

Research Article**RELIGIOSITY MODERATING THE INFLUENCE OF COMPETENCY AND JOB SATISFACTION ON THE PERFORMANCE OF THE LECTURES OF COLLEGE OF ISLAMIC RELIGIOUS SCIENCE (STAI) IN RIAU****Yulisma Yanti, Budiyanto and *Agustedi**

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Abstract

This research involves goal setting theory as a theoretical perspective to empirically investigate the role of religiosity as a moderator in affecting the competence and job satisfaction on the performance of lecturers at the College of Islamic Religious Sciences. In this case, 142 lecturers of the College of Islamic Religious Science in Riau were involved as the research respondents. The data obtained were further processed using PLS structural equation modeling (SEM). This study further proposed religiosity as a strategy to improve lecturers' performance. Furthermore, the results showed that lecturers' competence and job satisfaction affect their performance, in which religiosity acts as a moderator in affecting the competence and job satisfaction to improve the lecturers' performance. These results then strengthen the goal setting theory related to the determination of lecturers' work plans and performance achievement with suitable competencies so that lecturers' job satisfaction increases.

Keywords: Goal setting theory, Lecturers' performance, Competence, Lecturers' Performance, Religiosity.

INTRODUCTION

Law Number 14 of 2005 states 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. Furthermore, Decree of the Director General of Higher Education Number 12/E/KPT/2021 states that the lecturer's workload shall be at least equivalent to 12 (twelve) semester credits which include planning, implementing, and controlling the learning process, implementing the evaluation of learning outcomes, advising and training, as well as carrying out research and community service. The achievement of such performance will further improve the existing main performance indicators of higher education institutions. In 2022, among 12 STAs (College of Islamic Religious Science) in Riau in terms of governance indicators, none of them have A & B or Excellent & Good higher education accreditation and among the 41 study programs, none of them have A or Excellent accreditation. In this case, 16 study programs are accredited B or Good, while 17 study programs are not accredited. In addition, among 330 lecturers, there are 2 lecturers with bachelor's degrees and among 132 lecturers who wrote textbooks, only 4 of them won grants from the Ministry of Education and Culture. Furthermore, in terms of research perspective, not all of the lecturers have published articles in accredited national journals. The description above further indicates that the performance of STAI lecturers in Riau is still not optimal. Such phenomenon might also be felt by other universities other than STAI in Riau. However, the subjects of the current research were limited to STAI in Riau since this research aims to more focus on looking at higher education with similar operational, academic, and management profiles. Based on the preliminary search on several previous theories and research projects as well as phenomena in the field concerning lecturer performance, current research decided to solve the problem of lecturer performance through goal setting theory (Locke 1968).

Related to this, Locke stated that two cognitions, namely values and intentions, significantly determine a person's behavior. Based on this theory, an individual determines the goals for his behavior in the future and these goals will further affect that person's behavior. The next step taken was to select the causal variables that caused the performance of STAI lecturers in Riau to be low, namely competence and job satisfaction. Several previous studies found that competence affects the lecturers' performance (Fitrio *et al.*, 2023; Byun *et al.*, 2017; Garaika, 2020; Iskanto, 2022; Dewi and Fitrio, 2022; Kartini *et al.*, 2020; Malau *et al.*, 2019; Sisuyuk, 2018; Yusnita *et al.*, 2018). However, there are also several other studies which discovered that competency does not affect the lecturers' performance (Adam and Kamase, 2019; Indradewa and Randi, 2021; Noel *et al.*, 2017; Kusnilawati and Santoso, 2022). Furthermore, several studies stated that job satisfaction affects lecturers' performance (Cerci and Dumludag, 2019; Hassan *et al.*, 2020; Yarı, 2021; Muslichah, 2021; Mehmeti, 2020), while other several studies stated otherwise (Bagis *et al.*, 2021; Budiningsih *et al.*, 2021; Hastuti *et al.*, 2022; Irawan *et al.*, 2020; Romadhani *et al.*, 2022). Based on the findings of those research projects, the researcher found inconsistencies in the research findings on the effect of competence and job satisfaction on lecturers' performance. Therefore, in order to solve such inconsistencies in the research results, the researcher proposed a moderation concept using the religiosity variable. In this case, when competence and job satisfaction are strengthened by high Islamic religiosity, they will have the potential to improve the lecturers' performance. Furthermore, this research is expected to strengthen the goal setting theory related to the variables of lecturer performance, competence, job satisfaction, and religiosity.

LITERATURE REVIEW**Effects of Competences on the Performance of STAI Lecturers in Riau**

Asmarani *et al.*, (2022) in their research claimed competence as one of the factors that affects performance. Competency is

defined as the level of skills, knowledge, and behavior of an individual in carrying out the tasks assigned to them by the organization. A lecturer who have good skills and science knowledge as the basis of the lecturer's academics, and is supported by behavior that supports their work, such as searching for information, updating knowledge according to the current developments, will logically be able to improve their performance. Several previous research results found that competence affects performance (Byun *et al.*, 2017; Garaika, 2020; Iskamto, 2022; Kartini *et al.*, 2020; Malau *et al.*, 2019; Sisyuk, 2018; Yusnita *et al.*, 2018). However, other research also found that competence does not have any effect on performance (Adam and Kamase, 2019; Indradewa and Randi, 2021; Noel *et al.*, 2017). Hence, this gap research further build the first hypotheses that is tested in this research, that is:

H1: Competency has a significant effect on the performance of STAI lecturers in Riau.

The Effect of Job Satisfaction on the Performance of STAI Lecturers in Riau

Discussion of job satisfaction involves the efforts carried out to increase the organizational effectiveness by making employee behavior effective at work. Employee behavior that supports the achievement of organizational goals is another aspect that must be considered, in addition to the use of modern machines as a result of advances in technology. Lecturers' dissatisfaction at work will lead to an unpleasant situation both organizationally and individually. Dissatisfaction at work can lead to aggressive behavior of the lecturers, or conversely, they will withdraw themselves from the contact with the academic community, for example, by rarely attending meetings, skipping classes, and other behavior that tends to avoid university activities. The other forms of aggressive behavior also include committing sabotage, deliberately making mistakes at work, opposing the elements of leadership, or even protesting or demonstrating. These behaviors will logically reduce the performance of lecturers and further also the performance of universities. In this case, previous research results found that job satisfaction affects performance (Cerci and Dumludag, 2019; Hassan *et al.*, 2020; Yarem, 2021; Muslichah, 2021; Mehmeti, 2020). However, there are also other research projects that found job satisfaction has no effect on performance (bagis *et al.*, 2021; Irawan *et al.*, 2020; Ramadhani and Heliyani, 2022). Based on this empirical study, the second hypotheses that are further tested in this research are:

H2: Job satisfaction has a significant effect on the performance of STAI lecturers in Riau.

Religiosity Moderating the Effect of Competency on the Performance of STAI Lecturers in Riau

In the aspects of life and work, religion or religiosity has several functions. Related to this matter, Ancok (2000) stated that these functions include: 1) Religion as a source of knowledge and a source of ethical knowledge as stated in the holy book (Al-Qur'an); and 2) Religion as a means of justification and hypothesis. In this case, in addition to being a source of knowledge, religion turns out to be used in solving a problem and as a hypothesis tool in order to prove the truth. Furthermore, the other function is that 3) Religion becomes a motivator that encourages its adherents to think, reflect, and

study what is on earth, between the earth and the sky, and within humans themselves. Meanwhile, the last function is that 4) religion carries out the function of social supervision (moral guardian) with the hope that each individual will be more responsible in carrying out activities. Another argument states that religiosity can be described as a form of consistency between belief in religion as a cognitive element, religious feelings as an affective element and religious behavior as a psychomotor element (Rahmat, 2021). Therefore, religiosity is a complex integration of religious knowledge, feelings, and behavior within a person in all aspects of life. Furthermore, Abdullah (2020) stated that religiosity can be defined as an action that expresses religious teachings through the ritual behavior of *ghairu maghdah* worship, namely social behavior. In this case, the forms of social life can be carried out in the cultural, political, legal and economic sectors. Previous research found that religiosity affects performance (Ariani, 2021; Johnson and Reynolds, 2018; Kumarasamy, 2021; Li and Murphy, 2018; Mathew *et al.*, 2019; Shaban and Mebariz, 2022; Warinangin and Nevi, 2019; Novitasari *et al.*, 2020; Iacobucci, 2018; Raksayudha and Suhartanto, 2019; Rosliza *et al.*, 2017; Widiyono, 2021). However, there are also other research projects that found religiosity has no effect on performance (Brien *et al.*, 2021; Osman-Gani *et al.*, (2012): Jannah, 2022). Based on this gap research, the hypotheses that is further tested in this research is:

H3: Religiosity moderates the effect of competence on the performance of STAI lecturers in Riau.

Religiosity Moderates the Effect of Job Satisfaction on the Performance of STAI Lecturers in Riau

Ancok (2000) stated that these functions include: 1) Religion as a source of knowledge and a source of ethical knowledge as stated in the holy book (Al-Qur'an); and 2) Religion as a means of justification and hypothesis. In this case, in addition to being a source of knowledge, religion turns out to be used in solving a problem and as a hypothesis tool in order to prove the truth. Furthermore, the other function is that 3) Religion becomes a motivator that encourages its adherents to think, reflect, and study what is on earth, between the earth and the sky, and within humans themselves. Meanwhile, the last function is that 4) religion carries out the function of social supervision (moral guardian) with the hope that each individual will be more responsible in carrying out activities. Another opinion states that religiosity can be described as a form of consistency between belief in religion as a cognitive element, religious feelings as an affective element and religious behavior as a psychomotor element (Rahmat, 2021). Religiosity is a complex integration of religious knowledge, feelings and religious actions within a person in all aspects of life. According to Abdullah, (2020), religiosity can be defined as an action that expresses religious teachings through the ritual behavior of *maghdah* worship and *ghiru mahdah* worship, namely social behavior. Forms of social life can be lived in the cultural, political, legal and economic sectors. Previous research found that religiosity affects performance (Ariani, 2021; Johnson and Reynolds, 2018; Kumarasamy, 2021; Li and Murphy, 2018; Mathew *et al.*, 2019; Shaban and Mebariz, 2022; Warinangin and Nevi, 2019; Novitasari *et al.*, 2020; Iacobucci, 2018; Raksayudha and Suhartanto, 2019; Rosliza *et al.*, 2017; Widiyono, 2021). However, there are also other research projects that found religiosity has no effect on performance (Brien *et al.*, 2021; Osman-Gani *et al.*, (2012): Jannah, 2022).

Based on this gap research, the hypotheses that is further tested in this research is:

H4: Religiosity moderates the effect of job satisfaction on the performance of STAI lecturers in Riau. The following figure further depicts the conceptual framework presented for this research

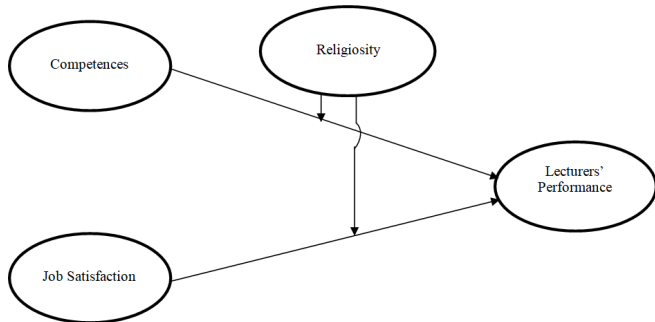


Figure 1. Conceptual Framework

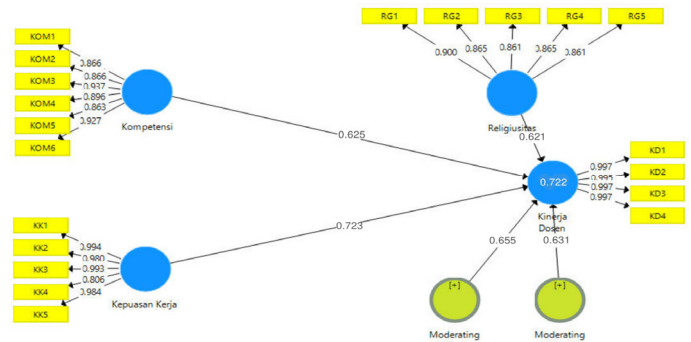
METHODS

In order to test the model, researchers involved lecturers from the College of Islamic Religious Science of Riau, Indonesia as the research samples. In this case, our study recognized the role of religiosity in improving lecturers' performance. The reason researchers tested this model on lecturers at College of Islamic Religious Science is because the lecturers were required to make lecturer workload reports and lecturer performance reports every semester. Furthermore, the population of lecturers at College of Islamic Religious Science in Riau is 142 lecturers. In this case, data collection was carried out through a questionnaire, which the researchers were further analyzed using structural equation modeling (SEM) through SMARTPLS 3.0 to test the proposed hypothesis. Furthermore, this research measures the lecturers' performance whose indicators used were taken from the decree of the Directorate General of the Ministry of Education and Culture Number 12/E/KPT/2021 which consists of 4 indicators, namely carrying out education/teaching, carrying out research, carrying out community service, and carrying out supporting *Tridharma*. Meanwhile, according to Spencer and Spencer (2008), the competency indicators include achievement orientation, information seeking, interpersonal understanding, organizational awareness, teamwork, and conceptual thinking. Furthermore, Gibson *et al.*, (2017) claimed that the indicators of job satisfaction are work, wages, promotions, supervisors, and coworkers. On the other hand, the religiosity was developed from the indicators as stated by Glock and Stark (1966), those are religious belief, practice, appreciation, knowledge, and experience.

RESULTS AND DISCUSSION

The respondents involved in this research were 142 STAI lecturers in Riau with a Master's degree educational background. In this case, the majority them (91.50%) have been working for 5-10 years and aged within 40-50 years old. Respondents' responses to the lecturer performance variable are in the high category, where the highest indicator is carrying out research, while the lowest indicator is carrying out support. Furthermore, the respondents' responses to the competency variable are in the high category, where the highest indicator is

information search, while the lowest indicator is organizational awareness. In addition, the respondents' responses to the job satisfaction variable were also in the high category, where the highest indicator is the colleagues, while the lowest indicator is work. Respondents' responses to the religiosity variable are in the very high category, where the highest indicator is belief, while the lowest indicator is the religious knowledge. The following figure further shows the research path model:



Source: SmartPLS 3.0

Figure 2. Path of Research Model

Measurement Model Analysis (Outer Model)

Convergent Validity Test

The results of convergent validity test of the data of this research is presented in the following Table 1:

Table 1. Loading Factor

Variable	Indicator	Factor Loading
Lecturers' Performance (KD)	KD1- Implementing Teaching Education	0.997
	KD2- Implementing Research	0.995
	KD3- Implementing Community Service	0.997
	KD4- Implementing Supports	0.997
Competences (Kom)	KOM1- Achievement Orientation	0.866
	KOM2- Information Search	0.866
	KOM3- Interpersonal Understanding	0.937
	KOM4- Organizational Awareness	0.896
	KOM5- Teamwork	0.863
	KOM6- Conceptual Thinking	0.927
Job Satisfaction (KK)	KK1- Work	0.994
	KK2- Wage	0.980
	KK3- Promotion	0.993
	KK4- Superior	0.806
	KK5- Work Colleague	0.984
Religiosity (RG)	RG1- Religious Belief	0.900
	RG2- Religious Practice	0.865
	RG3- ReligiousAppreciation	0.861
	RG4- Religious Knowledge	0.865
	RG5- Religious Experience	0.861

Source: Smartpls 3.0

Based on the results of the convergent validity test in Table 1, if the factor loading value is less than 0.5, then it must be removed from the model and re-estimated. By removing several factor loadings that are less than 0.5, all indicators were used to continue the analysis to the next stage. It is further considered to meet the convergent validity if all factor loadings are above 0.5. Furthermore, since all factor loadings in this study are above 0.5, so all indicators are valid to form variable constructs.

Discriminant Validity Test: Results of discriminant validity test of the research data can be seen in the following Table 2:

Table 2. Cross Loading Value

Indicator	KK	KD	KOM	MD1	MD2	RG
KD1- Implementing Teaching Education	0.144	0.997	0.457	0.022	0.053	0.058
KD2- Implementing Research	0.145	0.995	0.447	0.038	0.072	0.089
KD3- Implementing Community Service	0.151	0.997	0.464	0.027	0.073	0.061
KD4- Implementing Supports	0.143	0.997	0.466	0.008	0.065	0.045
KK1- Work	0.994	0.152	0.086	0.102	0.068	0.589
KK2- Wage	0.980	0.136	0.114	0.107	0.057	0.577
KK3- Promotion	0.993	0.145	0.101	0.105	0.063	0.586
KK4- Superior	0.806	0.097	0.046	0.026	0.162	0.629
KK5- Work Colleague	0.984	0.157	0.071	0.098	0.072	0.585
KOM1- Achievement Orientation	0.144	0.467	0.866	0.105	0.055	0.028
KOM2- Information Search	0.044	0.361	0.866	0.016	0.040	0.044
KOM3- Interpersonal Understanding	0.065	0.423	0.937	0.092	0.089	0.045
KOM4- Organizational Awareness	0.096	0.380	0.896	0.045	0.124	0.026
KOM5- Teamwork	0.045	0.368	0.863	0.018	0.037	0.043
KOM6- Conceptual Thinking	0.068	0.446	0.927	0.100	0.081	0.042
Job Satisfaction*Religiosity	0.082	0.066	0.080	0.108	1.000	0.011
Competency*Religiosity	0.095	0.024	0.074	1.000	0.108	0.144
RG1- Religious Belief	0.544	0.087	0.027	0.154	0.057	0.900
RG2- Religious Practice	0.536	0.025	0.092	0.098	0.039	0.865
RG3- ReligiousAppreciation	0.534	0.018	0.077	0.101	0.044	0.861
RG4- Religious Knowledge	0.547	0.021	0.096	0.090	0.047	0.865
RG5- Religious Experience	0.545	0.013	0.081	0.093	0.052	0.861

Source: SmartPLS 3.0

Based on Table 2 above, the model has good discriminant validity if each indicator loading value of a latent variable is greater than other correlated variables. The cross loading value in this study for each indicator is greater than for other latent variables. This shows each variable has good discriminant validity.

Construct Reliability Test: Average Variance Extracted (AVE) has score above 0.5 and Composite Reliability (CR) has score above 0.7 indicating that the construct built is good or reliable (Hair *et al.*, 2019). The following table shows the Construct Reliability:

Table 3. Construct Reliability

Variable	Cronbach's Alpha	Composite Reliability
Job Satisfaction	0.974	0.981
Lecturers' Performance	0.997	0.998
Competency	0.949	0.959
Moderating Effect 1	0.975	0.975
Moderating Effect 2	0.978	0.978
Religiosity	0.957	0.940

Source: SmartPLS 3.0

Structural Model Analysis (Inner Model)

Coefficient of Determination (R2)

The following table shows the R-Square value in this research:

Table 4. R-Square

Variable	R Square
Competency	-
Job Satisfaction	-
Lecturers' Performance	0.722
Religiosity	-

Source: SmartPLS 3.0

R2 value obtained is 0.67; 0.33; and 0.19, indicating that the model is “good”, “moderate”, and “weak” (Hair *et al.*, 2019). Based on Table 4, the R-Square value for cooperative performance variable is 0.722 indicating that the percentages of the effect of competence, job satisfaction and religiosity variables are 72.20%, thus the model is categorized as good.

Predictive Relevance (Q2)

The Q² value has the same meaning as the coefficient of determination (R-Square). A Q Square (Q²) value of 0 indicates the model has Predictive relevance; conversely, if the Q² value is less than 0, it indicates that the model has less predictive relevance; or in other words, where all Q2 values are higher, the model can be considered to fit the data better (Hair *et al.*, 2019). The Q2 value in this research can be seen in the following formula:

$$Q^2 = 1 - (1 - R1^2)(1 - R2^2) \dots (1 - Rn^2)$$

$$Q^2 = 1 - (1 - 0.722)$$

$$Q^2 = 1 - 0.278$$

$$Q^2 = 0.722$$

The calculation results obtained Q² value of 0.722, indicating that the variable studied can be explained by this mode, while the remaining 0.278 is affected by other variables that are not studied.

Hypothesis Analytics

The following table 5 shows the hypothesis test results:

Hypothesis 1

The magnitude of the effect of the competency variable on the performance of STAI lecturers in Riau is 0.625 with a P-Value of 0.000. Therefore, it can be concluded that the competency variable has a positive and significant effect on the performance variable of STAI lecturers in Riau. Hence, the hypothesis that states competency affects performance is accepted (H1 is accepted). The results of this research are in line with the previous research carried out by Byun *et al.*, 2017; Garaika, 2020; Iskanto, 2022; Kartini *et al.*, 2020; Malau *et al.*, 2019; Sisyuk, 2018; Yunitsa *et al.*, 2018 who stated that competence affects the lecturers' performance.

Hypothesis 2

The magnitude of the effect of the job satisfaction variable on the performance variable of STAI Lecturers in Riau is 0.723 with a P-Value of 0.000.

Table 5. Result of Hypothesis Test

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Description
Competency ->Lecturers' Performance	0.625	40.025	0.000	Accepted
Job Satisfaction ->Lecturers' Performance	0.723	41.236	0.000	Accepted
Moderating Effect 1 ->Lecturers' Performance	0.655	40.721	0.000	Accepted
Moderating Effect 2 ->Lecturers' Performance	0.621	39.361	0.000	Accepted

Source: SmartPLS 3.0

Therefore, it can be concluded that the job satisfaction variable has a positive and significant effect on the performance variable of STAI Lecturers in Riau. Hence, the hypothesis that states that job satisfaction affects the lecturers' performance is accepted (H2 is accepted). The results of this research are in line with the previous research conducted by Cerci dan Dumludag, 2019; Hassan *et al.*, 2020; Yarim, 2021; Muslichah, 2021; Mehmeti, 2020 who stated that job satisfaction affects the lecturers' performance.

Hypothesis 3

The magnitude of the effect of interaction between competence and religiosity (KOM*RG) on the performance of STAI lecturers in Riau is 0.655 with a P-Value < 0.05. Therefore, it can be concluded that the hypothesis which states that religiosity plays a moderating role that strengthens the relationship between competence and the performance of STAI lecturers in Riau is accepted (H3 is accepted).

Hypothesis 4

The magnitude of the effect of interaction between job satisfaction and religiosity (KK*RG) on the performance of STAI lecturers in Riau is 0.621 with a P-Value < 0.05. Therefore, it can be concluded that the hypothesis which states that religiosity plays a moderating role that strengthens the relationship between job satisfaction and the performance of STAI lecturers in Riau is accepted (H4 is accepted).

Conclusion

The purpose of this research is to develop goal setting theory through a conceptual model of lecturer performance, competence, job satisfaction, and religiosity variables. The research results show that all of the four proposed hypotheses are accepted, where the most effective path in improving lecturer performance is the path of the effect of job satisfaction on lecturer performance since it gives the highest total effect compared to other relationship paths in the research. Therefore, it can be concluded that this model can strengthen the goal setting theory. Managerially, one of the strategies to improve the lecturers' performance is to strengthen the religiosity of STAI lecturers in Riau.

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