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The Influence of Competence, Placement and Work Facilities on Lecturer Performance through Motivation at Batang Hari Islamic University

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Abstract: The purpose of this study was to determine the influence of competence, placement and work facilities directly and indirectly simultaneously and partially on the motivation and performance of lecturers; and to analyze the influence of motivation on the performance of UNISBA lecturers. The population and sample in this study were 65 Permanent Lecturers at Batanghari Islamic University. The researcher used a quantitative Descriptive approach, Path Analysis *and* Hypothesis Testing, namely the simultaneous F Test and partial t Test using the assistance of the IBN SPSS Version 25 program. This study concluded that competence, placement, and work facilities simultaneously and partially had a positive and significant effect on motivation with a total direct and indirect effect of 51.79%. However, the influence of competence, placement, and work facilities on lecturer performance had a significant effect simultaneously, but was not significant partially with a total direct and indirect effect of 46.76%. Meanwhile, motivation had a positive and significant effect on lecturer performance at Batang Hari Islamic University with a total direct and indirect effect of 44.62%.

Keywords: Competence, Placement, Work Facilities, Motivation, Lecturer Performance.

INTRODUCTION

In the midst of global competition and rapid technological changes, HR management plays a role as one of the strategic factors in determining the success of an organization. Organizations that have a good HR management system will be better able to survive and thrive in an increasingly competitive market. In addition, the organization will also be easier to adapt to changes and innovations that occur (Rivai and Sagala, 2013).

As an organization, a university is highly dependent on the performance of its human resources (HR), especially lecturers. Lecturers have a strategic role in all academic activities in universities, not only in scientific aspects such as teaching, research, and community service, but also in various other supporting skills (Diktiristek, 2023).

Competence is everything a person has in the form of knowledge, skills and other internal factors of the individual to be able to do a job based on the knowledge and skills they have. The

indicators include: Learning Identification; good learning methods according to existing needs; good understanding of characteristics; effective and efficient working conditions; honesty, openness, democracy; work methods that are considered more effective; efficient; reaction to economic crises; feelings about salary increases; work activities; and work enthusiasm (Busro, 2018).

Job placement is job analysis information used to place employees in jobs that match their skills so that they work effectively. The indicators include: having good knowledge; having high skills; having high work ability; ability to perform technical work; Ability to complete technical work; Capable in a field of work science; and Excellence in a field of science or work (Hartatik, 2014).

Work facilities can be interpreted as everything in physical form that is used, worn, and occupied by employees, which function as the main and auxiliary tools in carrying out work, or function socially for the benefit of employee needs in daily activities. The indicators include: computers and their devices; Scanners; duplicating machines; calculating machines; parking lots; work space; adequate lighting; tables; chairs; cupboards; AC or fans; *mess* ; operational vehicles; places of worship; canteens; and official residences (Moenir, 2014).

Motivation is a condition or energy that drives employees to be able to work in a focused and targeted manner to achieve organizational or company goals. The indicators include: salary; rest time; safety equipment; health insurance; accident insurance; relationships between workers; cooperation between workers; praise from superiors for achievements; awards for achievements; opportunities to convey ideas; and receive training from the company (Mangkunegara, 2017).

Lecturer performance is the ability demonstrated by lecturers in carrying out their duties or work. Performance is said to be good and satisfactory if the results achieved are in accordance with the established standards. The indicators include: lecturer ability in the process of compiling the syllabus; lecturer ability in the process of planning the implementation of learning; able to create a conducive and timely learning atmosphere; utilization of media and learning resources; having the ability to use learning methods based on the material presented; and completion of the learning process; achievement of learning objectives (Rachmawati et al., 2013).

The formulation of the problem in this study is how the direct and indirect influence of competence, placement and work facilities on motivation at the Islamic University of Batang Hari (UNISBA); How the direct and indirect influence of competence, placement and work facilities on lecturer performance at UNISBA; How the influence of motivation on lecturer performance at UNISBA; and How the influence of competence, placement and work facilities on lecturer performance through motivation at UNISBA .

METHODS

This research was conducted at Batang Hari Islamic University with a population of 65 permanent lecturers of UNISBA. The sampling technique used the census method, where all UNISBA lecturers were used as research samples, so the number of samples in this study was 65 people.

The data collection techniques used were library research *and* field research *by* distributing questionnaires containing research questionnaires to 65 UNISBA Permanent Lecturers. This study uses a quantitative descriptive analysis method.

The data analysis method used in this study is path analysis , which is a development technique of multiple linear regression. This technique is used to test the magnitude of the contribution indicated by the path coefficient in each path diagram of the causal relationship between variables X1, X2, and X3 to Y and their impact on Z (Supardi, 2013). Hypothesis testing is carried out using simultaneous F test and partial t test.

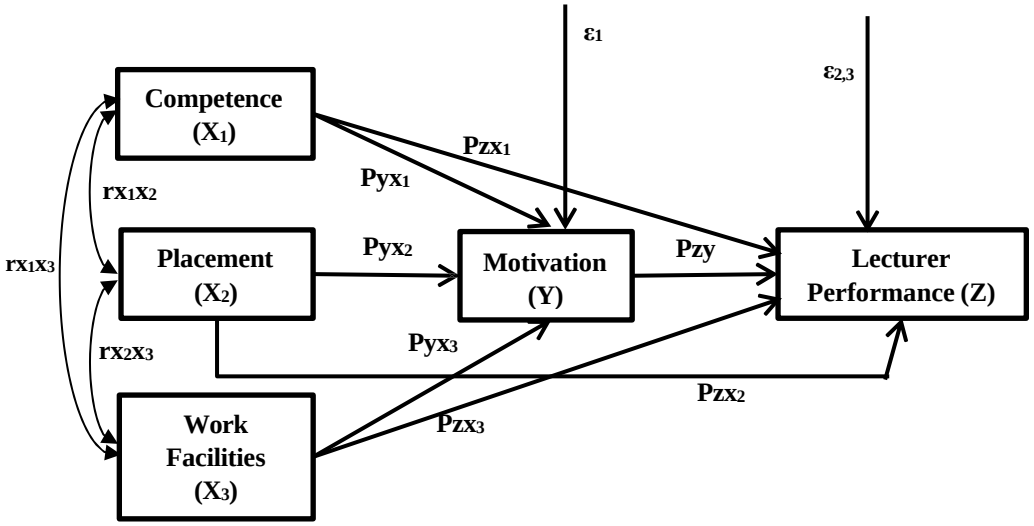


Figure 1. Research Path Analysis Model

The hypothesis in this study is as follows:

H1 : It is suspected that competence is in high condition, placement is in appropriate condition, work facilities are in good condition, motivation and performance of lecturers are in high condition at UNISBA.

H2 : It is suspected that competence, placement and work facilities simultaneously have a significant influence on motivation at UNISBA.

H3 : It is suspected that competence, placement and work facilities partially have a significant influence on motivation at UNISBA.

H4 : It is suspected that competence, placement and work facilities simultaneously have a significant effect on lecturer performance at UNISBA.

H5 : It is suspected that competence, placement and work facilities partially have a significant influence on the performance of lecturers at UNISBA.

H6 : It is suspected that motivation has a significant influence on lecturer performance at UNISBA.

RESULTS AND DISCUSSION

Research Result

The characteristics of the research respondents based on gender are 55.4% Male and 44.6% Female. The majority of respondents are aged 36-45 years (49.23%), with a Masters education of 76.9% and a Doctoral education of 23.1%, with the majority of academic positions as Lecturers (58.5%), and the majority of work periods for 7-10 years (36.9%). This proves that the majority of respondents are permanent lecturers who have worked for quite a long time at the Islamic University of Batang Hari.

Based on the results of the instrument test, there was 1 invalid questionnaire statement item for each variable of competence, placement, motivation and lecturer performance. So this item was not included in the study. Meanwhile, from the reliability test, the *cronbach alpha value* of all variables was greater than 0.60, so it can be concluded that the instrument used in this study is reliable.

Table 1. Reliability Test Results

Variables	*Cronbach's alpha value*	Measurement Limits	N of Items	Information

Competence (X1)	0.891	0.60	12	*Reliable*
Placement (X2)	0.898	0.60	7	*Reliable*
Work Facilities (X3)	0.936	0.60	15	*Reliable*
Motivation (Y)	0.923	0.60	10	*Reliable*
Lecturer Performance (Z)	0.829	0.60	6	*Reliable*

Based on the results of the respondent analysis regarding competence, an average score of 271.6 and a total score of 3,259 were obtained, which illustrates that the competence of UNISBA lecturers is in the high category. The placement variable has an average score of 261.7 and a total score of 1,832, which illustrates that the placement of UNISBA lecturers is in the appropriate category. The work facilities variable has an average score of 228.1 and a total score of 3,422, illustrating that the work facilities at UNISBA are in the good category. The motivation variable has an average score of 245.9 and a total score of 2,459, illustrating that the motivation of UNISBA lecturers is in the high category. The lecturer performance variable has an average score of 268 and a total score of 1,608, illustrating that the performance of UNISBA lecturers is in the high category.

According to the correlation analysis, the correlation value between the competency variable (X1) and placement (X2) which is then referred to as the rx_1x_2 value is 0.575, the correlation between the placement variable (X2) and work facilities (X3) which is then referred to as the rx_2x_3 value is 0.673, and the correlation between the competency variable (X1) and work facilities (X3) which is then referred to as the rx_1x_3 value is 0.551.

Table 2. Correlation *Matrix* Between Variables

Correlations

		Competence	Placement	Work Facilities
Competence	Pearson Correlation	1	.575**	.551**
	Sig. (2-tailed)		.000	.000
	N	65	65	65
Penempatan	Pearson Correlation	.575**	1	.673**
	Sig. (2-tailed)	.000		.000
	N	65	65	65
Fasilitas Kerja	Pearson Correlation	.551**	.673**	1
	Sig. (2-tailed)	.000	.000	
	N	65	65	65

**. Correlation is significant at the 0.01 level (2-tailed).

Structural Path Analysis 1

Used to answer research objective 2, namely to determine and analyze the direct and indirect influence of the Competence variables (X1), Placement (X2), and Work Facilities on the Motivation variable (Y). Based on the path coefficient analysis, the path coefficient value of the competency variable is -0.241, the placement variable is 0.266, and the work facilities variable is 0.634. The path coefficient value of work facilities is greater than the competency and placement variables, this means that work facilities have a significant effect on motivation.

The coefficient values above will be entered into the following structural equation image 1:

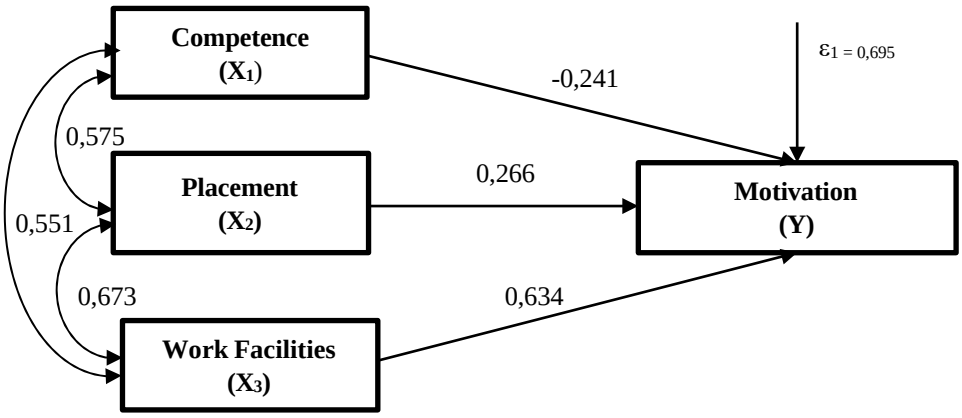


Figure 2. Results of Structural Path Analysis 1

Based on the picture above, the calculation of the total direct and indirect influence of the variables of competence, placement and work facilities on motivation at UNISBA was carried out. The total direct and indirect influence was obtained as much as 51.57%. This figure explains that directly competence, placement and work facilities contribute to motivation by 0.5157 or 51.57%.

Table 3. Recapitulation of Direct and Indirect Influence of Competence, Placement and Work Facilities on Motivation

Variables	Direct	Indirect			Sub-Total	Total
		X 1	X 2	X 3		
Competence (X 1)	5.81%		-3.69%	-8.42%	-12.11%	-6.30%
Placement (X 2)	7.10%	-3.69%		11.35%	7.66%	14.74%
Work Facilities (X 3)	40.20%	-8.42%	11.35%		2.93%	43.13%
Influence of X 1 , X 2 , X 3						**51.57%**
Influence of Other Variables						**48.43%**

The total value of the influence of X1, X2 and X3 above explains the value of the determination coefficient R2 as seen in the results of the R2 test in the following table:

Table 4. Coefficient of Determination of Competence, Placement and Work Facilities on Motivation
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 [a]	.516	.493	.435242

a. Predictors: (Constant), Work Facilities, Competence, Placement

Structural Path Analysis 2

Used to answer research objective 3, namely to determine and analyze the direct and indirect influence of the Competence variables (X1), Placement (X2), and Work Facilities on the Lecturer Performance variable (Z). Based on the path coefficient analysis, the path coefficient value of the competency variable is 0.038, the placement variable is 0.199, and the work facilities variable is 0.510. The path coefficient value of work facilities is greater than the competency and placement variables, this means that work facilities greatly influence lecturer performance.

The coefficient values above will be entered into the following structural equation image 2:

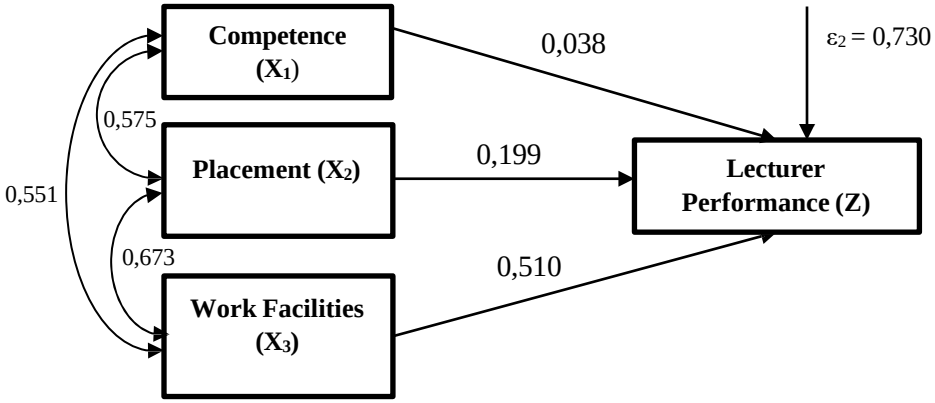


Figure 3. Results of Structural Path Analysis II

Based on the picture above, the calculation of the total direct and indirect influence of the variables of competence, placement and work facilities on the performance of lecturers at UNISBA was carried out. The total direct and indirect influence was obtained as much as 46.78%. This figure explains that directly competence, placement and work facilities contribute to the performance of lecturers by 0.4678 or 46.78%.

Table 5. Recapitulation of Direct and Indirect Influence of Competence, Placement and Work Facilities On Lecturer Performance

Variables	Direct	Indirect			Sub-Total	Total
		X 1	X 2	X 3		
Competence (X 1)	0.14%		0.43%	1.07%	1.5%	1.65%
Placement (X 2)	3.96%	0.43%		6.83%	7.26%	11.22%
Work Facilities (X 3)	26.01%	1.07%	6.83%		7.9%	33.91%
Influence of X 1 , X 2 , X 3						**46.78%**
Influence of Other Variables						**53.22%**

The total value of the influence of X1, X2 and X3 above explains the value of the determination coefficient R^2 as seen in the results of the R^2 test in the following table:

Table 6. Coefficient of Determination of Competence, Placement and Work Facilities on Lecturer Performance
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684 [a]	.467	.441	.430360

a. Predictors: (Constant), Work Facilities, Competence, Placement

Structural Path Analysis 3

Used to answer research objective 4, namely to determine and analyze the direct and indirect influence of the Motivation variable (Y) on Lecturer Performance (Z). Based on the path coefficient analysis, it is known that the path coefficient value of the motivation variable on performance is 0.667. The coefficient value above is entered into the following structural equation image 3:

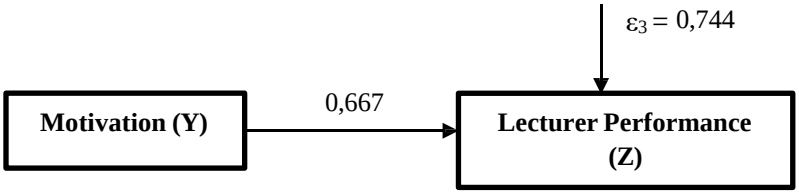


Figure 4. Results of Structural Path Analysis III

Based on the image above, the calculation of the total direct influence of motivation variables on lecturer performance at UNISBA was carried out. The value obtained was 0.4448 or 44.49%. This figure explains that directly competence, placement and work facilities contribute to lecturer performance by 44.49%.

To see how much the motivation variable is able to contribute to lecturer performance, it can be seen from the following determination coefficient value (R^2):

Table 7. Coefficient of Determination of Motivation on Lecturer Performance
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667 [a]	.445	.436	.432262

a. Predictors: (Constant), Motivation

Structural Path Analysis 4

Based on the results of the value obtained in each substructure of the path coefficient that has been explained, both directly and indirectly, as well as the total influence between the independent variables: competence (X1), placement (X2), and work facilities (X3) through the intervening variable motivation (Y) on the dependent variable of lecturer performance (Z), the two structures are combined into one whole unit in the path coefficient analysis used in this study. As can be seen in the following figure:

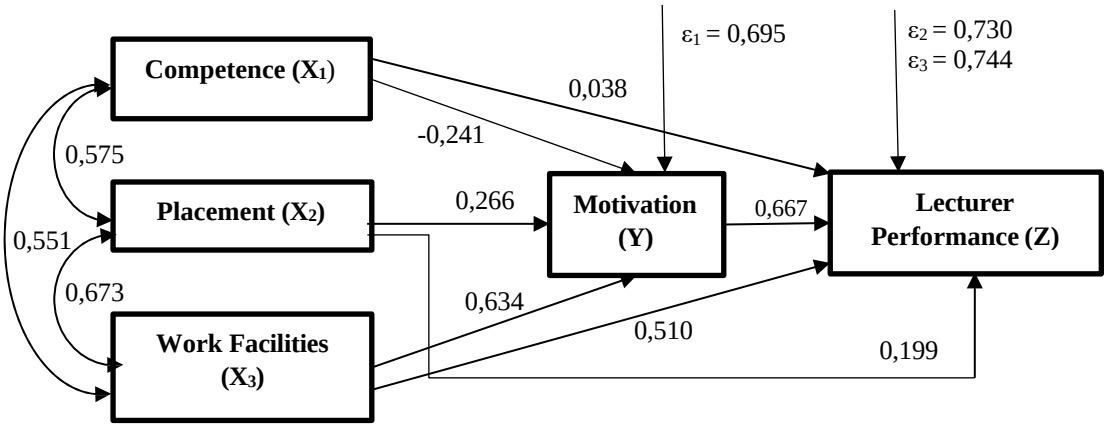


Figure 5. Path Analysis Model Results

Based on the picture above, the calculation of the direct and indirect influence of competence, placement and work facilities on lecturer performance through motivation is. The value obtained is 30.16%. This explains that the variables of competence, placement and work facilities through motivation contribute to the performance of lecturers at Batang Hari Islamic University by 30.16%.

Hypothesis Testing

This first hypothesis testing is conducted based on the results of descriptive analysis. The test results are shown in the following table:

Table. 8. First Hypothesis Testing Results

No.	Variables	Results	Scale Range	Criteria	Hypothesis
1	Competence	3.259	2,652 – 3,275	Tall	Accepted
2	Placement	1,832	1,547 – 1,910	In accordance	Accepted
3	Work Facilities	3.422	3.135 – 4.094	Good	Accepted
4	Motivation	2.459	2,210 – 2,729	Tall	Accepted
5	Lecturer Performance	1,608	1.326 – 1.637	Tall	Accepted

Based on the table data above, it can be seen that the first hypothesis is accepted that competence is in high condition, placement is in appropriate condition, work facilities are in good condition, motivation and performance of lecturers are in high condition at UNISBA. So it can be concluded that H_0 is rejected and H_1 is accepted.

The second hypothesis test was carried out using a simultaneous test (F test), the results can be seen in the following ANOVA table:

Table 9. Results of the F Test of Competence, Placement and Work Facilities on Motivation

ANOVA [a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12,338	3	4.113	21,710	.000 [b]
Residual	11,556	61	.189		
Total	23,894	64			

a. Dependent Variable: Motivation

b. Predictors: (*Constant*), Work Facilities, Competence, Placement

From the table above, the calculated F_{count} is 21.710 with a probability level of p-value of 0.000. Furthermore, the calculated F_{count} is compared with the F_{table} value of 2.76. The results show that the calculated $F_{count} > F_{table}$ where 21.710> 2.76. In addition, based on the significance test, it can be seen in the table above that it has a value of 0.000 where < 0.05. So it can be concluded that H_0 is rejected and H_2 is accepted.

The third hypothesis test was carried out using a partial test (t-test), the results can be seen in the following table:

Table 10. Results of the t-test of Competence, Placement and Work Facilities on Motivation

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,598	.387		4.130	.000
	Competence	-.340	.159	-.241	-2.132	.037
	Placement	.258	.123	.266	2,089	.041
	Work Facilities	.592	.117	.634	5.075	.000

a. Dependent Variable: Motivation

From the table above, the t_{count} of the competency variable is obtained at -2.132, because the $t_{count} > t_{table}$ (2.135 > 1.67022), then partially competency has an influence on motivation. In addition, based on the significance test, it can be seen from the significance output of 0.037. The significance level value is obtained more <0.05 (0.037 <0.05), so H_0 is rejected and H_3 is accepted. Then, the t_{count} of the placement variable is obtained at 2.089, because the $t_{count} > t_{table}$ (2.089 > 1.67022), then partially placement has an influence on motivation. In addition, based on the significance test, it can be seen from the significance output of 0.041. The significance

level value is obtained more <0.05, namely (0.041 <0.05), so H_0 is rejected and H_3 is accepted. And the work facility variable obtained a t_{count} of 5.075, because the $t_{count} > t_{table}$ (5.075> 1.67022), then partially the work facility has an influence on motivation. In addition, based on the significance test, it can be seen from the output significance of 0.000. The significance level value is more <0.05 (0.000 <0.05), then H_0 is rejected and H_3 is accepted.

The fourth hypothesis test was carried out using a simultaneous test (f test), where the results obtained were as follows:

Table 11. Results of the F Test of Competence, Placement and Work Facilities on Lecturer Performance

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.915	3	3.305	17,845	.000 [b]
	Residual	11,298	61	.185		
	Total	21,213	64			

a. Dependent Variable: Lecturer Performance

b. Predictors: (Constant), Work Facilities, Co npetence, Placemen t

From the table above, the calculated F_{count} value is 17.845 with a probability level of p-value of 0.000. Furthermore, the calculated F_{count} value is compared with the F_{table} value of 2.76. The results show that the calculated $F_{count} > F_{table}$ where 17.845> 2.76. So it can be concluded that the null hypothesis H_0 is rejected and the alternative hypothesis H_4 is accepted.

The fifth hypothesis test was carried out using a partial test (t-test), the results can be seen in the following table:

Table 12. Results of the t-test of Competence, Placement and Work Facilities on Lecturer Performance

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.563	.383		1,472	.146
	Competence	.050	.158	.038	.319	.751
	Placement	.182	.122	.199	1,490	.141
	Work Facilities	.448	.115	.510	3.885	.000

a. Dependent Variabl : Lecturer Performance

Based on the table above, the t_{count} value of the competency variable is 0.319, because the $t_{count} < t_{table}$ (0.319 < 1.67022), then partially competency has no significant effect on lecturer performance. In addition, based on the significance test, it can be seen from the significance output of 0.751. The significance level value is more than 0.05 (0.751> 0.05), then H_0 is accepted and H_5 is rejected. While the t_{count} of the placement variable is 1.490, because the $t_{count} < t_{table}$ (1.490 <1.67022), then partially placement has no significant effect on lecturer performance. In addition, based on the significance test, it can be seen from the significance output of 0.141. The significance level value is more than 0.05 (0.141> 0.05), then H_0 is accepted and H_5 is rejected. Then for the work facility variable, the t_{count} value is obtained at 3.885, because the $t_{count} > t_{table}$ (3.885> 1.67022), then partially the work facility has an influence on lecturer performance. In addition, based on the significance test, it can be seen from the significance output of 0.000. The significance level value is obtained more <0.05 (0.000 <0.05), then H_0 is rejected and H_5 is accepted.

The sixth hypothesis test uses a partial test (t-test), the results are shown in the following table:

Table 13. Results of Motivation Equation on Lecturer Performance

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.616	.256		2.412	.019
	Motivation	.629	.088	.667	7.108	.000

a. Dependent Variable: Lecturer Performance

From the table above, the t_{count} value of the motivation variable is 7.108, because the t_{count} > t_{table} (7.108> 1.666), then partially motivation has an influence on lecturer performance. In addition, a significance test was also carried out, it can be seen from the significance output of 0.000, because the significance level number is more <0.05 (0.000 <0.05) then it can be concluded that H_0 is rejected and H_6 is accepted, this explains that motivation has a significant effect on lecturer performance.

Discussion

Direct and Indirect Influence of Competence, Placement and Work Facilities Variables on Motivation at UNISBA

Based on the calculation, the total direct and indirect influence of competence, placement, and work facilities on motivation is 51.57%. This figure shows that directly and indirectly, the three variables contribute 51.57% to motivation. The total influence value of the competence variables (X1), placement (X2), and work facilities (X3) is reflected in the determination coefficient R^2 of 0.516, which indicates a multiple correlation between the three variables on motivation. Thus, the variation of R^2 of 51.6% illustrates the contribution of the competence variables, placement, and work facilities in explaining motivation, while the remaining 48.4% is influenced by other factors not included in this model.

Based on the results of the F-test, it was found that competence, placement, and work facilities simultaneously have a significant effect on lecturer motivation at the Batang Hari Islamic University (UNISBA). This indicates that the three variables have an important role in increasing lecturer motivation in carrying out academic tasks. Then based on the results of the t-test, it was found that partially there is a significant effect between competence, placement and work facilities on motivation.

The results of this study are in line with Maslow's theory of needs, namely the need for appreciation and self-actualization is at the top. Competence plays a role in meeting these needs, where individuals who feel competent will be encouraged to reach their full potential and feel more motivated. Several studies that support the results of this study are studies by Heriswanto (2018) which show that teacher competence has a positive and significant effect on teacher work motivation and performance. Furthermore, teacher work motivation has a positive and significant effect on teacher performance.

Research conducted by Gunadi, et al. (2020) also showed results that there is a direct influence of competence and placement on motivation. The results of other studies conducted by Meidita (2019) showed that competence has a significant effect on work motivation. by Nawawi, et al. (2021) showed that work facilities significantly affect the work motivation of Tanjung Rejo Village employees.

Direct and Indirect Influence of Competence, Placement and Work Facilities on Lecturer Performance at UNISBA

Based on the calculation of the total direct and indirect influence of competence, placement, and work facilities on performance is 46.78%. This figure shows that directly and indirectly, the three variables contribute 46.78% to lecturer performance. The total value of the influence of variables X1 (competence), X2 (placement), and X3 (work facilities) is reflected

in the determination coefficient R^2 of 0.467, which indicates a multiple correlation between the three variables on lecturer performance. Thus, the variation of R^2 of 46.78% illustrates the contribution of the variables competence, placement, and work facilities in explaining lecturer performance, while the remaining 53.22% is influenced by other factors not included in this model.

Based on the results of the F Test, it was obtained that competence, placement, and work facilities simultaneously have a significant effect on the performance of lecturers at the Batang Hari Islamic University (UNISBA). This indicates that the three variables have an important role in improving the performance of lecturers in carrying out academic tasks.

Based on the results of the t-test, it was found that there was no significant effect between competence and lecturer performance. Overall, although competence is an important aspect in lecturer performance, the results of this test indicate that competence alone is not enough to improve lecturer performance at UNISBA, and other factors need to be considered in efforts to improve lecturer performance. Several other studies that have the same research results include: research by Nurlindah and Rahim (2018) showed that competence had no significant effect on employee performance. Another study by Asih (2020) showed that competence did not have a significant effect on lecturer performance.

The results of the t-test of the placement variable on lecturer performance showed that there was no significant effect, this means that it is not enough to have the right placement to support lecturer performance, other factors such as motivation are needed to have an impact on lecturer performance. Several other studies that have the same research results include: research by Sumiyati and Siregar (2021) showed the same research results where job placement had no direct and insignificant effect on performance. Another study by Ratnasari and Septiani (2020) also showed that placement had no significant effect on employee performance, but together personality, work orientation and placement had a significant effect on employee performance.

The results of the t-test of the work facility variable on lecturer performance show that there is a significant influence. These results also show that work facilities are an important factor that influences lecturer performance at Batang Hari Islamic University. Good and adequate work facilities will increase high motivation. The results of this study are supported by research conducted by Yulia (2018) which shows that there is a significant influence of work facilities on lecturer performance. Research by Iryanto, et al. (2019), also shows that there is a significant influence of work facilities on lecturer performance.

Good work facilities also contribute to the mental well-being of lecturers. A comfortable workspace and supportive environment can create a positive atmosphere, which in turn increases job satisfaction and reduces stress. When lecturers feel comfortable and appreciated in the workplace, their motivation to work harder and achieve academic goals will increase.

The Influence of Motivation on Lecturer Performance at UNISBA

The magnitude of the direct influence of motivation (Y) on performance (Z) is 44.49%. This shows that motivation has a direct impact on lecturer performance. This means that if lecturers have high motivation in carrying out their duties and responsibilities, then they tend to provide better contributions in supporting the achievement of the organization's vision and mission. This positive work contribution will contribute to improving lecturer performance.

Based on the results of partial testing (t-test), it was found that motivation has a significant effect simultaneously on lecturer performance, as evidenced by the calculated $t_{count} > t_{table}$ (7.108> 1.666), and a significance level of 0.000 which is less than 0.05. The results of this study are reinforced by previous research conducted by Kurniawan, et al. (2024) which showed that motivation has a positive and significant effect on lecturer performance. Kariyamin, et al. (2023) showed that motivation, competence, and work environment simultaneously affect employee performance and partially the dominant effect on employee performance is motivation. Another study conducted by Heriswanto (2018) where motivation is the intervening

variable, also showed that motivation has a positive and significant effect on teacher performance. This means that the higher the teacher's motivation, the better their performance. And there is a strong relationship between motivation and teacher performance.

Overall, motivation is the main key to achieving optimal lecturer performance, both in teaching, research, and community service, which ultimately creates a more positive and productive academic atmosphere.

The Influence of Competence, Placement and Work Facilities on Lecturer Performance through Motivation at UNISBA

The direct and indirect influence of competence, placement and work facilities on lecturer performance through motivation is 30.16%. This explains that the variables of competence, placement and work facilities through motivation contribute to lecturer performance at Batang Hari Islamic University by 30.16%, the rest is given by other influences that are not studied.

Competence, placement, and work facilities affect lecturer performance at UNISBA through motivation. Motivation acts as a mediating variable that connects the direct influence of competence, placement, and work facilities on lecturer performance. In this case, increasing competence, appropriate placement, and adequate work facilities can increase motivation, which in turn contributes to improving lecturer performance.

CONCLUSION

The conclusion of this study is that: Competence, placement, and work facilities simultaneously and partially have a positive and significant effect on motivation at the Islamic University of Batang Hari, with a total direct and indirect effect of 51.57%; Competence, placement and work facilities simultaneously have a positive and significant effect on lecturer performance, but partially have no significant effect on lecturer performance at the Islamic University of Batang Hari. The total direct and indirect effect is 46.78%; Motivation partially has a positive and significant effect on lecturer performance at the Islamic University of Batang Hari. where the direct effect of motivation on performance is positive at 44.49%; and Competence, placement, and work facilities affect lecturer performance at the Islamic University of Batang Hari both directly and indirectly through motivation. The effect of competence on lecturer performance through motivation is 0.67%, the effect of placement is 7.35%, and the effect of work facilities is 22.14%. Overall, the total effect given is 30.16%.

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