will be seen by Allah SWT and his apostles and people another believer. Competencies possessed by lecturers and their participation can increase and maximize lecturer job satisfaction.

#### 7) Lecturer Job Satisfaction of Work Productivity

The findings of this study state that there is an effect of job satisfaction on work productivity. Based on the results of the study there is a relationship between job satisfaction and work productivity, because the effect is more emphasizing the suitability between expectations and rewards. In other words, job satisfaction is an expression of pleasant or unpleasant feelings towards their work based on both material and non-material rewards. So job satisfaction is the perception of an individual that his expectations have been met. In accordance with the words of the Prophet Muhammad SAW as follows:

الْأَوْفَى الْجَزَاءُ يُجْزَاهُ ثُمَّ

Meaning: Then will be given a reply to him with the most perfect reply, (Surah an Najm: 41) (Ministry of Religion of the Republic of Indonesia: 2016). Based on the above verse Ibn Kathir interprets that: Then he will be rewarded with many for his actions [8] and he understands that the work resulting from his own hands will give satisfaction to someone. The good ones with Al Husna (the best), and the bad ones with the bad ones, while the mixed ones are adjusted to the situation as a fair and just reply, where everyone feels satisfaction and Allah deserves all praise, so that the inhabitants of hell go to hell while their hearts are full of praise for their Lord and acknowledge His wisdom and they are angry with themselves, and that it is they who make themselves go into that bad place. In this case lecturers who have a high level of satisfaction on a job will provide maximum results as well.

#### 8) Lecturer Competence, Lecturer Work Participation, Lecturer Job Satisfaction of Work Productivity

The findings of this study state that lecturer competence, lecturer work participation, and job satisfaction of lecturers simultaneously influence work productivity. This shows that work productivity is strongly influenced by several factors, namely competence, participation and job satisfaction of lecturers in carrying out their responsibilities as educators. Then it can be understood that the higher the competence of lecturers, the better the involvement or participation of lecturers, and the more the maximum level of job satisfaction of lecturers, the better the level of productivity of lecturers in implementing the three-tridarma of higher

education. So much is the appreciation of Islam for one's level of productivity, to the point that it is mentioned in Al Hadith, that productivity is also very closely related to the way that his sins are forgiven, which in fact will not be able to get forgiveness in any other way. As the words of the Prophet Muhammad SAW as follows:

مِنْ أَنْ وَسَلَّمَ عَلَيْهِ اللَّهُ صَلَّى اللَّهُ رَسُولٌ قَالَ قَالَ هِرِيرَةُ أَبِي وَعَنْ  
قَالُوا الْعُمْرَةُ وَلَا الْحَجَّ وَلَا الصِّيَامَ وَلَا الصَّلَاةَ تُكَفِّرُهَا دُنُوبًا إِلَّا الذُّنُوبَ  
الْمُعِيشَةَ طَلَبَ فِي الْهُمُومِ قَالَ اللَّهُ رَسُولٌ يَا يُكْفِرُهَا فَمَا

Meaning: Surely among those sins there are some sins that will not be erased by prayer, shoum (fasting), pilgrimage and umrah. The Companions asked, what was the use of abolishing Rosulallah? His answer: with enthusiasm and earnestly earn a living. (HR Ath Thabrani in the book of Al Ausath) Based on the hadith above it can be understood that the enthusiasm in working to achieve satisfactory results in earning a living is also one of the worship to obtain forgiveness from Allah SWT. Of course this was conveyed so that Muslims not only focused solely on ritual routines, but they were reminded that there were other activities that they also had to pursue, if they wanted their sins to be forgiven. That they also must have a high enthusiasm to earn a living earnestly in looking for it. Even the Prophet (peace and blessings of Allah be on him) strongly advocates the accumulation of good, lawful wealth in the hands of good people. And of course this will not happen if they are not productive. Lecturer is one of many professions occupied by someone. Competence of a lecturer, involvement or participation of lecturers, as well as satisfaction in working a lecturer will give a big influence on the productivity or work of a lecturer. It is this spirit and sincerity that will provide a motivation for the lecturer to get the maximum results from what he has done.

#### 9) Lecturer Competence on Work Productivity Through Lecturer Job Satisfaction

The findings of this study state that there is an indirect effect on the competence of lecturers on work productivity through job satisfaction. In order to increase work productivity, the competence of lecturers should also be maximized and developed in order to be able to give satisfaction to the work that they do so as to increase lecturer work productivity. One that must be mastered by lecturers is pedagogical competence. This is the ability of lecturers to manage the learning of students or students. Lecturer ability is a profile of basic abilities that must be possessed by lecturers. This ability is developed based on the analysis of the tasks that must be carried out by lecturers. Therefore the ability of these lecturers to operationally reflect the function and role in teaching students. Based on these abilities, the lecturer will be able to give the best results. In accordance with the words of the Prophet SAW:

عَنْ رِفْعَةَ بْنِ رَافِعٍ أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ سئِلَ أَى  
الْكَسْبِ أَطْيَبُ؟ قَالَ: عَمَلُ الرَّجُلِ بِيَدِهِ وَكُلُّ بَيْعٍ مَبْرُورٌ (رَوَاهُ  
الْبَزَّارُ وَصَحَّحَهُ الْحَكِيمُ)

It means: "From Rifa'ah bin Rafi 'said that the Prophet Muhammad was asked about what kind of business is

considered good ?. The Prophet replied: The work of a person with his hands and every trade that is clean of deception and things that are forbidden. "(HR. Al-Bazzar and judged by the Judge)[8] Based on the hadith, the researcher can understand that the best effort or work is produced with his own hands, this means that every lecturer must have competence if he wants to obtain maximum results in his work, and good results if obtained from satisfying work such as clean work of things that are forbidden and bring mudorat from Allah SWT.

#### 10) Lecturer Work Participation Towards Work Productivity Through Lecturer Job Satisfaction

The findings of this study state that there is an indirect effect on the work participation of lecturers on work productivity through job satisfaction. The form of lecturer participation in the form of suggestions, services, or in the form of material, both directly and indirectly in a democratic atmosphere, will contribute to the results to be achieved or the productivity of lecturers' work. The participation of the lecturer can be manifested in the form of attitudes and actions indicated by the frequency of one's participation in an institution, organization or others. In accordance with the words of the Prophet SAW as follows:

وَلَا تُدْبِيَا عَمَلٍ فِي لَأَقَارِغًا الرَّجُلَ أَرَى أَنْ لَأَكْرَهُهُ إِذِي قَالَ مَسْعُودُ ابْنِ وَعْنِ  
أَخْرَجَهُ

Meaning: Truly I hate someone who is unemployed, does not work for the benefit of the world nor does it benefit the hereafter. (HR At Thabran i in the book of Al Kabir)  
Based on the above hadith the researcher can understand that the Prophet SAW hated people who did not have a job (unemployed). If someone wants to get satisfactory results, then someone must have a job and work in accordance with that part of the job. Likewise, the lecturer if he wants to obtain maximum and satisfying results in his work then his involvement in the organization is very necessary.

## 4. CONCLUSIONS

a. Lecturer competence (X1) has a positive and significant direct effect on work productivity (X4) with a value of  $t_{arithmetic} > T_{table}$ , ie  $10.88 > 1.999$ . This means that the better the competence of lecturers, the higher the work productivity. The contribution given by lecturer competence to work productivity was 33.22%, while the remaining 66.78% was influenced by other factors.

b. Lecturer work participation (X2) has a positive and significant direct effect on work productivity (X4) with the value of  $t_{count} > t_{table}$ , which is  $11.72 > 1.999$ . This means that the better the work participation of lecturers, the higher the work productivity. The contribution made by lecturer competence to work productivity was 51.73%, while the remaining 48.27% was influenced by other factors.

c. Lecturer competence and work participation simultaneously affect work productivity with a  $calculated$  F value of 134.3 and  $F_{table}$  2.657 at the significance level ( $\alpha = 0.05$ ). This means that the  $calculated$  F value  $> F_{table}$  ( $134.3 > 2.657$ ), so it can be concluded  $H_{0is}$  rejected and  $H_{1is}$  accepted. In other words, the better the competence of lecturers and the work participation of lecturers, the more work productivity will increase.

d. Lecturer competence has a positive and significant direct effect on job satisfaction by calculating the value of  $t_{arithmetic} > t_{table}$  ( $7.1 > 1.999$ ). This shows that the higher or better one's competence, the higher job satisfaction will be. Lecturer competencies contribute to job satisfaction by 33.21%, while the remaining 66.79% is influenced by other factors.

e. Work participation has a positive and significant direct effect on job satisfaction with  $t_{arithmetic} > t_{table}$  ( $9.50 > 1.999$ ). In other words, the better the work participation of lecturers, the higher job satisfaction. Lecturer work participation contributed to job satisfaction by 35.94%, while the remaining 64.6% was influenced by other factors.

f. Lecturer competence and work participation simultaneously affect job satisfaction with a  $calculated$  F value of 48.00 and  $F_{table}$  2.657 at the significance level ( $\alpha = 0.05$ ). This means that the  $calculated$  F value  $> F_{table}$  ( $48.00 > 2.657$ ), so it can be concluded  $H_{0is}$  rejected and  $H_{1is}$  accepted. In other words, the better the competence of lecturers and work participation of lecturers, the higher the job satisfaction will be.

g. Lecturer job satisfaction has a positive and significant direct effect on lecturer work productivity with a value of  $t_{arithmetic} > T_{table}$  ( $8.25 > 1.999$ ). This shows that the higher the job satisfaction level of lecturers, the higher the work productivity. Lecturer job satisfaction contributes to work productivity by 35.94%, while the remaining 64.6% is influenced by other factors.

h. Lecturer competence, work participation, and job satisfaction simultaneously affect the lecturer work productivity with a  $calculated$  F value of 27.14 and  $F_{table}$  of 2.657 at the level of significance ( $\alpha = 0.05$ ). This means that the  $calculated$  F value  $> F_{table}$  ( $27.14 > 2.657$ ), so it can be concluded  $H_{0is}$  rejected and  $H_{1is}$  accepted. In other words, the better the lecturer competence, work participation, and job satisfaction will also increase work productivity.

i. Competency lecturers indirect effect on workplace productivity through job satisfaction with the value  $t_{count}$  2,771 bigger than  $t_{table}$  with a significant level of 0.05 is 2,659 ( $2.771 > 2.659$ ), so the hypothesis is accepted. Job satisfaction can thus be a mediation for the effect of lecturer competence on lecturer work productivity.

j. Work participation lecturer indirect effect on workplace productivity through job satisfaction with the value  $t_{count}$  2,986 bigger than  $t_{table}$  with a significant level of 0.05 is 2,659 ( $2,986 > 2,659$ ), so the hypothesis is accepted. Job satisfaction can thus be a mediation for the effect of lecturer work participation on lecturer work productivity.

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