

Analysis of the Utilization of Information Technology, Competency and Organizational Culture with Work Motivation as Intervening Variables on the Performance of Lecturers at Sekolah Tinggi Ilmu Ekonomi Mandala

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Abstract

This study aims to examine and analyze the direct and indirect effects of the use of information technology, competence and organizational culture through work motivation on the performance of lecturers at STIE Mandala Jember. This research was conducted on permanent lecturers at STIE Mandala Jember. The number of respondents in this study were 39 people. The sampling technique used is a saturated sample in which the entire population in the study is sampled. Data analysis was carried out using Partial Least Square - Structural Equation Model (PLS-SEM). The research shows that the use of information technology, competence and work motivation has a significant positive effect on lecturer performance, while organizational culture has no significant effect on lecturer performance.

Keywords

utilization of information technology; competence; organizational culture; work motivation; lecturer



I. Introduction

The Covid-19 virus pandemic has now hit almost all countries, including Indonesia. The Covid-19 virus, which continues to increase every day, has affected sectors that are directly related to the daily mobility of people, including the education sector in universities. The increasingly uncontrollable conditions due to COVID-19 have made the Indonesian government take a policy of physical distancing to break the chain of virus spread. The government policy is contained in a Circular from the Minister of Education and Culture Number 36962/MPK.A/HK/2020 regarding online learning and working from home in the context of preventing the spread of COVID-19. The Ministry of Education and Culture instructs distance learning so that students can learn from their homes. Universities in Indonesia are required to utilize information technology for distance learning processes. The use of this information technology changes the face-to-face learning process directly into online learning methods.

In the current condition of the COVID-19 pandemic, lecturers have a very strategic function, role and position in the development of the education sector. UU no. 14 of 2005 concerning Teachers and Lecturers in article 1 paragraph (2) 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. The role of a lecturer is needed to carry out education and potential development of students with better skills and knowledge in the use of information technology to promote better learning during this pandemic. Lecturers are the main actors in the development of education as well as professional educators who have the task of transforming, develop and disseminate science and technology and the arts through education, research and community service.

Law No. 12 of 2012 concerning Higher Education explains the main task of a lecturer, namely carrying out the tri dharma of higher education. The tri dharma of higher education is a goal that must be achieved by universities which includes education and teaching, research and community service.

Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020).

The COVID-19 pandemic has forced universities to innovate by utilizing information technology in the implementation of the tri dharma of higher education. Information technology according to Williams & Sawyer(2017)in(Dalle et al., 2020)is a technology that is the result of combining high-speed communication lines with computers, where these lines carry video, voice and data. According to the results of a survey from the Directorate General of Higher Education conducted in April 2020 that 98% of universities throughout Indonesia from Sabang to Merauke have conducted online learning. This survey was conducted on 237,193 students from the total number of students in Indonesia based on the Higher Education Database (PDDikti) which reached 8,325,013 students. The results showed that the learning process was carried out by various methods, namely face-to-face learning using video conference as many as 20.11 %, indirect learning through voice recordings, video recordings or written teaching materials is 34, 7% and a combination of the two methods as much as 39.39%. This shows that universities have followed government policies to support the prevention of covid-19 and it is hoped that universities can produce learning quality equivalent to before the covid-19 pandemic.

Utilization of information technology is the expectation of the benefits that can be felt by users of information systems in carrying out activities and completing their work where the indicators of these benefits are based on the intensity of technology use, the frequency of technology use and the number of applications used by users. According to Hutasuhut & Palahi(2021)said that the use of information technology influences and is closely related to the level of performance produced by individuals in an organization.

The use of information technology in the implementation of the Tridharma of Higher Education must also be accompanied by the competencies possessed by lecturers. Competence is a characteristic of individual abilities and is used consistently to achieve organizational performance. These individual characteristics include knowledge, mindset, way of thinking, skills, social motives, aspects of self-image, social motives, feelings and implementation(Dubois, D., Rothwell, 2004). Zepiliana(2012)finding competency factors will determine aspects of the performance of a job. Lecturer competence can be defined as a set of knowledge, skills and behaviors that must be possessed, internalized and realized by lecturers in carrying out their duties.

According to Hasmin(2016)Another factor that can affect performance is organizational culture. Organizational culture is a set of values, assumptions and standards of behavior that have been believed and developed in the majority of members who become a reference in running the organization or in solving problems within the organization both internally and externally.(Badeni, 2013). Research on organizational culture that has been carried out by Sudibjo & Nasution(2020)and Setiowati et al.(2015)argues that organizational culture is related to employee performance because organizational culture is the most important factor in influencing the performance of educators which should be the focus of the local educator authority.

One other element that can affect performance is work motivation. Work motivation is an impulse that can lead to an effort to do work. Hasibuan(2010) argues that motivation is a skill to direct employees and organizations to work successfully so that the desires of employees and the goals of the organization can be achieved at once. This statement is also in line with the results of research conducted by Meutia et al(2017) that with high work motivation can significantly affect employee performance.

Utilization of information technology can provide convenience for lecturers and students in implementing the tridharma of higher education. One of them is in the learning process because it can carry out the teaching and learning process without being limited by space and time. The learning process becomes faster, easier and more efficient. Based on a book issued by the Ministry of Education and Culture, Hendayana et al.,(2020) expressed many obstacles to online learning methods that occur in the field, one of which is that many lecturers are not familiar with information technology-based learning systems. This condition can explain that there is a digital divide in lecturers. Lecturers need adaptation to be skilled in using information technology in the implementation of the Tridharma of Higher Education.

Based on the description above, it shows the importance of using information technology for universities during the COVID-19 pandemic. Utilization of information technology can lead to work stress if the lecturer cannot properly implement the technology, but on the contrary, if he can use it optimally, it can facilitate the implementation of the tridharma of higher education. Other factors are needed to support lecturers to be able to implement information technology properly. One of them is with a strong work motivation factor. This is expected to help lecturers to keep trying and not give up in the use of information technology so as to improve the performance of lecturers at STIE Mandala. The relationship between work motivation and performance is a positive relationship, because by increasing motivation it will lead to a lot of effort and work performance so that it will improve performance, and vice versa increasing performance can also increase work motivation because it will create a feeling of achievement.

II. Review of Literature

2.1 Utilization of Information Technology

Information technology according to Williams & Sawyer(2017)in(Dalle et al., 2020)is a technology that is the result of combining high-speed communication lines with computers, where these lines carry video, voice and data. According to Sarosa & Zowghi(2003)utilization of information technology can be measured by several indicators, including:

- a. Intensity of use of information technology
- b. Availability of experts
- c. Invest in technology
- d. Ease of use of information technology
- e. Speed of use of information technology

2.2 Competence

Competence is a characteristic of individual abilities and is used consistently to achieve organizational performance. The Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers explains that competence is a set of knowledge, skills and behaviors that must be possessed, internalized and controlled by teachers or lecturers in carrying out professional duties.

Based on the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, it explains the competencies that must be possessed by lecturers, namely:

- a. Pedagogic competence, namely the ability to manage student learning.
- b. Personal competence, namely the ability of a strong personality, noble, wise and also authoritative and be a good role model for students.
- c. Social competence, namely the ability to communicate and interact effectively and efficiently with students, fellow lecturers, parents of students and the surrounding community.
- d. Professional competence, namely the ability to master the subject matter broadly and deeply.

2.3 Organizational Culture

Organizational culture is a set of values, assumptions and standards of behavior that have been believed and developed in the majority of members who become a reference in running the organization or in solving problems within the organization both internally and externally. (Badeni, 2013).

According to Robbins & Judge (2017) Organizational culture has seven primary characteristics, these are the essence of organizational culture, including:

- a. Innovation and risk taking is the extent to which an employee is encouraged to innovate and take risky decisions.
- b. Attention to detail is the extent to which employees are encouraged to demonstrate precision, analysis, and attention to detail.
- c. Results orientation is the extent to which the organization focuses on results without looking at the techniques and processes used by employees to achieve those results.
- d. People orientation is the extent to which organizational decisions have an effect on members in the organization.
- e. Team orientation is the extent to which work activities are organized into teams.
- f. Aggressiveness is the extent to which members in the organization are aggressive and competitive.
- g. Stability is the extent to which activities within the organization emphasize the status quo rather than growth.

2.4 Work Motivation

Work motivation is an effort to encourage the enthusiasm of other people (employees) to be able to work hard productively and successfully achieve and realize organizational goals or objectives through the provision of satisfaction of employee needs. Robbins & Judge (2017) suggests motivation as a process that explains the intensity, direction and persistence of individuals in achieving goals. The process in the emergence of an individual motivation is a combination of the concepts of needs, drives, rewards and goals.

The theory of motivation proposed by McClelland is known as the theory of achievement motivation which consists of:

- a. The need for achievement
The need for achievement is the need to do work by improving its performance better than before and always wanting to achieve higher achievements.
- b. The need to expand the association (Need of Affiliation)
The need to expand the association is an urge to interact with other individuals and not want to do something that is detrimental to others.

- c. The need to master something (Need of Power)
The need to master something is a reflection of the drive to achieve an authority to gain influence from others.

2.5 Lecturer Performance

According to Mangkunegara(2011) argues that performance is the result of the work of employees in terms of quality and quantity achieved in carrying out their duties in accordance with their duties in accordance with the responsibilities given. Law No. 12 of 2012 concerning Higher Education explains the main task of a lecturer, namely carrying out the Tri Dharma of Higher Education, including:

- a. Education, the process of student interaction with lecturers and learning resources in a learning environment.
- b. Research, an activity carried out following scientific principles and methods in order to obtain information, data and information related to understanding and/or testing in a branch of science and technology.
- c. Community service, an activity of the academic community that utilizes Science and Technology to advance the welfare of the community and educate the nation's life.

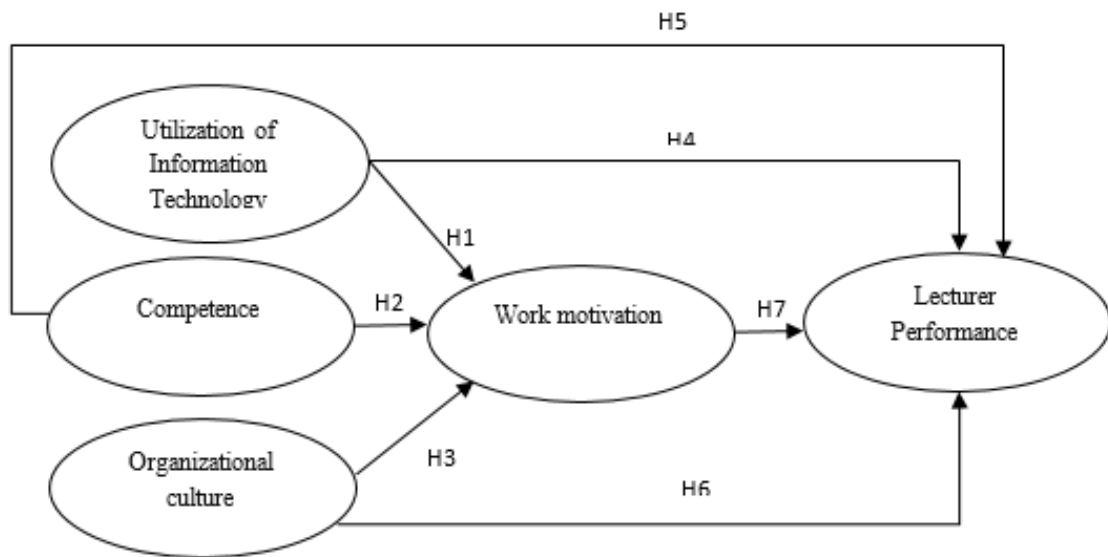
III. Research Method

This research was conducted using Partial least square (PLS) data analysis method. Partial least square is an equation model of structural equation Modeling (SEM) based on components or variances. According to Wold(1985)in(Ghozali, 2014) argued that partial least squares is a powerful analytical method because it is not based on many assumptions. The purpose of PLS is to predict the effect of variable X on variable Y which explains the theoretical relationship between the two variables(Abdillah & Hartono, 2015).

The population in this study were all permanent lecturers at STIE Mandala Jember, where the total number of permanent lecturers was 39 lecturers. Based on the population of permanent lecturers in this study which was less than 100 people, the sampling technique used in this study was the census method or saturated sampling. Saturated sampling is a sample determination where all members of the population are used as samples (Sugiyono, 2013). The sample used in this study is the entire population of permanent lecturers at STIE Mandala Jember as a sample of 39 people.

The data used in this study are primary data and secondary data. The primary data used in this study was obtained by direct survey to STIE Mandala Jember through answers to questionnaires that have been filled out by respondents. The secondary data used in this study is information obtained through reports available at the HR department of STIE Mandala Jember which relate to data from permanent lecturers at STIE Mandala Jember. The data collection method in this research is using a field survey.

Based on a literature review regarding the effect of the use of information technology, competence and organizational culture through work motivation on lecturer performance, the researchers developed a conceptual framework as follows:



Source: Data processed

Figure 1. Conceptual Framework

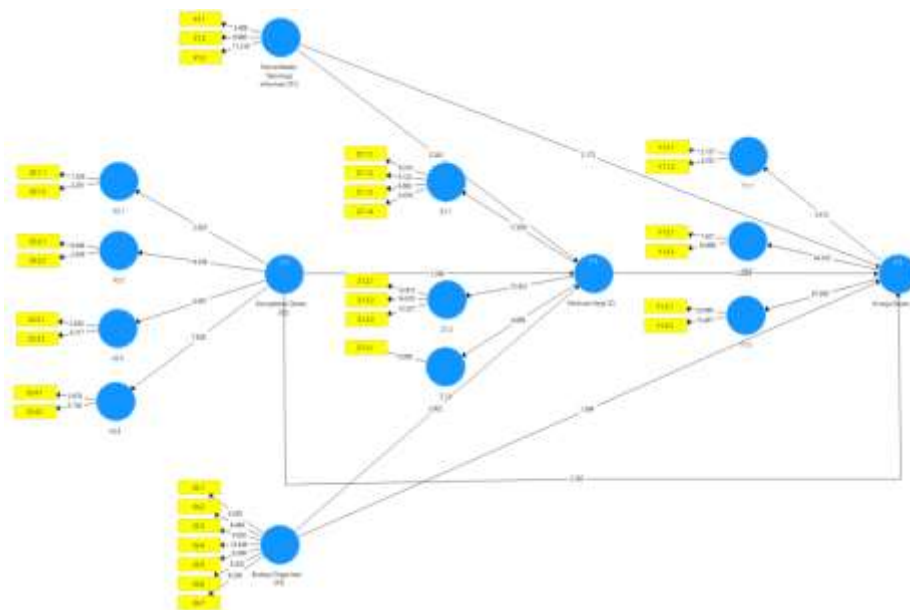
The conceptual framework in this study aims to analyze and describe the exogenous variables, namely the use of information technology (X1), competence (X2), organizational culture (X3), work motivation intervening variable (Z) and endogenous variables, namely lecturer performance. (Y).

IV. Results and Discussion

4.1 Results

a. Hypothesis Test

This study conducted a hypothesis test of direct and indirect effects. The following are the results of the t-statistical test as shown in Figure 2.



Source: Data Processing SmartPLS 2022

Figure 2. T-Statistics Test Results

b. Direct Effects Testing

Testing the direct influence hypothesis aims to test how strong the direct influence is between the independent variables on the dependent variable.

Table 1. Direct Effect Hypothesis Test

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information
Organizational Culture (X3) -> Lecturer Performance (Y)	0.172	1.384	0.167	Rejected
Organizational Culture (X3) -> Work Motivation (Z)	0.319	2,002	0.046	Received
Lecturer Competence (X2) -> Lecturer Performance (Y)	0.301	2,282	0.023	Received
Lecturer Competence (X2) -> Work Motivation (Z)	0.431	2,398	0.017	Received
Work Motivation (Z) -> Lecturer Performance (Y)	0.321	2,452	0.015	Received
Utilization of Information Technology (X1) -> Lecturer Performance (Y)	0.239	2,173	0.030	Received
Utilization of Information Technology (X1) -> Work Motivation (Z)	0.257	2,343	0.019	Received

Source: Data Processing SmartPLS 2022

Utilization of Information Technology Affects Work Motivation at STIE Mandala

Hypothesis testing shows the t-statistic value of $2.357 > 1.96$ and the P-Value of $0.019 < 0.05$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is accepted and it is stated that the use of information technology has an effect on work motivation at STIE Mandala.

Competence Affects Work Motivation at STIE Mandala.

Hypothesis testing shows the t-statistic value of $2.398 > 1.96$ and the P-Value of $0.017 < 0.05$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is accepted and it is stated that competence has an effect on work motivation at STIE Mandala.

Organizational Culture Affects Work Motivation at STIE Mandala

Hypothesis testing shows that the t-statistic value is $2.002 > 1.96$ and the P-Value is $0.046 > 0.05$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is accepted and it is stated that organizational culture has an effect on work motivation at STIE Mandala.

Utilization of Information Technology Affects Lecturer Performance at STIE Mandala

Hypothesis testing shows the t-statistic value of $2.173 > 1.96$ and the P-Value of $0.030 < 0.05$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is accepted and it is stated that the use of information technology affects the performance of lecturers at STIE Mandala.

Competence Affects Lecturer Performance at STIE Mandala

Hypothesis testing shows the t-statistic value of $2.282 > 1.96$ and the P-Value of $0.023 < 0.01$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is accepted and it is stated that competence affects the performance of lecturers at STIE Mandala.

Organizational Culture Affects Lecturer Performance at STIE Mandala

Hypothesis testing shows the t-statistic value of $1.384 < 1.96$ and the P-Value of $0.167 > 0.05$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is rejected and it is stated that organizational culture does not affect the performance of lecturers at STIE Mandala.

Work Motivation Affects Lecturer Performance at STIE Mandala

Hypothesis testing shows the t-statistic value of $2.452 > 1.96$ and the P-Value of $0.01 < 0.015$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is accepted and it is stated that work motivation affects the performance of lecturers at STIE Mandala.

c. Indirect Effects

The indirect effect hypothesis test in this study aims to test how strong the influence of the intervening variable between the independent variables on the dependent variable is. This study uses work motivation as an intervening variable, in which the role of work motivation is tested to clarify whether there is an indirect effect between the independent and dependent variables. This is the result of testing the indirect effect hypothesis which can be seen in Table 2.

Table 2. Indirect Effect Hypothesis Test

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information
Organizational Culture (X3) -> Work Motivation (Z) -> Lecturer Performance (Y)	0.102	1.518	0.130	Rejected
Lecturer Competence (X2) -> Work Motivation (Z) -> Lecturer Performance (Y)	0.138	1,809	0.071	Rejected
Utilization of Information Technology (X1) -> Work Motivation (Z) -> Lecturer Performance (Y)	0.083	1,819	0.070	Rejected

Source: Data Processing SmartPLS 2022

Utilization of Information Technology Affects Lecturer Performance through Work Motivation at STIE Mandala

Hypothesis testing shows the t-statistic value of $1.819 < 1.96$ and the P-Value of $0.07 > 0.05$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is rejected and it is stated that the use of information technology has no effect on lecturer performance through work motivation at STIE Mandala.

Competence Affects Lecturer Performance through Work Motivation at STIE Mandala

Hypothesis testing shows the t-statistic value of $1.809 > 1.96$ and the P-Value of $0.071 < 0.05$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is accepted and it is stated that competence has an effect on lecturer performance through work motivation at STIE Mandala.

Organizational Culture Affects Lecturer Performance through Work Motivation at STIE Mandala

Hypothesis testing shows the t-statistic value of $1.518 < 1.96$ and the P-Value of $0.130 > 0.05$. Based on the results of the hypothesis test, it can be concluded if the hypothesis is rejected and it is stated that organizational culture has no effect on lecturer performance through work motivation at STIE Mandala.

d. Total Influence

The total effect is used to see the mediation relationship in the study whether it is full mediation or partial mediation. The following are the results of the total effect which can be seen in Table 3.

Table 3. Total Effect Hypothesis Testing

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information
Organizational Culture (X3) -> Lecturer Performance (Y)	0.275	2,449	0.015	Ssignificant
Organizational Culture (X3) -> Work Motivation (Z)	0.319	2,002	0.046	Ssignificant
Lecturer Competence (X2) -> Lecturer Performance (Y)	0.439	3,333	0.001	Ssignificant
Lecturer Competence (X2) -> Work Motivation (Z)	0.431	2,398	0.017	Ssignificant
Work Motivation (Z) -> Lecturer Performance (Y)	0.321	2,452	0.015	Ssignificant
Utilization of Information Technology (X1) -> Lecturer Performance (Y)	0.322	2,991	0.003	Ssignificant
Utilization of Information Technology (X1) -> Work Motivation (Z)	0.257	2,343	0.019	Ssignificant

Source: Data Processing SmartPLS 2022

Based on table 3, it shows that there is a significant relationship between the use of information technology variables and the work motivation variable with a t-statistic value of 2.343, a significant relationship between the work motivation variable and the lecturer performance variable with a t-statistic value of 2.452 and a significant relationship to the information technology utilization variable. with the lecturer's performance variable with a t-statistic value of 2,991. Based on the relationship between these variables, it can be concluded that the relationship between the use of information technology and lecturer performance with work motivation as an intervening variable is a partial mediating relationship.

Based on table 3 shows that there is a significant relationship between the competence variable and the work motivation variable with a t-statistic value of 2.398, a significant relationship between the work motivation variable and the lecturer performance variable with a t-statistic value of 2.452 and a significant relationship between the competency variable and the lecturer performance variable. with a t-statistic value of 3.33. Based on the relationship between these variables, it can be concluded that the relationship between competence and performance of lecturers with work motivation as an intervening variable is a partial mediating relationship.

Based on table 3 shows that a significant relationship occurs in the organizational culture variable with the work motivation variable with a t-statistic value of 2.002, a significant relationship between the work motivation variable and the lecturer performance variable with a t-statistic value of 2.452 and a significant relationship on the organizational culture variable with the variable lecturer performance with a t-statistic value of 2,449. Based on the relationship between these variables, it can be concluded that the relationship between organizational culture and lecturer performance with work motivation as an intervening variable is a partial mediating relationship.

4.2 Discussion

a. Utilization of Information Technology Affects Work Motivation at STIE Mandala

The findings of this study are in line with research conducted by Musran(2019)explained that the use of information technology has a positive and significant effect on work motivation. Based on this research, it was found that there was an influence between the use of information technology and motivation because the use of information technology made it easier for teachers in the learning process so that it would affect work motivation in order to increase performance productivity. Work motivation needs to be supported by information technology that can simplify the tasks of employees so that they can carry out their duties properly.

b. Competence Affects Work Motivation at STIE Mandala

The findings in this study are in line with the research conducted by Kurniawan et al.(2021); Tarjo(2020)and Nurhayati(2017)which shows that competence has a significant effect in a positive direction on work motivation. The study explains that every employee who has high competence will also have high motivation to work wholeheartedly.

c. Organizational Culture Affects Work Motivation at STIE Mandala

The findings in this study are in line with the research conducted by Musran et al.(2019) that organizational culture has a significant effect on work motivation. From this research, it is explained that organizational culture is needed to create work motivation that encourages employees to achieve their work goals. Another study conducted by Sakina et al.,(2017)which explains that culture in an organization is very important in building a

good level of work motivation among employees. This study suggests that bureaucratic, innovative and supportive cultural practices can increase work motivation.

d. Utilization of Information Technology Affects Lecturer Performance at STIE Mandala

These results are also strengthened by research conducted by Arief et al.(2020); Tarjo(2020); Mirfan et al.(2018)and Nurliza & DR Manurung(2017) that the use of information technology is an important requirement for universities. The research explains that universities need to utilize information technology in every activity of the academic community to improve lecturer performance. Based on the results of the study, it was found that there was an influence between the variables of using information technology and performance. Another study conducted by Mirfan et al.(2018) argues that the use of information technology is currently a necessity for universities. Universities which are educational institutions should utilize information technology in every activity of the academic community to improve lecturer performance.

e. Competence Affects Lecturer Performance at STIE Mandala

The results of this study are in line with research conducted by Aziz(2021); Tarjo(2020); Sugiyanto & Santoso(2018); Nurhayati(2017); Muhammad Arifin(2015); Setiowati et al.(2015)and Rahman et al.(2014)that competence has a significant and positive effect on performance. The study explains that employees will have a high level of performance if there is a match between work and abilities.

f. Organizational Culture Affects Lecturer Performance at STIE Mandala

According to Robbins & Judge (2017) organizational culture functions to regulate employees so that they can understand how they should behave, among others, behaving towards their profession, adapting to fellow coworkers and the work environment and behaving reactively to the policies of their superiors. This implies that indirectly organizational culture can regulate employee behavior in order to achieve organizational goals so as to improve lecturer performance. However, at STIE Mandala, things did not go well. So that the organizational culture that has been implemented at this time has not run optimally. These findings are in line with research conducted by Atikah & Qomariah(2020); Langgeng Ratnasari et al.(2018)and Muhammad Arifin(2015)that organizational culture has no significant effect on the performance of educators. This can be interpreted that organizational culture can determine success in improving performance but it does not work well.

g. Work Motivation Affects Lecturer Performance at STIE Mandala

The findings of this study are strengthened by research conducted by Arief et al.(2020)and Narasuci & Setiawan Noermajati(2018)which explains that work motivation has a significant effect on performance. The study explains that employees need to be motivated both internally and externally so that they can optimize performance both individually and in organizations. The higher the motivation in the individual, the better the performance results will be. Another study conducted by Arief et al. (2020); Musran (2019); Langgeng Ratnasari et al. (2018) and Nurhayati (2017) find that the higher the work motivation, the higher the performance, because employees will be encouraged and try to improve their abilities.

V. Conclusion

Based on the results and discussion, it can be concluded that the direct influence of the use of information technology, competence, work motivation has a significant and positive effect on lecturer performance, while the direct influence of organizational culture has no significant positive effect on lecturer performance. The direct influence of the use of information technology, competence and organizational culture has an insignificant and positive effect on work motivation. The indirect effect of the variable of utilization of information technology, competence and organizational culture on the variable of lecturer performance through the variable of work motivation is a partial mediating relationship, which means that the variable of work motivation does not fully mediate the use of information technology, competence and organizational culture on the performance of lecturers.

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