

THE EFFECT OF COMPETENCE AND PUBLICATION QUALITY ON LECTURER PERFORMANCE WITHIN THE PEMALANG ISLAMIC RELIGIOUS INSTITUTE, CENTRAL JAVA

Chasan Ma'ruf^{1*}, Muhammad Ramdhan², Ichsan Gaffar³

¹Management, Sekolah Tinggi Ilmu Ekonomi Ganesha, Jakarta, Indonesia
(hasanmaruf@staithawalib.ac.id)

²Management, Sekolah Tinggi Ilmu Ekonomi Ganesha, Jakarta, Indonesia
(ramdhan@stieganisha.ac.id)

³Management, Sekolah Tinggi Ilmu Ekonomi Ganesha, Jakarta, Indonesia
(i.gaffar07@gmail.com)

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ABSTRACT:

Lecturer performance in the Tri Dharma is shaped by competencies, motivation, publications, facilities, and ethics, while research and community service still face significant challenges requiring continuous quality enhancement. This study aims to determine the influence of competence and publication quality, both partially and simultaneously, on the performance of lecturers at the Islamic Religious Institute of Pemalang in Central Java. The research method is quantitative through a correlational approach. Data was collected using a questionnaire (Likert scale), with data processing through validity and reliability tests, classical assumption tests, t-tests, and F-tests. The research shows that lecturer competence ($t=0.797$, $\text{sig.}=0.430$) and publication quality ($t=1.405$, $\text{sig.}=0.167$) do not significantly affect performance. Their R Square values (0.079 and 0.107) indicate minimal contributions. The simultaneous F-test (2.871, $\text{sig.}=0.068$) also confirms no significant combined effect, with a total R Square of only 0.057. This means 94.3% of lecturer performance is influenced by other factors beyond those examined in this model. To conclude, lecturer competence and publication quality do not significantly affect performance, with a small contribution, and are influenced by other external factors.

KEYWORDS: Lecturer Competence, Scientific Publications, Lecturer Performance.

INTRODUCTION

Lecturers are important as educators and scientists who disseminate knowledge through teaching, research, and service in higher education (Salmaa, 2020; Wijaya, 2015; Alyanur, 2024). Lecturer performance indicators include student development, research support, scientific publications, and community service, although service does not guarantee top positions (Pujiati, 2024; Nyoto, 2021; Dewi, 2017). The performance of these lecturers is a benchmark for the success of higher education, where low performance can reduce accreditation and quality of education and hinder the progress of science and cooperation (Nyavon, 2016; Mukminat, 2021). Factors that affect lecturer performance are workload, work motivation, individual character such as sincerity, friendliness, social, and pedagogic (Hanh, 2023; van Huyen et al., 2021; Margolang et al., 2025; Lamba et al., 2023; Supuwingsih, 2015; Nurtjahjani et al., 2025).

The performance of lecturers at the Islamic Religious Institute of Pemalang, Central Java, has still not reached optimal results. Based on an interview with the Vice Chairman for academic affairs, it was revealed that lecturers at the institute faced challenges in several aspects, especially in research, community service, and writing scientific articles. This is evident from research and service activities that are still quantitatively minimal, namely 1 time in 1 year, and the results of research and service that have not been published. In addition, not all lecturers' research and community service results include students in their activities. This shows that despite efforts in carrying out the Tri Dharma of Higher Education, the performance of lecturers in research and community service requires more attention.

The performance of lecturers is influenced by their competence as a benchmark for success in higher education, to build a competitive workforce, organizations must prioritize the development of professionalism

* Corresponding Author.

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through continuous training while ensuring fair compensation aligns with skills, experience, and industry standards (Permanasari et al., 2014; Sudirman, 2024; Wahyu, 2016; Tiarto et al., 2020). The lecturer competency factor plays a role in improving the institution's quality, although some lecturers have not implemented the Tri Dharma optimally (Adetya et al., 2024; Indah & Farida, 2023). Because lecturer competence significantly enhances institutional reputation, fosters professionalism in higher education, and boosts student academic motivation, universities must invest in faculty development programs, competitive compensation, and research support to sustain these long-term benefits (Latip et al., 2020; Rahman & Fadhli, 2021; Kusumajati et al., 2017; Bin Superi & Naqshbandi, 2022). In addition, lecturer competence must be maintained to shape dynamic student learning experiences and outcomes in the 4.0 era. And being able to increase student interactivity and engagement (Dang et al., 2024; Zhang & Wu, 2025). In addition to lecturer performance, scientific publications also affect lecturers' performance by improving academic track record, reputation, knowledge contribution, and career development, supported by university policies that encourage research results (Echo, 2022; Dunialecturer, 2024). Lecturers' scientific works are important in academic development, but the publication of lecturers at Malikussaleh University is still low and requires a strategy to improve the quality of science (Sulistiyarini et al., 2021; Firmansyah, 2022; Abdullah et al., 2021). The level of productivity of lecturers' scientific work is still low due to human capital, motivation, information literacy, as well as constraints of funds, time, and complicated procedures, even though the development of academic potential is mandatory according to national standards (Fatchullah & Nugroho, 2016; Amaliyah, 2019; Sulistiyarini et al., 2021).

This study aims to determine the influence of competence, publication quality, and both simultaneously on the performance of lecturers at the Pemalang Islamic Religious Institute, Central Java. The impact of this research can provide guidance for the management of higher education, design competency development

programs, encourage scientific publications, and improve the quality of education, institutional reputation, and lecturers' contribution to society, as well as improve human resource management policies in universities.

This research has the strength of good quantitative design, supported by the use of validated instruments and comprehensive data analysis. This explains that research can provide valuable insights into lecturer performance. However, this study also has weaknesses, namely, the discussion tends to be superficial and less critical, the use of small samples and self-reported data limits the ability to generalize the findings, and the scientific contribution is limited, which requires a stronger theoretical framework.

RESEARCH METHODOLOGY

The research was conducted at the Pemalang Islamic Religious Institute (INSIP) on Jl. D.I. Pandjaitan Km. 3 Paduraksa, Pemalang Regency, Central Java, Indonesia, and this study used a quantitative approach with correlational research to analyze the relationship between variables. The research population comprised 65 lecturers, with 45 permanent lecturers and 15 non-permanent lecturers. The sampling technique used is purposive sampling, a deliberate selection of samples based on specific criteria. So the researcher determined a sample of 45 samples consisting of permanent lecturers, not non-permanent lecturers or other teaching staff. The selection of permanent lecturers as samples is carried out because they are considered to have consistent involvement and experience in academic activities such as research and publication of scientific papers, so the data obtained is more relevant and valid for research purposes.

Data collection in this study uses a closed questionnaire/questionnaire instrument, where a choice of answers has been provided, so that respondents only need to choose answers that reflect their opinions. The instrument was developed based on the variables of lecturer competence (X1), publication quality (X2), and lecturer performance (Y), which are described in the following table:

Table 1. Research Instruments of Variables X1, X2 and Y

Variable	Indicators/Statements	Question No.
Lecturer Competence (X1)	Lecturers understand students according to cognitive and personality development.	1
	Lecturers determine learning strategies that suit students.	2
	Lecturers develop competencies that they want to achieve in the learning process.	3
	Lecturers develop competencies that they want to achieve in the learning process.	4
	Lecturers develop competencies that they want to achieve in the learning process.	5
	Lecturers compile and carry out appropriate learning evaluations.	6
	Lecturers facilitate the development of students' academic and non-academic potential	7
	Lecturers carry out learning in accordance with the plan and SAP prepared.	8
	Lecturers connect topics with the context of daily life.	9
	Lecturers master the latest issues in the field they teach.	10
	Lecturers use the results of research to improve the quality of lectures.	11
	Lecturers involve students in research for the development of knowledge.	12

	Lecturers are proficient in using communication technology in learning.	13
	Lecturers are consistent between their speech and actions to build credibility.	14
	Lecturers can maintain their emotions and act rationally in any situation.	15
	Lecturers are fair and impartial in treating students.	16
	Lecturers have good morals in the campus environment and the community.	17
	Lecturers accept criticism and are ready to make improvements based on input.	18
	Lecturers establish good relationships with lecturers, staff, and students.	19
	Lecturers are tolerant towards differences among lecturers, staff, and students.	20
	Lecturers communicate politely and according to norms, both verbally and in writing.	21
	Lecturers collaborate with various parties in the educational environment.	22
	Lecturers expand access to information to support the learning process.	23
Publication Quality (X2)	Lecturers' works/articles are published in Scopus-indexed journals.	24
	Lecturers' works/articles use the official language of the United Nations (English, French, Spanish), or Indonesian.	25
	The work/article involves authors from at least two different countries.	26
	Citations of lecturers' works/articles come from publications in the last five years.	27
	More than 80% of the bibliography comes from scientific journals.	28
	Lecturers use citation management apps, such as Mendeley, for accuracy.	29
	The lecturer's work/article is compiled systematically, abstracted, and free of plagiarism, and the main findings of the research are explained.	30
	Lecturers' works/articles have novelty and social impact.	31
	Lecturers' works/articles are presented on an international scale.	32
	Lecturers' works/articles have a track record during publication (review and revision process).	33
	Scientific works on the application of intellectual property must have measurable, verified, social, and economic impact.	34
	The lecturer's work/article has been patented, such as IPR, etc., and has proof of the certificate.	35
Kinerja Dosen (Y)	Lecturer's guide and test thesis or final project.	36
	Lecturers guide seminars, manage KKN, and field work practices.	37
	Lecturers participate in training or student exchanges.	38
	Lecturers foster academic activities and support students to produce scientific products.	39
	Lecturers occupy the position of university leaders.	40
	Lecturers make scientific orations,	41
	Lecturers participate in competency training and professional certification	42
	Lecturers produce scientific papers that are relevant to their disciplines.	43
	Lecturers disseminate the results of research or scientific thoughts produced in journals, newspapers, and other	44
	Lecturers conduct research with the ministry.	45
	Lecturers become translators or copy scientific books with ISBNs.	46
	Lecturers become editors of scientific books with ISBNs.	47
	Lecturers produce scientific papers outside their scientific disciplines.	48
	Lecturers carry out services based on the development of educational and research results.	49
	Lecturers carry out services including training, counseling, lectures, and mentoring.	50
	The results of the service are published in scientific or technological journals that are appropriate for disseminating the impact	51
	Lecturers are expected to play an active role in the management of scientific journals.	52
	Lecturers become members of the committee or organizational structure of higher education on campus.	53
	Lecturers become members of committees or organizational structures in government institutions.	54
	Lecturers become members of lecturer professional organizations.	55
	Lecturers act as delegates in international meetings, representing universities (campuses)	56

Active lecturers participate in seminars, conferences, and scientific meetings (at least 1x a year)	57
Lecturers publish books with an ISBN.	58
Lecturers are part of the team of higher education services on campus, such as workload teams, credit scores, certifications, etc.	59

Data processing in this study was carried out using the SPSS application version 26 for Windows. The analysis process begins with descriptive statistical analysis to describe the data in general. Furthermore, a prerequisite test was carried out, which included a data normality test to ensure data distribution, a linearity test to test the relationship between variables, and a multicollinearity test to detect a very close relationship between independent variables. After that, a validity and reliability test of the instrument was carried out to ensure the quality of the measurement. The hypothesis test was carried out using multiple regression, which consisted of a simultaneous test (F test) to determine the co-influence of independent variables on dependent variables, and a partial test (t-test) to test the influence of each independent variable. Then, the contribution of the free variables to the bound variables is calculated, which includes the effective contribution (SE) and the relative contribution (SR), to see how much each variable contributes.

Research Hypothesis

1. If the significance value of the t-test (SPSS) > 0.05 , then H_0 is accepted and H_1 is rejected, which means there is no significant influence of the X_1 variable on the Y variable.
2. If the significance value of the t-test (SPSS) > 0.05 , then H_0 is accepted and H_1 is rejected, indicating that the variable X_2 has no significant influence on the variable Y .
3. If the significance value of the test F (SPSS) < 0.05 , then H_0 is rejected and H_1 is accepted, indicating that variables X_1 and X_2 significantly influence variable Y .

RESULTS AND DISCUSSION

The Influence of Competency on the Performance of Lecturers at the Islamic Religious Institute of Pemalang, Central Java

Table 2. Results of the t-test (Lecturer Competence)

Model		t	Sig.	R Square
Coefficients ^a	(Constant)	4.149	.000	
	Lecturer Competence	.797	.430	0.79
	Quality of Publication	1.405	.167	.107

^aDependent Variabel: Lecturer Performance

Table 2 shows the *coefficients* of lecturer competency variables to the dependent variables of lecturer performance, with a value of $t = 0.797$ and Sig. (p-value) = 0.430. It is insignificant since the significance value is greater than 0.05 ($0.430 > 0.05$). This means that, to some extent, the competence of lecturers has an insignificant influence on lecturer performance. This is evidenced by a very low R Square value of 0.079 or 7.9% is reached, which shows the contribution of lecturer competency variables to lecturer performance at the Pemalang Islamic Religious Institute, Central Java, which is very small.

Law No. 14 of 2005 and various supporting regulations, such as Government Regulation No. 19 of 2005 and Government Regulation No. 74 of 2008, explain that lecturers' competencies include four main aspects: pedagogical, professional, personality, and social. Pedagogy concerns the ability to manage learning; professionals involve mastery of materials and technology; personality reflects exemplary maturity and noble morals; While social includes effective communication with students, peers, and the community.

Lecturers' competencies, which include pedagogic, professional, social, and personality aspects, affect the improvement of the quality of their performance in education, research, and community service, although

performance is also influenced by other factors (Hartono, 2015; Aththaariq et al., 2014). The competence and job satisfaction of lecturers have a positive and significant effect on their performance in carrying out the duties of the tridharma of higher education, including teaching, research, and community service activities (Manik & Syafrina, 2018; Lilawati & Mashari, 2017). The competence and professionalism of lecturers not only have a positive and significant impact on their performance and job satisfaction, but also increase student enthusiasm for learning through the role of lecturers as mediators in the academic process (Fajduani et al., 2021; Yuliani & Sari, 2024).

Aspects and indicators of lecturers' pedagogic competence include understanding student characteristics, mastery of learning principles, curriculum development, use of ICT, and objective assessments by KKNI-based RPS to support an effective learning process (Jumardin, 2018; Mooti & Sudirman, 2018). Lecturers' professional competencies include mastery of materials, concepts, competency standards, material development, and the use of information technology in learning, where lecturers' personalities have less significant influence on job satisfaction (Jumardin, 2018; Asmini, 2019).

The Influence of Publication Quality on Lecturer Performance at the Pemalang Islamic Religious Institute, Central Java

Based on Table 2 of the t-test results, a t-value for publication quality was 1,405 with a significance value (p-value) of 0.167. Since this significance value is greater than 0.05 ($0.167 > 0.05$), it can be concluded that the effect is not statistically significant. In other words, partially, the publication quality has an insignificant influence on lecturer performance. This is evidenced by a very low R Square value, which is 0.107 or only 10.7% of the quality of publications on the performance of lecturers at the Islamic Religious Institute of Pemalang, Central Java, which shows that it is shallow, and other factors outside of publication quality still influence the rest.

The Decree of the Minister of Education No. 500/M/2024 stipulates lecturer performance standards and criteria for legitimate scientific publications. These publications must be published in reputable journals such as Scopus or WoS and require an international ISSN and editorial boards from various countries. Art, design, and literary publications must have novelty and social impact value,

and be supported by reputable exhibitions. In addition, intellectual property works must demonstrate measurable impact and be verified by a reputable institution. This provision maintains the quality and integrity of scientific publications.

The large number of scientific publications plays a role in improving lecturers' careers, because publications strengthen self-efficacy and academic progress (Gunarto & Al Hadi, 2023). In addition to proof of the originality of research and the track record of academics, publications also improve lecturers' reputations through citations in journals (Echo, 2022). Scientific papers show research competence, strengthen performance evidence, and support lecturer performance evaluation (Iskandar, 2017). This contributes to credibility, scientific development, teaching experience, and opens up scholarship and further study opportunities for lecturers.

The Influence of Competency and Quality of Publications Together on the Performance of Lecturers at the Pemalang Islamic Religious Institute, Central Java

Table 3. F Test Results

Model		Df	F	Sig.	R Square
Anova ^a	Regression	2	2.871	.068 ^b	.057
	Residual	42			
	Total	42			

1. Dependen Variable: Kinerja Dosen
2. Predictors: (constant), Kualitas Publikasi, Kompetensi Dosen

Based on Table 3 of the ANOVA results with an F test value of 2.871 and a significance value (sig) of 0.068, the simultaneous test showed that the regression model was insignificant. This means that simultaneously, lecturer competence and publication quality have an insignificant influence on lecturer performance. This is evidenced by a minimal R-squared value of 0.057 or only 5.7%. The influence of lecturer competence and publication quality has a non-significant influence on the performance of lecturers at the Islamic Religious Institute of Pemalang, Central Java, which in this case shows a very weak influence. The rest, 94.3%, is influenced by other factors not covered by this model.

Work motivation, competence, and job satisfaction significantly positively affect lecturer performance (Wahyu, 2023). Creative writing improves students' writing skills and the quality of scientific publications, helps them develop clearer ideas, use citations appropriately, and draft more effective thesis statements (Suharto, 2023).

Lecturer performance coaching by stakeholders is needed to improve the quality of scientific research and publications in universities (Retnowati et al., 2018). Academic qualifications and competencies significantly affect lecturer performance (Idayati et al., 2021). There is a significant influence between competence, job satisfaction, and lecturer performance (Purba, 2023). Competence has the dominant influence, while

professionalism also plays an important role, so developing these two factors is very important to improve the quality of higher education (Irawati et al., 2024).

CONCLUSION

The competence of lecturers and the quality of publications have not had a meaningful influence on improving the performance of lecturers at the Pemalang Islamic Religious Institute. This can be seen from the results of statistical tests, which show that the relationship between the two and lecturer performance is not significant, either partially or simultaneously. This means that even though lecturers have good competence and publication quality, this is not necessarily directly proportional to their performance. The influence shown is also minimal, so other factors beyond competence and publication quality remain dominant in determining lecturer performance. Therefore, it is important to explore other variables that may be more influential so that the improvement of lecturer performance can be achieved optimally.

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