

THE INFLUENCE OF COMPETENCE AND INTERNAL COMMUNICATION ON LECTURER PERFORMANCE AT PRIVATE UNIVERSITIES IN MEDAN CITY

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ABSTRACT

The tight competition among private universities in Medan City, especially at the postgraduate level, leads to an increase in quality based on the quality of lecturers. Lecturer performance is critical to improve the quality of graduates. Several variables affect teacher performance. This study focuses on lecturers who teach master's and doctoral programs at private universities in Medan City. The number of respondents in the survey was 255 lecturers. The structured equation model was used to process the data of this study. The results of this study indicate that the variables of competence and job satisfaction significantly affect lecturer satisfaction; the variable of job satisfaction mediates the effect of competence on lecturer performance. Job satisfaction is the most dominant factor affecting teacher performance, while internal communication does not significantly affect teacher performance. Of all the variables, only internal communication does not influence lecturer performance, while competence and job satisfaction have a significant influence.

Keyword: Competence, Internal Communication, Performance, job satisfaction

INTRODUCTION

Universities, as institutions of higher education, strive to meet the needs of society for graduates. In this case, society is a group of people who use educational services and have a direct or indirect interest in the results of their education. For postgraduate graduates, these demands increase. The performance of lecturers is critical in determining the success of a university. Universities can achieve high performance by leveraging their internal strengths, anticipating opportunities in their environment, and eliminating external threats. According to the resource-based perspective (RBV), the resources owned by an individual or organization can only contribute to a superior position in competition if they are used to make their valuable potential capabilities available to the individual or organization. Not many businesses use their resources effectively (Nasution et al., 2023). Therefore, company resources must be cultivated rather than just owned.

Private universities in Medan City compete fiercely, especially at the postgraduate level, resulting in an increase in quality based on the quality of lecturers. Previously, research has been conducted on the components that affect teacher performance. According to Purba (2023), work discipline impacts teacher performance through organizational commitment, reflected in media use in learning. Universities provide various facilities that lecturers can utilize adequately to improve their dedication to community service. Because lecturer performance is greatly influenced by leader behaviour, motivation, preventive discipline, and lecturer ability (Suryowibowo and Widodo, 2021). In addition, Herawati and Rinofah (2019) stated that competence

positively correlates with performance. However, the results of testing the impact of the three independent factors show that only encouragement can affect the performance of lecturers' research and publications.

Of course, many things can affect a lecturer's performance, including motivation and abilities (Zarkasih & Arsyianto, 2020). because with the ability and innovation process personally will bring the institution to a better one. Therefore, every lecturer must get facilities for job satisfaction (Islamuddin et al., 2021). Muvid et al. (2022) stated that work has a positive and significant impact on lecturer performance; Supsilani et al. (2022) noted that lecturer competence has a positive effect on lecturer performance; and Ampera et al. (2022) stated that competence has a positive impact on lecturer job satisfaction and performance. This shows that higher competence can improve performance and job satisfaction, which means that higher job satisfaction can improve performance.

LITERATURE REVIEW

Performance

Performance is an action or behaviour based on organizational goals (Machmud et al., 2020). It includes behaviour that the individual himself controls unless his environment influences it. The work results in terms of quality and quantity achieved by employees during a specific period compared to various possibilities, such as standards, targets, and goals previously set and agreed upon together, are known as employee performance (Napitu et al., 2022).

Performance is the result of work and work behaviour that has been achieved during a specific period by completing the tasks and responsibilities given to them within a certain period, which is shown by the work performance of each employee according to their role in the organization (Sutiah et al., 2021). Performance is evidence of work done or performed by an employee. Performance is the result of work done by a nurse during a specific period. These results are correctly recorded so that the level of performance achievement that should occur can be appropriately evaluated (Rohman & Ichsan, 2021).

Competence

A collection of knowledge, skills, and behaviours used to improve performance, conditions, or quality that are adequate or highly qualified and can perform a particular role is known as competence. According to Soetrisno (2019), competence is closer to the ability or capability that is applied, producing employees, leaders, or officials who perform well. Competence is a person's ability demonstrated by good performance in their job or position. A person's ability to complete various tasks in the workplace is known as ability or competence. Ability is a recent assessment of a person's ability. Robbins et al. (2018) divide a person's general ability into two categories: cognitive intelligence, mental activity, thinking, reasoning, and problem-solving. Intelligent people usually have more money and higher education and are more likely to be group leaders. According to Safrizal et al. (2022), competence is the main trait possessed by a person who can do the work given to him well and last a long time. In conclusion, work competence is a trait based on a person's intellectual and behavioural potential that can produce extraordinary performance.

Internal Communication

Internal communication is communicating effectively with others (Ade Galih et al., 2018). The ability to carry out internal communication is essential because it

determines a person's social skills, responses, and goals. Internal communication is the process of exchanging information between one person and another, usually two people who can immediately know the opposite (Wantu et al., 2021). Internal communication is considered the most effective type because it occurs directly between the communicator and the communicant and impacts each other. Internal communication is a type of communication that is carried out directly between people (Ingtyas et al., 2021).

Internal communication is a type of communication that occurs directly and face-to-face between two people. It includes verbal and nonverbal communication, spontaneous and informal, and fully receiving feedback from each other (Amal et al., 2022). Good communication will help employees understand their work more clearly, resulting in increased performance (Amin et al., 2021). Internal communication occurs between individuals face-to-face and influences each other. Internal communication occurs when the communicator and the communicant talk (Purba et al., 2018).

Job Satisfaction

The concept of job satisfaction is relative. Some people feel satisfied when their efforts are rewarded according to expectations, while others feel satisfied when their work is given according to their wishes. Job satisfaction results from the difference between perceived and expected performance, so this concept is abstract and depends on the individual who feels it. Job satisfaction is a person's emotional response to aspects in or on the whole of their work. This is important for everyone and is part of an effort to increase the intensity of work in the company to achieve higher work expectations (Bagirova and Vavilova, 2019). Job satisfaction can be defined as various attitudes held by members of an organization (Siahaan et al., 2022). Employees' positive attitudes towards their work and the things they face usually reflect their job satisfaction. So, job satisfaction is a person's feeling towards their work that is generated by their efforts and supported by external factors.

RESEARCH METHODS

Associative research uses a quantitative approach. Associative research is a type of research in which the aim is to find out how two or more variables relate to each other to study, explain, and evaluate how each variable affects the research hypothesis (Sugiyono, 2019). A lot of data is used in the quantitative approach, from data collection to final processing, and data dominates the results. This study was conducted at a private university in Medan City. This study involved postgraduate lecturers from private universities in Medan City. This study involved 51 indicators and 255 samples. Each university received a proportional sample. The data for this study consisted of primary and secondary data. Secondary data consists of the names and number of lecturers from universities in Medan City that offer Postgraduate Programs. This secondary data comes from official sources, such as the Directory and Profile of LLDIKTI Region 1 Private Universities 2024. Primary data consists of respondents' answers and questionnaire results.

This study collected data using two methods. First, documentation research was conducted to collect information about many lecturers at private universities in Medan City with postgraduate programs. Second, a survey was given to selected respondents. A random method was used for sample determination at each university. Validity and reliability tests were conducted to ensure the questionnaire was the right research tool. The researcher created a questionnaire to overview the research variables systematically. Each respondent's answer indicates the characteristics of the variables to

be studied. The Partial Least Squares Structural Equation (PLS-SEM) model uses the SEM method, a research data processing method.

Data collection in the study initially used the proportional sampling method, which was obtained directly through distributing questionnaire results to respondents. After that, the study also used various references as additional sources of information to analyze research variables. After the data was obtained, the results were processed using Structural Equation Modeling.

RESEARCH RESULTS

Analysis of Competency Variables

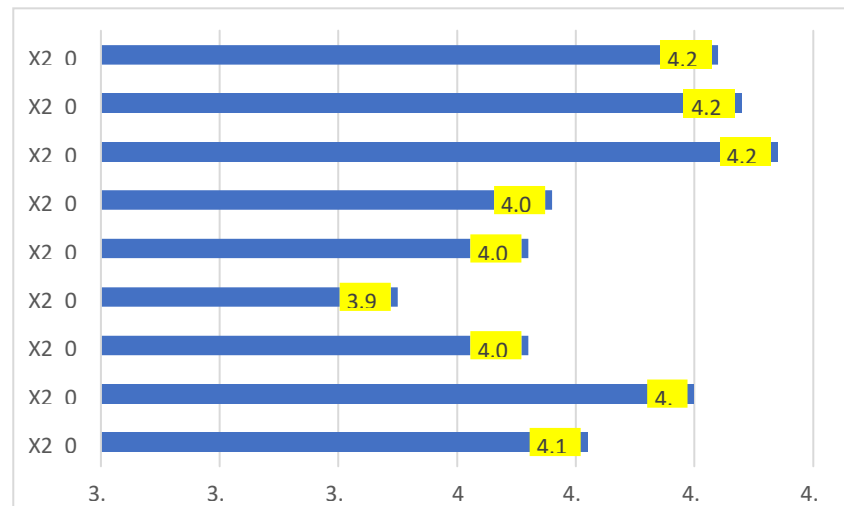


Figure 1. Respondent's Answers to Competency Variables

Figure 1 shows that the highest indicator, X2_07 (discipline), has an average score of 4.27 with the category "very high". Next followed by indicator X2_08 (high work spirit) has an average score of 4.24 with the category "very high". While from the side of the indicator, X2_09 (honesty) has an average score of 4.22 with the category "very high". Then indicator X2_02 (problem identification knowledge) has an average score of 4.2 with the category "high". Indicator X2_01 (knowledge in each field) has an average score of 4.11 with the category "high". Then, indicator X2_06 (Ability to choose a more efficient work method) has an average score of 4.08 with the category "high". Furthermore, indicator X2_05 (Ability to select a more effective work method) averages 4.06 with the category "high". Then, the indicator X2_03 (Ability to choose a more effective work method) averages 4.06 with a "high" category. The lowest indicator is X2_04 (ability to communicate well), with an average score of 3.95 with a "high" category.

Internal Communication Variables

Respondents' answers to internal communication variables are given in Table 1.

Table 1. Respondents' Answers to Internal Communication Variables

Indicator	Choice					Average Score	Category
	1	2	3	4	5		
Z2_01	3	6	24	148	74	4.11	High
Z2_02	0	6	35	110	104	4.22	Very high
Z2_03	0	17	15	147	76	4.11	High
Z2_04	0	11	36	131	77	4.07	High

Indicator	Choice					Average Score	Category
	1	2	3	4	5		
Z2_05	3	9	17	164	62	4.07	High
Z2_06	3	9	24	190	29	3.91	High
Z2_07	0	9	29	137	80	4.13	High
Z2_08	0	12	29	128	86	4.13	High
Z2_09	0	12	5	146	92	4.25	Very high

Table 1 shows that the highest indicator, Z2_09 (coordination between lecturers), has an average score of 4.25 with the category "very high". Next followed by indicator Z2_02 (delivery of information about regulations) has an average score of 4.22 with the category "very high". While the side of indicator Z2_07 (sharing information among lecturers) and indicator Z2_08 (efforts to resolve conflicts among lecturers) have the same average score of 4.13 with the category "high". Indicators Z2_04 (delivery of information about work to superiors) and Z2_05, delivery of suggestions for improvement to superiors, have the same average of 4.07 with the category "high". The lowest indicator is in indicator Z2_06 (delivery of work complaints to superiors), with an average score of 3.91 with the category "high".

Job Satisfaction Variables

Respondents' answers to the job satisfaction variable are given in Table 2.

Table 2. Respondents' Answers to Job Satisfaction Variables

Indicator	Choice					Average Score	Category
	1	2	3	4	5		
Z1_01	0	15	14	113	113	4.27	Very high
Z1_02	0	15	23	149	68	4.06	High
Z1_03	0	14	12	155	74	4.13	High
Z1_04	0	17	21	154	63	4.03	High
Z1_05	0	21	23	161	50	3.94	High
Z1_06	0	9	32	162	52	4.01	High
Z1_07	0	6	15	128	106	4.31	Very high
Z1_08	0	14	15	154	72	4.11	High
Z1_09	0	15	6	154	80	4.17	High
Z1_10	6	6	20	135	88	4.15	High
Z1_11	0	5	39	150	61	4.05	High
Z1_12	3	0	15	146	91	4.26	Very high
Z1_13	0	20	33	149	53	3.92	High
Z1_14	3	15	11	121	105	4.22	Very high
Z1_15	0	12	23	164	56	4.04	High

Table 3 shows that the highest indicator, Z1_07 (mutual respect), has an average score of 4.31 with the category "very high". Next followed by indicator Z1_01 (satisfaction in doing work) has an average score of 4.27 with the category "very high". From the side of the indicator, Z1_12 (position allowance) has an average score of 4.26 with the category "very high". Furthermore, indicator Z1_14 (performance allowance) has an average score of 4.22 with the category "very high". Then indicator Z1_09

(responsible coworkers) has an average score of 4.17 with the category "high". Indicator Z1_10 (career ladder) has an average score of 4.15 with the category "high". Furthermore, indicator Z1_03 (pride in work) has an average score of 4.13 with the category "high". Continued with indicator Z1_08 (colleagues who work together) has an average score of 4.11 with the category "high". Then indicator Z1_02 (satisfaction in completing work) averages 4.06 with the category "high". Furthermore, indicator Z1_15 (job security) averages 4.04 with the category "high". Continued with indicator Z1_04 (wise superior) has an average of 4.03 with the category "high". Then indicator Z1_06 (fair superior) averages 4.01 with the category "high". Furthermore, indicator Z1_05 (superiors who appreciate subordinates) averages 3.94 with the category "high". The lowest indicator is indicator Z1_13 (periodic salary increases), which has an average score of 3.92 with the category "high".

Lecturer Performance Variables

Respondents' answers to the lecturer performance variables are given in Table 4.

Table 4. Respondents' Answers to Lecturer Performance Variables

Indicator	Choice					Average Score	Category
	1	2	3	4	5		
Y_01	0	9	35	120	91	4.15	Tall
Y_02	0	6	44	111	94	4.15	Tall
Y_03	0	12	20	113	110	4.26	Very high
Y_04	0	9	36	134	76	4.09	Tall
Y_05	0	9	14	185	47	4.06	Tall
Y_06	0	15	26	134	80	4.09	Tall
Y_07	0	8	12	101	134	4.42	Very high
Y_08	0	3	30	195	27	3.96	Tall
Y_09	0	18	5	165	67	4.1	Tall
Y_10	0	3	14	157	81	4.24	Very high
Y_11	0	6	13	157	79	4.21	Very high
Y_12	0	15	14	114	112	4.27	Very high

Table 4 shows that the highest indicator, Y_07 (carrying out community service), has an average score of 4.42 with a "very high" category. Next, followed by indicator Y_12 (activeness in scientific meetings) has an average score of 4.27 with a "very high" category. At the same time, indicator Y_03 (development of lecture materials) has an average score of 4.26 with a "very high" category. Indicator Y_10 (activeness as a member of the profession) has an average score of 4.24 with a very high category. After that, indicator Y_11 (activeness as a member of the profession) has an average score of 4.21 with a "very high" category.

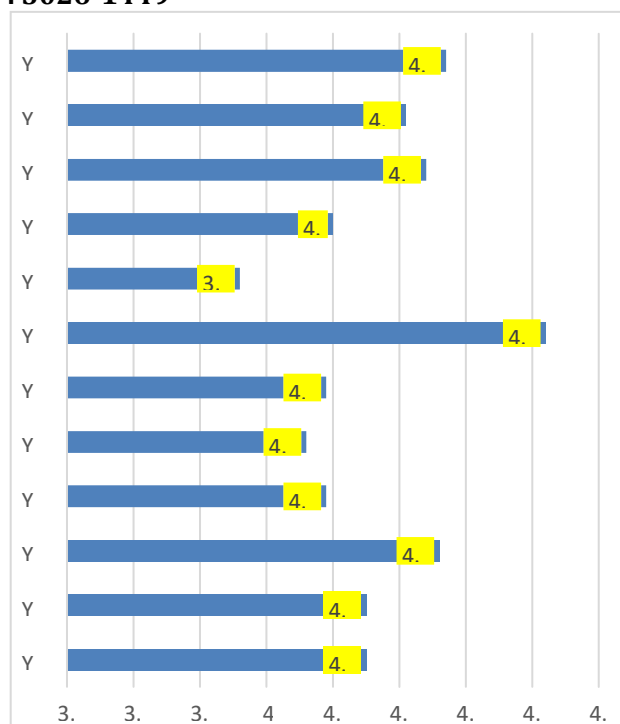


Figure 2. Respondents' Answers to Lecturer Performance Variables

Then followed by indicator Y_01 (implementation of teaching) and indicator Y_02 (implementation of guidance for students) have the same average score of 4.15 with the category "high". In addition, indicator Y_09 (providing services to the community) has an average score of 4.1 with the category "high". However, followed by indicator Y_04 (implementation of research) and indicator Y_06 (producing patents / intellectual property rights) have the same average score of 4.09 with the category "high". Then, the next indicator, followed by Y_05 (publication of scientific papers), has an average score of 4.06 with the category "high". The lowest indicator is in indicator Y_08 (implementation of training/counseling) has an average score of 3.96 with the category "high".

PLS-SEM analysis

The initial model in this study was carried out using all indicators in each construct, as shown in Figure 2.

A. Convergent Validity Test

To determine whether each indicator is by each research variable, SmartPLS data processing produces the value of the shelter factor, as shown in Table 5 and Figure 6, which shows that some indicators do not meet the requirements because their values are less than 0.7. These indicators X2_02, X2_09, Z1_03, Y_10, Y_11, and Y_12 are removed from the model.

Table 5. Convergent Validity

Variables	Indicator	LoadingFactor	Conclusion
Competence	X2_01	0.727	Fulfil
	X2_02	0.687	Not Fulfilled
	X2_03	0.746	Fulfil
	X2_04	0.815	Fulfil
	X2_05	0.783	Fulfil

Variables	Indicator	LoadingFactor	Conclusion
	X2_06	0.724	Fulfil
	X2_07	0.736	Fulfil
	X2_08	0.724	Fulfil
	X2_09	0.694	Not Fulfilled
Job satisfaction	Z1_01	0.788	Fulfil
	Z1_02	0.806	Fulfil
Variables	Indicator	LoadingFactor	Conclusion
	Z1_03	0.691	Not Fulfilled
	Z1_04	0.740	Fulfil
	Z1_05	0.717	Fulfil
	Z1_06	0.706	Fulfil
	Z1_07	0.710	Fulfil
	Z1_08	0.741	Fulfil
	Z1_09	0.741	Fulfil
	Z1_10	0.811	Fulfil
	Z1_11	0.746	Fulfil
	Z1_12	0.742	Fulfil
	Z1_13	0.813	Fulfil
	Z1_14	0.774	Fulfil
	Z1_15	0.790	Fulfil
Internal Communication	Z2_01	0.787	Fulfil
	Z2_02	0.744	Fulfil
	Z2_03	0.811	Fulfil
	Z2_04	0.766	Fulfil
	Z2_05	0.800	Fulfil
	Z2_06	0.795	Fulfil
	Z2_07	0.766	Fulfil
	Z2_08	0.814	Fulfil
	Z2_09	0.771	Fulfil
Lecturer Performance	Y_01	0.748	Fulfil
	Y_02	0.766	Fulfil
	Y_03	0.795	Fulfil
	Y_04	0.718	Fulfil
	Y_05	0.704	Fulfil
	Y_06	0.773	Fulfil
	Y_07	0.752	Fulfil
	Y_08	0.770	Fulfil
	Y_09	0.795	Fulfil
	Y_10	0.415	Not Fulfilled
	Y_11	0.456	Not Fulfilled

Variables	Indicator	LoadingFactor	Conclusion
	Y_12	0.552	Not Fulfilled

The filler factor values of the revised model are presented in table 5, which shows that the indicators for each variable have a filler factor of 0.7 and above. The AVE value for all research variables is more significant than 0.5, indicating that the requirements for the convergence validity test are met.

Table 6. Revised Model Loading Factor Values

Variables	Indicator	Loading Factor	Conclusion
Competence	X2_01	0.731	Fulfil
	X2_03	0.741	Fulfil
	X2_04	0.830	Fulfil
	X2_05	0.802	Fulfil
	X2_06	0.747	Fulfil
	X2_07	0.755	Fulfil
	X2_08	0.719	Fulfil
Job satisfaction	Z1_01	0.793	Fulfil
	Z1_02	0.807	Fulfil
	Z1_04	0.733	Fulfil
	Z1_05	0.709	Fulfil
	Z1_06	0.714	Fulfil
	Z1_07	0.724	Fulfil
	Z1_08	0.740	Fulfil
	Z1_09	0.747	Fulfil
	Z1_10	0.819	Fulfil
	Z1_11	0.739	Fulfil
	Z1_12	0.738	Fulfil
	Z1_13	0.813	Fulfil
	Z1_14	0.778	Fulfil
	Z1_15	0.788	Fulfil
Internal Communication	Z2_01	0.787	Fulfil
	Z2_02	0.744	Fulfil
	Z2_03	0.812	Fulfil
	Z2_04	0.766	Fulfil
	Z2_05	0.800	Fulfil
	Z2_06	0.795	Fulfil
	Z2_07	0.766	Fulfil
	Z2_08	0.813	Fulfil
	Z2_09	0.771	Fulfil
Lecturer Performance	Y_01	0.755	Fulfil
	Y_02	0.774	Fulfil
	Y_03	0.805	Fulfil
	Y_04	0.725	Fulfil

Variables	Indicator	Loading Factor	Conclusion
	Y_05	0.713	Fulfil
	Y_06	0.784	Fulfil
	Y_07	0.756	Fulfil
	Y_08	0.781	Fulfil
	Y_09	0.810	Fulfil

Table 7. Average Variance Extracted (AVE) Value

Variabel	Average Variance Extracted (AVE)
Lecturer Performance	0.589
Competence	0.580
Internal Communication	0.615

B. Discriminant Validity Test

The Fornell Larcker Criterion value is a method that can be used to evaluate the discriminant validity of a particular structural model. The Fornell Larcker value for each research variable is presented in Table 9, and the results show that the AVE root value for each variable is greater than the correlation value between the variable and other variables. Therefore, it can be concluded that the conditions for valid discrimination are met.

Table 8. Fornell-Larcker

Variables	Job satisfaction	Lecturer Performance	Competence	Internal Communication	Work environment
Job satisfaction	0.761				
Lecturer Performance	0.673	0.768			
Competence	0.709	0.721	0.762		
Internal Communication	0.727	0.738	0.714	0.784	

C. Composite Reliability

Reliability testing evaluates the precision, accuracy, and consistency of the instruments used to measure the construct (Ghozali, 2018). Composite Reliability and Cronbach's Alpha, also known as Dillon-Goldstein's Reliability, can be used to measure construct reliability with reflective indicators. Table 9 shows the composite reliability values for each variable.

Table 9. Construct Validity and Reliability Results

Variables	Cronbach's Alpha	rho_A	Composite Reliability
Job Satisfaction	0.944	0.945	0.951
Lecturer Performance	0.913	0.913	0.928
Competence	0.879	0.880	0.906
Internal Communication	0.922	0.923	0.935

Table 9 shows that the Composite Reliability and Cronbach's Alpha values for all

research constructs are > 0.70, thus fulfilling the reliability requirements.

D. Structural Model Evaluation (*Inner Model*)

The results of data processing to see the influence between variables are presented in 10.

Table 10. Direct Influence Between Variables

Influence Between Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Job Satisfaction → Lecturer Performance	0.631	0.614	0.062	10.242	0.000
Competence → Job Satisfaction	0.431	0.432	0.042	10.156	0.000
Competence → Lecturer Performance	0.135	0.146	0.038	3.549	0.000
Internal Comp_Comp → Lecturer Performance	-0.022	-0.017	0.028	0.805	0.421
Internal Communication → Lecturer Performance	0.149	0.136	0.049	3.047	0.002

While the indirect influence between variables is given in Table 11 and the total influence between variables is given in Table 12.

Table 11. Indirect Influence Between Variables

Indirect Influence	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Competence → Job Satisfaction → Lecturer Performance	0.272	0.265	0.035	7.698	0.000

Table 12. Total Influence Between Variables

Total Influence	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Job Satisfaction → Lecturer Performance	0.631	0.614	0.062	10.242	0.000
Competence → Job Satisfaction	0.431	0.432	0.042	10.156	0.000
Competence → Lecturer Performance	0.407	0.411	0.043	9.522	0.000
Internal Comp_Comp → Lecturer Performance	-0.022	-0.017	0.028	0.805	0.421

Komunikasi Internal ? Kinerja Dosen	0.149	0.136	0.049	3.047	0.002
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E. R-Square

The R-Square values for each mediator variable and dependent variable are given in Table 13.

Table 13. R-Square Results

Variable	<i>R Square</i>	<i>R Square Adjusted</i>
Job Satisfaction	0.927	0.927
Lecturer Performance	0.959	0.958

The R Square (R²) value tests the structural model (Inner Model). R-Square can be used to determine whether exogenous latent variables have a substantial influence on endogenous latent variables. 0.75 indicates strength, 0.50 indicates a moderate level, and 0.25 indicates weakness (Hair et al., 2011). Based on Table 13 above, it can be seen that the R Square value explains the variation in the construct (MB) of lecturer performance, which can be explained by the variation in the competency construct of 92.7% and job satisfaction of 95.9%. This shows that the model is said to be strong because the variation in job satisfaction is only explained by the variation in the competency construct of 7.3%.

F. F-Square

The F-square value for each research variable is given in Table 14.

Table 14. F-Square Results

	Job satisfaction	Lecturer Performance
Job Satisfaction		0.665
Lecturer Performance		
Competence	0.779	0.050
Internal Competence		0.008
Internal Communication		0.048

Based on Table 14, it is concluded that :

- Competence towards Job Satisfaction = 0.779 has a solid influence
- Job satisfaction towards Lecturer Performance = 0.665 has a solid influence
- Competence towards Lecturer Performance = 0.050 has a weak influence
- Competence followed by internal communication towards Lecturer Performance = 0.008 has a feeble influence

G. Q² Predictive Relevance

The Q² values for each research variable are given in Table 15.

Table 15. Results Q² Predictive Relevance

	SSO	SSE	Q ² (=1-SSE/SSO)
Job Satisfaction	3570.000	1674.585	0.531
Lecturer Performance	2295.000	1014.176	0.558
Competence	1785.000	1785.000	
Internal Communication	255.000	255.000	

Internal Communication	2295.000	2295.000	
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Table 15 shows that the Q2 value is more than 0, indicating the model has predictive relevance. The Q2 result of job satisfaction is 0.531, more significant than 0.35, and the purchase intention value is 0.558, more critical than 0.35, which shows that the model obtained can predict job satisfaction and performance of lecturers in Masters and Doctoral Programs at Private Universities in Medan City (Ghozali, 2018).

H. Hypothesis Answer

Table 16 shows the results of data processing and analysis that have been done in the previous section. It shows the results of the research hypothesis.

Table 16. Hypothesis Answers

	Hypothesis	Influence Coefficient	p-value	Conclusion
H1	Competence positively and significantly influences the job satisfaction of lecturers in Masters and Doctoral Programs at Private Universities in Medan City.	0.431	0.000	Accepted
H2	Competence positively and significantly influences the performance of lecturers in Masters and Doctoral Programs at Private Universities in Medan City.	0.135	0.000	Accepted
H3	Job satisfaction has a positive and significant effect on the performance of lecturers in Masters and Doctoral Programs at Private Universities in Medan City.	0.631	0.000	Accepted
H4	Competence positively and significantly influences performance through job satisfaction of Masters and Doctoral Program lecturers at Private Universities in Medan City.	0.272	0.000	Accepted
H5	Internal communication significantly moderates the influence of competence on lecturer performance Masters and Doctoral Programs at Private Universities in Medan City	-0.022	0.421	Rejected

DISCUSSION

Competence Has a Positive and Significant Influence on Lecturer Job Satisfaction

Based on the hypothesis test results, it can be accepted that the competency factor positively and significantly impacts the job satisfaction of postgraduate lecturers at private universities in Medan City. Teacher quality affects student satisfaction (Sadewa and Damayanti, 2023). Competence positively and significantly impacts student performance and the learning process (Darwis et al., 2018). Manik and Syafrina (2018) also said the same about competence, with an R square value of 0.541, contributing 54.1% to teacher performance. This shows that competence positively and significantly impacts teacher performance, which is acceptable. Competence also affects job satisfaction (Deswarta, 2017).

Competence Has a Positive and Significant Influence on Lecturer Performance

Based on the hypothesis test results, the competency component positively and

significantly impacts the performance of postgraduate lecturers at private universities in Medan City. Yuliani et al. (2024) found that lecturer competency affects lecturer performance, job satisfaction, and job satisfaction. Josiah and Nuzleha (2021) found that both competencies affect lecturer performance. Lilawati and Mashari (2017) also stated that there is a moderate positive relationship between the variables of lecturer competency, lecturer job satisfaction, and lecturer performance.

Job Satisfaction Has a Positive and Significant Influence on Lecturer Performance

Based on the hypothesis test results, the job satisfaction factor positively and significantly impacts the performance of postgraduate lecturers at private universities in Medan City. Jalaluddin (2021) stated that job satisfaction positively and directly impacts teacher performance. In addition, Arifin's opinion (2018) states that satisfaction has a negative and insignificant effect on the organizational behaviour of lectures, organizational commitment has a positive and significant impact on the organizational behaviour of lectures, professionalism has a positive and significant effect on organizational behaviour of lectures, satisfaction has a negative and insignificant effect on lecture performance, satisfaction has a negative and negligible impact on lecture performance.

Competence Has a Positive and Significant Influence on Performance Through Job Satisfaction

The results of the hypothesis test showed that the competency variable has a positive and significant effect on performance, which means job satisfaction of postgraduate lecturers at private universities in Medan City. Putri et al. (2024) concluded that the work environment and communication significantly and positively affect lecturer performance. Putri (2020) stated that ability also affects lecturer performance. However, the lecturer performance variable is only partially influenced by competence and compensation; the motivation variable is not. Wahyuni (2019) stated that competence affects lecturer performance.

Internal Communication Moderates the Effect of Competence Significantly on Lecturer Performance

Based on the results of the hypothesis test, it can be accepted that the internal communication factor significantly moderates the influence of competence on the performance of postgraduate lecturers at private universities in Medan city. Rahayu (2022) stated that motivation has a positive effect on organizational commitment, motivation has a positive impact on performance, and motivation is proven to moderate the effects of organizational commitment on performance. This means that the performance achieved will be higher with high lecturer motivation, but the performance achieved will be lower with low lecturer motivation. This result can be interpreted that the higher the level of motivation possessed by lecturers, the stronger the level of organizational commitment and the higher the level of lecturer performance, and high motivation strengthens the influence of organizational commitment on performance. Motivation improves teacher performance. Anita and Idaman (2022) stated that the lecturer's ability greatly influences accounting understanding. This supports the hypothesis.

CONCLUSION

Among the research findings, the following conclusions are drawn: 1. Competence positively and significantly impacts the job satisfaction of Masters and Doctoral Program lecturers at Private Universities in Medan City; 2. Competence

positively and significantly impact the performance of Masters and Doctoral Program lecturers; and 3. Job satisfaction has a positive and significant effect on the performance of Masters and Doctoral Program lecturers at Private Universities in Medan City; 4. Competence has a positive and significant impact on performance through job satisfaction of Masters and Doctoral Program lecturers at Private Universities in Medan City; 5. Internal communication does not significantly moderate the influence of competence on the performance of Masters and Doctoral Program lecturers at Private Universities in Medan City. Of all the variables determined, competence and job satisfaction have an influence on lecturer performance, but not internal communication.

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