

Determining lecturer performance: Analysis of competence, motivation, and self-efficacy through remuneration

I Dewa Ketut Kerta Widana¹, Primadi Candra Susanto², Theresia Oktavia Sadipung³, Herni Pujiati⁴

Air Marshal Suryadarma University, Jakarta, Indonesia^{1,3,4}

Trisakti Institute of Transportation and Logistics, Jakarta, Indonesia²

dkwidana@unsurya.ac.id¹, primstrisakti@gmail.com², theresia@unsurya.ac.id³,

hernipujiati@unsurya.ac.id⁴



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Abstract

Purpose: This study aims to develop hypotheses for future research by reviewing the relationships between competence, motivation, self-efficacy, remuneration, and lecturer performance.

Research Methodology: A descriptive qualitative approach was employed through a literature review. Secondary data were collected from academic databases including Scopus, Web of Science, Taylor & Francis, Springer, Elsevier, SINTA, DOAJ, and Google Scholar. One empirical study was selected for each variable category to support the review. Empirical findings from the literature were analyzed and synthesized to identify patterns and construct theoretical relationships.

Results: The study reveals ten significant relationships: (1) Competence, motivation, and self-efficacy each positively influence remuneration; (2) All three variables also directly affect lecturer performance; (3) Remuneration has a positive effect on lecturer performance; and (4) Remuneration mediates the effects of competence, motivation, and self-efficacy on lecturer performance. Statistical results from reviewed studies show that competence ($\beta = 0.58$), motivation ($\beta = 0.49$), and self-efficacy ($\beta = 0.45$) have strong direct effects on lecturer performance, with remuneration acting as a significant mediator ($p < 0.05$).

Conclusions: Competence, motivation, and self-efficacy are critical factors influencing both remuneration and lecturer performance. Remuneration plays a mediating role, amplifying these effects. The findings provide a theoretical basis for future empirical testing.

Limitations: This review focuses exclusively on individual-level variables, excluding organizational and policy-level influences. The generalization of the findings may be limited by the selection of reviewed studies.

Contribution: The study contributes to the development of a conceptual framework on lecturer performance and highlights remuneration as a key mediating variable. It offers new insights into performance-related factors in the Indonesian higher education context.

Keywords: Competence, Lecturer Performance, Mediation, Motivation, Remuneration, Self-Efficacy

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1. Introduction

Education is the cornerstone of national development. In an increasingly competitive global context, the education sector is expected to produce excellent, adaptable, and highly competitive human resources. Lecturers are one of the important pillars of the higher education system as agents of intellectual and academic change. The performance of lecturers greatly affects the quality of the implementation of the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education), which includes teaching, research, and community service.

The performance of lecturers in Indonesia is key to achieving high-quality and globally competitive higher education. However, structural and systemic challenges have prevented lecturers at many public (PTN) and private (PTS) universities from performing at their best level. According to data from the Ministry of Education, Culture, Research, and Technology, only 18% of the 308.757 lecturers in Indonesia meet the ideal productivity standard of four scientific publications per year. Meanwhile, 65% of private universities struggle to improve faculty performance because of limited resources (BPS, 2022). In addition to performance-related challenges, lecturer turnover has emerged as a serious issue in higher-education institutions. According to the JobStreet Employment Outlook 2023 report, the overall employee turnover rate in Indonesia reached 18.3%, with the education sector showing one of the highest turnover rates among professional occupations. This highlights a broader concern regarding the sustainability of lecturer retention and performance.

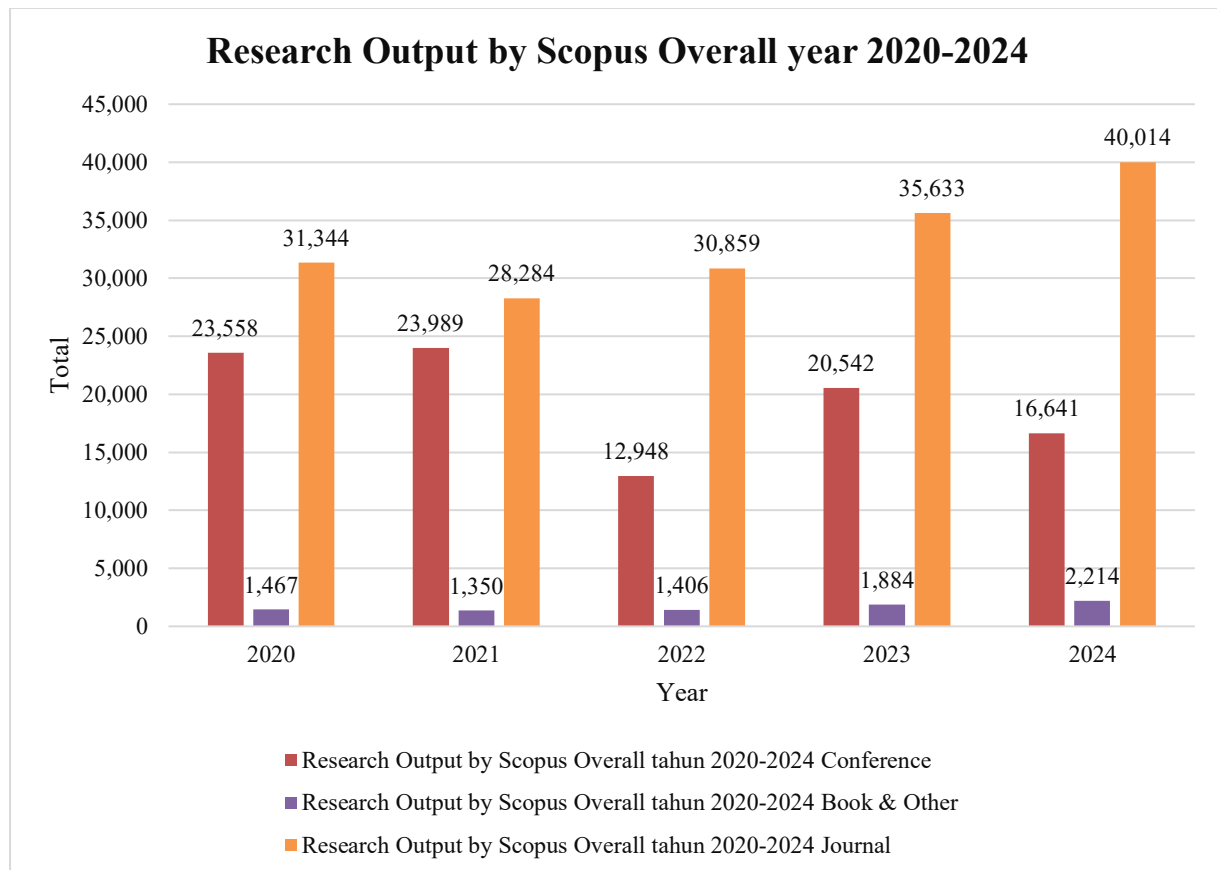


Figure 1. Research Output by Scopus Overall year 2020-2024

Source: sinta.kemdikbud.go.id

The figure above shows a graph of the research output from the Scopus Overall database from 2020 to 2024. The output is categorized into three types of publications: Conference (orange), Book & Other (yellow), and Journal (green). The graph illustrates the evolution of academic publication productivity, reflecting the performance of lecturers and researchers over the past five years. In general, journal publications dominate the research output each year and show a significant upward trend. In 2020, the number of Scopus-indexed journal articles was 31,344, which then dropped to 28,284 in 2021. However,

this figure increased again in subsequent years: 30,859 in 2022, 35,633 in 2023, and a peak of 40,014 in 2024. This increase demonstrates that journal publications remain a top priority for achieving research performance in higher education in Indonesia.

Meanwhile, conference output showed a fluctuating and declining trend during this period. In 2020, the conference output was 23,558; however, it only increased slightly to 23,989 in 2021. There was a sharp decline in 2022 to 12,948, likely due to the restrictions imposed by the pandemic, which disrupted both in-person and virtual conferences and meetings. Although there was an increase in 2023 to 20,542 publications, the number decreased again in 2024 to 16,641. These fluctuations indicate instability in conference forum participation and publication, highlighting the need to strengthen strategies that support and facilitate faculty participation in international academic events. The Book & Other category consistently showed a slight increase, although it had the smallest contribution each year. After dropping from 1,467 publications in 2020 to 1,350 in 2021, it began to rise slowly, reaching 2,214 by 2024. Thus, while journal publications have grown significantly, contributions from conferences have declined significantly, necessitating special attention from higher education institutions and the government to ensure the sustainability of productivity across all types of internationally recognized scientific publications in the future.

1.1. Formulation of the Problem

Based on the background of the problem above, this study seeks to answer the following research questions:

1. Does competence affect remuneration
2. Does motivation affect remuneration
3. Does self-efficacy affect remuneration (salary)?
4. Does competence affect lecturer's performance?
5. Does motivation influence lecturer performance?
6. Does self-efficacy influence lecturer performance?
7. Does remuneration influence lecturer performance?
8. Does competence influence lecturer performance through remuneration?
9. Does motivation influence lecturer performance through remuneration or not?
10. Does self-efficacy influence lecturer performance through remuneration effects?

2. Literature review

2.1. Lecturer Performance

Lecture performance is the outcome demonstrated by faculty members in fulfilling their duties under the three pillars of higher education: education, research, and community services. Performance is measured by quality, quantity, timeliness, and accountability in academic environments ([Atikah & Qomariah, 2020](#)). Indicators or dimensions of lecturer performance include: 1) Teaching: The quality and effectiveness of lecturers in designing and delivering material and evaluating student learning outcomes; 2) Research: The activities of lecturers in conducting scientific research that results in publications, journals, or innovations; 3) Community service: The active participation of lecturers in contributing their knowledge and expertise to the community; 4) Academic Support Activities: Involvement in activities such as seminars, workshops, campus committees, and student mentoring ([Hartini, Sapinah, Wardhana, & Rahmawati, 2023](#)). Lecturer performance variables have been studied and are relevant to the research conducted by ([Nurtjahjani, Ahamed, Puspita, Batubulan, & Novitasari, 2025](#); [Sutoro, 2021](#); [Wahyudi, 2022](#); [Wibowo et al., 2020](#)).

2.2. Remuneration

Remuneration is a reward or compensation given to employees or lecturers for their contributions and performance. This may be in the form of a basic salary, allowances, or other incentives. The purpose of this is to improve welfare and work motivation ([Salehi, Ajel, & Zimon, 2023](#)). Remuneration is another factor that determines lecturer performance. Fair and transparent compensation systems are positively correlated with employee work engagement and retention. Remuneration mediates the relationship between motivation and job performance of lecturers in private Indonesian universities.

The indicators or dimensions included in remuneration include: 1) Basic Salary: The main compensation received by lecturers based on their position, rank, or length of service; 2) Functional and structural allowances: Additional income based on the academic or administrative position held; 3) Performance incentives: Bonuses or additional income based on specific achievements or workload; and 4) Welfare allowances: Supporting facilities such as health, transportation, housing, or retirement benefits ([Putra & Gupron, 2020](#)). Remuneration variables have been studied and are relevant to the research conducted by ([Kibambila and Ismail \(2021\)](#), [Paulus \(2023\)](#), [Werdati et al. \(2020\)](#), and [Widiastutik et al. \(2022\)](#)).

2.3. Competence

Competence is a set of knowledge, skills, attitudes, and behaviors that enable a person to perform their duties effectively and professionally. For a lecturer, this includes pedagogical, personal, social, and professional abilities ([Susanto, Simarmata, Febrian, Wahdiniawati, & Suryawan, 2024](#)). Pedagogical and professional competence significantly predicted the academic performance of higher education instructors in Indonesia. The indicators or dimensions contained in the competencies include: 1) Pedagogical Competence: The ability of lecturers to manage learning, understand student characteristics, and design teaching strategies; 2) Professional competence: Mastery of scientific material and the ability to develop oneself in accordance with one's field of expertise; 3) Social competence: The ability to communicate and interact effectively with students, colleagues, and the community; 4) Personality Competence: Moral integrity, ethics, emotional stability, and exemplary behavior in academic life. Competency variables have been studied and are relevant to the research conducted by ([Hasan et al. \(2023\)](#), [Pakpahan and Aulia \(2022\)](#), and [Susanto et al. \(2023\)](#)).

2.4. Motivation

Motivation is an internal or external drive that encourages someone to act or work toward achieving a specific goal. In the context of lecturers, motivation includes the desire to develop, contribute and achieve academic success ([Susanto et al., 2024](#)). Indicators or dimensions of motivation include: 1) intrinsic motivation: internal drives, such as personal satisfaction, interest, and enthusiasm for work; 2) extrinsic motivation: external influences, such as awards, salary, promotion, or recognition; 3) goals and expectations: clarity of direction and targets to be achieved by lecturers in their careers; and 4) commitment and dedication: the level of seriousness and loyalty with which academic duties and responsibilities are carried out ([Widodo, 2021](#)). Motivational variables have been studied and are relevant to the research conducted by ([Ali, Istianingsih, & Farhan, 2022](#); [Maharani & Saputra, 2021](#); [Saputra, 2021](#)).

2.5. Self-Efficacy

Self-efficacy is an individual's belief in their ability to organize and carry out the actions necessary to achieve a specific goal. In the context of lecturers, self-efficacy can influence confidence in teaching, researching, and carrying out other academic responsibilities ([Zeeshan, Ng, Ho, & Jantan, 2021](#)). Indicators or dimensions of self-efficacy include: 1) Confidence in Teaching Ability: The extent to which lecturers believe they can manage classes and deliver material effectively; 2) Ability to Overcome Academic Challenges: The ability to deal with obstacles or barriers in educational and research tasks; 3) confidence in decision-making, the courage of lecturers to act and make appropriate decisions within the scope of their duties; and 4) Independence in Development: The initiative and ability of lecturers to learn independently and continuously improve. The variable of self-efficacy has been studied and is relevant to the research conducted by Demir ([2020](#)) and [Yagil et al. \(2023\)](#).

2.6. Previous Research

Based on the problem statement and literature above, previous studies relevant to this study are as follows.

Table 1. Relevant Previous Research

No	Author (Year)	Research Results	Similarities With This Article	Differences With This Article
1	Bakhmat et al. (2023)	-Digital Environment Variables Affect Remuneration in Higher Education Institutions -Competency Variables Affect Remuneration in Higher Education Institutions	This article has similarities in examining the variable of Competence in the independent variable and examining the variable of Remuneration in the dependent variable.	The difference lies in the Digital Environment variable as another independent variable.
2	Hamdani and Maulani (2020)	-Motivational variables influence remuneration and performance of university lecturers -Leadership variables influence remuneration and performance of university lecturers	This article has similarities in examining the variable of Motivation as the independent variable and examining the variable of Remuneration as the dependent variable.	The difference lies in the variable of leadership as another independent variable.
3	Abror, Patrisia, Syahrizal, Sarianti, and Dastgir (2020)	-Self-efficacy variables influence remuneration in higher education -Employee engagement variables influence remuneration in higher education -Employee loyalty variables influence remuneration in higher education	This article has similarities in examining the variable of Self-Efficacy in the independent variable and examining the variable of Remuneration in the dependent variable.	The difference lies in the variables of Employee Involvement and Employee Loyalty as other independent variables.
4	Rahardja, Lutfiani, Rafika, and Harahap (2020)	-Competence variables influence lecturer performance in higher education -Organizational climate variables influence lecturer performance in higher education	This article has similarities in examining the variable of Competence in the independent variable and examining the variable of Lecturer Performance in the dependent variable.	The difference lies in the Organizational Climate variable as another independent variable.
5	Hamdani and Maulani (2020)	-Motivational variables influence remuneration and performance of university lecturers -Leadership variables influence remuneration and performance of university lecturers	This article has similarities in examining the variable of Motivation as the independent variable and examining the variable of Lecturer Performance as the dependent variable.	The difference lies in the variable of leadership as another independent variable.

6.	Andres (2020)	-Active Teaching Variables influence Lecturer Performance -Self-Efficacy Variables influence Lecturer Performance -Learning Behaviors Variables influence Lecturer Performance	This article has similarities in examining the variable of Self-Efficacy in the independent variable and examining the variable of Lecturer Performance in the dependent variable.	Another difference is found in the variables Active Teaching and Learning Behaviors as other independent variables.
7	Abboh, Majid, Fareed, and Abdussalaam (2024)	-The variable of employee involvement affects lecturer performance -The variable of remuneration affects lecturer performance	This article has similarities in examining the variable of remuneration as the independent variable and examining the variable of lecturer performance as the dependent variable.	Another difference is found in the Employee Involvement variable as another independent variable.
8	Asih (2023)	-Competency variables affect lecturer performance through remuneration -Career development variables affect lecturer performance through remuneration -Infrastructure variables affect lecturer performance through remuneration	This article has similarities in examining the variable of Competence in the independent variable and examining the variable of Lecturer Performance in the dependent variable. Then, the variable of Remuneration is used as the intervening/mediating variable.	Another difference is found in the variables of Career Development and Infrastructure as other independent variables.
9	Nurtjahjani, Batilmurik, and Pribadi (2021)	-Motivational variables influence lecturer performance mediated by remuneration -Transformational leadership variables influence lecturer performance mediated by remuneration	This article has similarities in examining the variable of Motivation in the independent variable and examining the variable of Lecturer Performance in the dependent variable and the variable of Remuneration in the intervening/mediating variable.	The difference lies in the other independent variable, namely Transformational Leadership.
10	Cahyani, Sofyani, and Putra (2024)	-Self-efficacy variable affects lecturer performance mediated by remuneration	This article has similarities in examining the variable of Self-Efficacy in the independent variable, examining the variable of	The difference lies in the other independent variables, namely Input and Output Control.

-Input control variable affects lecturer performance mediated by remuneration	Lecturer Performance in the dependent variable, and examining the variable of Remuneration in the
-Output variable affects lecturer performance mediated by remuneration	intervening/mediating variable.

Based on the literature review and previous research findings, the hypotheses proposed in this study are as follows:

Table 2. List of Research Hypotheses

No	Hipotesis
H1	Competence has a positive effect on remuneration.
H2	Motivation has a positive effect on remuneration.
H3	Self-efficacy has a positive effect on remuneration.
H4	Competence has a positive effect on lecturer performance.
H5	Motivation has a positive effect on lecturer performance.
H6	Self-efficacy has a positive effect on lecturer performance.
H7	Remuneration has a positive effect on lecturer performance.
H8	Remuneration mediates the effect of competence on lecturer performance.
H9	Remuneration mediates the effect of motivation on lecturer performance.
H10	Remuneration mediates the effect of self-efficacy on lecturer performance.

3. Methodology

This study adopted a descriptive qualitative approach using a structured literature review. This approach was selected to enable an in-depth understanding of lecturer performance by analyzing the core constructs of competence, motivation, self-efficacy, and remuneration. The literature review technique is particularly suitable for synthesizing conceptual frameworks and identifying patterns across previous empirical studies ([Bans-Akutey, 2025](#)). To ensure analytical rigor, a purposive sampling strategy was employed, with a minimum of one high-quality empirical study selected for each construct selected. The sources were drawn from reputable academic databases such as Scopus, Web of Science, Springer, Taylor & Francis, SINTA, and DOAJ, ensuring their adequate scope and relevance. The selection criteria included theoretical contributions, methodological robustness, and alignment with the research variables.

Construct validity was addressed by referencing established theoretical frameworks to define each construct, such as competence, motivation, and self-efficacy, and matching them with operational indicators in the reviewed literature ([Williams & Rhodes, 2016](#)). This alignment between the theoretical definitions and empirical indicators strengthens the conceptual consistency of this study. Reliability was enhanced through the use of source triangulation. By incorporating multiple peer-reviewed journals and academic platforms (e.g., Thomson Reuters Journal, Emerald, Sage, EBSCO, Publish or Perish, and Google Scholar), this study ensured consistency in the findings and reduced bias. This comprehensive approach supports the credibility and trustworthiness of the data used to explore lecturer performance ([Silitonga et al., 2017](#)).

4. Results and discussion

4.1. The Influence of Competence on Remuneration

Based on a literature review and relevant previous research, it can be stated that competence influences remuneration in public and private universities. To improve remuneration through competence, public and private universities must do the following: 1) Pedagogical competence: The ability of lecturers to

understand student characteristics, design effective learning, and manage classes using appropriate methods and approaches; 2) Professional competence: Mastery of the subject matter being taught in depth, as well as the ability to continuously update knowledge in line with developments; 3) Social competence The ability to establish harmonious communication and interaction with students, colleagues, leaders, and the general public; and 4) Personality competencies: The ability to demonstrate integrity, ethics, responsibility, maturity, and exemplary behavior in carrying out academic duties and daily life

If public/private universities can implement pedagogical, professional, social, and personal competencies, it will have an impact on remuneration, which includes: 1) Basic salary: Salary adjustments based on academic rank or achievements, which are often influenced by improvements in individual competencies; 2) Functional and structural allowances: Additional income for lecturers who hold certain functional positions (such as Lecturer, Senior Lecturer, Professor), or who hold structural positions within the campus; 3) Work incentives: Bonuses or additional income for performance achievements such as scientific publications, research grants, or contributions to institutional activities; 4) Welfare allowances: Additional facilities such as health allowances, transportation, scholarships for further studies, and pension programs that are usually given to lecturers with good contributions and performance. The results of this study are in line with previous research conducted by [Putra and Gupron \(2020\)](#), which states that there is an influence between competence and remuneration.

4.2. The Influence of Motivation on Remuneration

Based on a review of the relevant literature and previous studies, it can be stated that motivation influences remuneration in public and private universities. To improve remuneration through motivation, public and private universities should: 1) Intrinsic motivation: Lecturers with strong intrinsic motivation usually work with dedication without always needing to be directed, and produce long-term impacts for the institution; 2) Extrinsic motivation: Strengthening extrinsic motivation through a reward or incentive system will encourage lecturers to work harder to achieve performance targets; 3) Goals and expectations: When lecturers have clear career goals and realistic expectations of the institution, they will be motivated to achieve, which will have an impact on productivity; 4) Commitment and dedication: Lecturers who are highly committed to their work will show loyalty to the institution and dedication in carrying out their educational, research, and community service duties.

If public/private universities can implement intrinsic and extrinsic motivation, goals and expectations, commitment and dedication, this will have an impact on remuneration, which includes: 1) Basic salary: A fixed salary based on rank and functional position, which can increase with consistent performance and work motivation; 2) Functional and structural allowances: Given to lecturers who actively carry out academic or structural functions, which are usually influenced by enthusiasm and motivation in accepting greater responsibilities; 3) Work incentives: Additional income based on performance achievements, such as journal publications, grant acquisitions, teaching hours, and proactive contributions to institutional activities; and 4) Welfare allowances: Transportation, health, further study scholarships, and other allowances, which are usually given as a form of appreciation to lecturers who demonstrate high performance and work motivation. The results of this study are in line with previous research conducted by [Hamdani and Maulani \(2020\)](#), who stated that there is an influence between motivation and remuneration.

4.3. The Influence of Self-Efficacy on Remuneration

Based on a literature review and relevant previous research, it is stated that self-efficacy influences remuneration in public and private universities. To improve remuneration through self-efficacy, public/private universities should: 1) Belief in teaching ability: Lecturers who are confident in their teaching abilities tend to deliver material well, use innovative teaching methods, and inspire students; 2) Ability to overcome academic challenges: Lecturers who are able to overcome challenges are considered to have high competence, which influences incentives and allowances; 3) Confidence in decision-making: Lecturers who are confident in making academic and managerial decisions demonstrate leadership and independence; 4) Independence in development: Lecturers with high self-

efficacy usually have the drive to continue learning, write scientific publications, participate in training, and expand their academic networks.

If public/private universities can implement confidence in teaching ability, ability to overcome academic challenges, confidence in decision making, and independence in development, it will have an impact on remuneration, which includes: 1) Basic salary: May increase with promotions in functional positions earned through faculty members' confidence and ability to effectively fulfill their academic responsibilities; 2) Functional and structural allowances: Faculty members who are active and demonstrate leadership and responsibility are often trusted to hold structural positions or high-ranking functional roles, which come with larger allowances; 3) Work incentives: Lecturers with high self-efficacy are more productive in this field, so they are entitled to greater incentives; 4) Welfare allowances: Institutions tend to provide additional allowances to lecturers who show initiative and independence in self-development because they are seen as important long-term assets. The results of this study are consistent with those of previous research conducted by [Abror et al. \(2020\)](#), which stated that there is a relationship between self-efficacy and remuneration.

4.4. The Influence of Competence on Lecturer Performance

Based on a literature review and relevant previous studies, it can be stated that competence influences lecturer performance in public and private universities. To improve lecturer performance through competence, public/private universities must do the following: 1) Pedagogical competence: This competence involves an understanding of learning theory, the use of innovative teaching methods, and the ability to utilize learning technology; 2) Professional competence: Professional lecturers are able to produce scientific works, accredited publications, and are active in academic seminars or conferences; 3) Social competence: Lecturers with high social skills will be more capable of carrying out community service collaboratively and with a tangible impact; and 4) Personality competencies: These include moral integrity, professional ethics, discipline, and exemplary behavior that reflect the positive personality of an educator.

If public/private universities can implement pedagogical, professional, social, and personality competencies, it will have an impact on lecturer performance, including: 1) Teaching: Improved effectiveness in delivering material, interesting learning methods, and student learning outcomes; 2) Research: Lecturers become more active in conducting research, producing scientific publications, and obtaining national and international research grants; 3) Community service: Community service activities become more relevant and beneficial to the community because they are supported by the ability to interact and understand social needs; and 4) Academic support activities: Lecturers are able to carry out administrative tasks, guidance, academic committees, and curriculum development with responsibility and expertise. The results of this study are in line with those of previous studies conducted by [Rahardja et al. \(2020\)](#), which stated that there is an influence between competence and lecturer performance.

4.5. The Influence of Motivation on Lecturer Performance

Based on a literature review and previous relevant research, it is stated that motivation influences lecturer performance in public and private universities. To improve lecturer performance through motivation, public/private universities must do the following: 1) intrinsic motivation: This is a drive that comes from within the lecturer, such as satisfaction when teaching, a desire to share knowledge, and inner satisfaction when seeing students succeed; 2) extrinsic motivation: This is related to external factors such as awards, incentives, career paths, and institutional recognition; 3) goals and expectations: Lecturers who have clear professional goals and aspirations for growth will have a strong drive to complete their tasks well; 4) commitment and dedication: Lecturers who have high loyalty and dedication will be actively involved in academic support activities, such as mentoring students, developing curricula, and participating in institutional development.

If public/private universities can apply intrinsic and extrinsic motivation, goals and expectations, commitment and dedication, it will have an impact on lecturer performance, including: 1) Teaching:

Lecturers will be more focused on preparing materials, using interactive methods, and building positive relationships with students; 2) Research: High motivation encourages lecturers to actively conduct research, produce publications, and seek solutions to various academic and social problems; 3) Community service: Lecturers will be more motivated to carry out community service programs that are practical, applicable, and relevant to the needs of the community; and 4) Academic support activities: Motivation also makes lecturers more willing to get involved in campus organizations, committees, student mentoring, and improving the overall quality of the institution. The results of this study are in line with previous research conducted by [Hamdani and Maulani \(2020\)](#), which states that there is an influence between motivation and lecturer performance.

4.6. The Influence of Self-Efficacy on Lecturer Performance

Based on a literature review and relevant previous research, it is stated that self-efficacy influences lecturer performance in public and private universities. To improve lecturer performance through self-efficacy, public/private universities must: 1) confidence in teaching abilities: universities must provide training and workshops that focus on developing teaching skills; 2) ability to overcome academic challenges: universities need to create a supportive environment where lecturers can share experiences and strategies in facing academic challenges; 3) confidence in decision making: lecturers need to be involved in the decision-making process at the faculty or study program level; 4) independence in development: universities must provide space for lecturers to develop themselves independently, whether through research, publications, or curriculum development.

If public/private higher education institutions can implement confidence in teaching ability, ability to overcome academic challenges, confidence in decision making, and independence in development, it will have an impact on lecturer performance, including: 1) Teaching: Lecturers who have high self-efficacy tend to be more confident in teaching, thereby creating a more interactive and interesting learning atmosphere for students; 2) Research: Lecturers who are confident in their ability to conduct research will be more active in producing scientific works, participating in conferences, and obtaining research funding; 3) Community service: Lecturers who are confident in their ability to contribute to society will be more involved in community service activities, which can improve relations between universities and the community and have a positive impact on the community; and 4) Academic support activities: Lecturers who have high self-efficacy will be more active in academic support activities, such as seminars, workshops, and inter-institutional collaborations. The results of this study are in line with previous research conducted by [Andres \(2020\)](#), which states that there is an influence between self-efficacy and lecturer performance.

4.7. The Influence of Remuneration on Lecturer Performance

Based on a review of the relevant literature and previous studies, it can be stated that remuneration influences lecturer performance at public and private universities. To improve lecturer performance through remuneration, public and private universities must do the following: 1) Basic salary: Higher education institutions must set a competitive basic salary in line with industry standards and the level of education and experience of lecturers; 2) Functional and structural allowances: Higher education institutions need to ensure that these allowances are commensurate with the responsibilities and workload of lecturers; 3) Work incentives: Higher education institutions can provide incentives based on lecturers' performance, such as achievements in teaching, research, or community service; 4) Welfare allowances: Welfare allowances include various forms of support, such as health allowances, children's education, and other facilities.

If public/private higher education institutions can implement basic salaries, functional and structural allowances, work incentives, and welfare allowances, this will have an impact on faculty performance, including: 1) Teaching: Faculty members who receive adequate remuneration are more motivated to provide quality teaching. They will be more committed to developing innovative and engaging teaching methods for students; 2) Research: Competitive remuneration can encourage lecturers to be more active in research. Lecturers who feel valued will be more motivated to produce scientific publications and participate in conferences; 3) Community service: Lecturers who receive good financial support will be more able to engage in community service activities; 4) Academic support activities: Good

remuneration can encourage lecturers to participate in academic support activities, such as seminars, workshops, and collaborations with other institutions. The results of this study are in line with previous research conducted by [Abboh et al. \(2024\)](#), which states that remuneration influences lecturer performance.

4.8. The Influence of Competence on Lecturer Performance through Remuneration

Based on a literature review and relevant previous research, it is stated that competence influences lecturer performance through remuneration in public and private universities. To improve lecturer performance through remuneration and competence, public/private universities must do the following: 1) Basic salary: Providing a basic salary commensurate with lecturers' qualifications and experience will increase financial security and commitment to their primary duties of teaching and learning; 2) Functional and structural allowances: Recognition of lecturers' functional positions and structural roles encourages increased responsibility and enthusiasm to continue improving their competencies; 3) Work incentives: Providing performance-based incentives, such as additional allowances for publications or tridharma activities, can increase motivation to be more productive in teaching, research, and community service; 4) Welfare allowances: Allowances such as insurance, scholarships for children, or other facilities contribute to improving the overall welfare of lecturers so that they can focus more on their academic duties; 5) Pedagogical competence: The ability to design, manage, and evaluate the learning process encourages improved teaching performance, both in terms of methodology and student learning outcomes; 6) Professional competence: Mastery of academic material and expertise in a field of study supports improved research quality, with meaningful contributions to scientific development and scientific publications; 7) Social competence: The ability to establish healthy professional relationships with students, colleagues, and the community will strengthen the role of lecturers in community service; and 8) Personality competence: The integrity, ethics, responsibility, and independence of lecturers greatly influence their contribution to academic support activities.

If public/private universities can implement basic salaries, functional and structural allowances, work incentives, welfare allowances, pedagogical competencies, professional competencies, social competencies, and personal competencies, this will have an impact on lecturers' performance, including: 1) Teaching: Improved quality of teaching methods, materials, and student learning outcomes; 2) Research: Increased number and quality of scientific publications and competitive research; 3) Community service: Implementation of programs that are more responsive, applicable, and have a real impact; and 4) Academic support activities: Active involvement in institutional activities, academic organizations, and educational innovation. The results of this study are consistent with previous research conducted by [Asih \(2023\)](#), which states that there is an influence between competence and lecturer performance through R.

4.9. The Influence of Motivation on Lecturer Performance through Remuneration

Based on a literature review and relevant previous research, it is stated that motivation influences lecturer performance through remuneration in public and private universities. To improve lecturer performance through remuneration and motivation, public/private universities must do the following: 1) Basic salary: Providing a decent basic salary in accordance with qualifications and workload is the main foundation for building a sense of security; 2) Functional and structural allowances: Recognition of academic and administrative positions through allowances fosters a sense of pride and strengthens lecturers' loyalty in improving the quality of teaching and academic management; 3) Work incentives: These serve as direct incentives for lecturers to be more productive in research, teaching, and other campus activities; 4) Welfare allowances: Providing welfare facilities can strengthen the work-life balance of lecturers, leading to optimal performance; 5) Intrinsic motivation: Internal motivation can be fostered through a positive work culture and individual empowerment; 6) Extrinsic motivation: Awards, recognition, promotions, and financial compensation strengthen lecturers' external motivation, which can trigger enthusiasm to perform better; 7) Goals and expectations: Setting clear, realistic, and measurable academic targets helps lecturers have a structured work direction and expectations for growth in their academic and professional careers; 8) Commitment and dedication: Lecturers who feel

valued will show higher loyalty and dedication to the institution, which is reflected in their commitment to continuously improve the quality of the three pillars of higher education.

If public/private universities can implement basic salaries, functional and structural allowances, work incentives, welfare allowances, intrinsic and extrinsic motivation, goals and expectations, commitment, and dedication, it will have an impact on lecturers' performance, including: 1) Teaching: Lecturers will be more innovative in developing teaching methods, active in guiding students, and consistent in evaluating learning outcomes; 2) Research: Lecturers will be more enthusiastic in conducting quality research, active in scientific publications, and involved in competitive grants and academic collaborations; 3) Community service: Strong motivation will encourage lecturers to apply their knowledge directly in solving social and economic problems in the community; 4) Academic support activities: Lecturers will be active in activities such as curriculum development, committee work, accreditation, and academic organizations because they feel a moral responsibility for the advancement of the institution. The results of this study are in line with previous research conducted by [Nurtjahjani et al. \(2021\)](#), which states that there is an influence of motivation on lecturer performance through remuneration.

4.10. The Influence of Self-Efficacy on Lecturer Performance through Remuneration

Based on a literature review and relevant previous research, it is stated that self-efficacy influences lecturer performance through remuneration in public and private universities. To improve lecturer performance through remuneration and self-efficacy, public/private universities should: 1) Basic salary: Providing a basic salary that is proportional to the qualifications and responsibilities of lecturers will increase their confidence in carrying out teaching, research, and community service; 2) Functional and structural allowances: Recognition of functional and structural positions provides psychological reinforcement for lecturers to believe in their capacity to lead, manage classes, and carry out academic and administrative functions; 3) Work incentives: Productivity-based incentives motivate lecturers to develop their potential and maintain confidence in overcoming academic challenges; 4) Welfare allowances: Work support improves emotional stability and creates a more conducive environment for lecturers to develop independently and professionally; 5) Confidence in teaching abilities: When lecturers have confidence in delivering material, managing classes, and assessing students, the quality of teaching will improve significantly; 6) Ability to overcome academic challenges: Lecturers who are able to cope with deadline pressure, curriculum changes, or classroom dynamics will be more adaptive and remain productive amid challenges; 7) Confidence in decision-making: Self-efficacy helps lecturers make the right decisions in learning, research, and academic management, without hesitation or excessive dependence on others; and 8) Independence in development: Lecturers with high self-efficacy will actively seek opportunities for self-development such as training, seminars, or research collaboration, without waiting for instructions.

If public/private universities can implement basic salaries, functional and structural allowances, work incentives, welfare allowances, confidence in teaching abilities, ability to overcome academic challenges, confidence in decision-making, and independence in development, it will have an impact on lecturer performance, including: 1) Teaching: Lecturers are more confident and creative in delivering material, adapting methods to student needs, and actively being involved in learning evaluation; 2) Research: Self-efficacy encourages lecturers to continue researching, publishing scientific works, and competing for grants because they feel capable of contributing to their field of study; 3) Community service: Lecturers who are confident in their abilities will be more proactive and actively involved in relevant and impactful community service programs; 4) Academic support activities: Lecturers will show high participation in internal activities such as curriculum development, committee work, quality assurance, and mentoring students and junior lecturers. The results of this study align with those of [Cahyani et al. \(2024\)](#), who stated that there is an influence of self-efficacy on faculty performance through remuneration.

5. Conclusions

5.1. Conclusion

Based on the problem formulation, results, and discussion presented, this study concludes that competence, motivation, and self-efficacy significantly influence remuneration. These three variables also directly affect the lecturer's performance. Moreover, remuneration influences lecturer performance and serves as a mediating variable in the relationship between competence, motivation, self-efficacy, and performance. These findings underscore the roles of individual capabilities and equitable reward systems in supporting sustainable academic performance. To reduce turnover intention among lecturers, institutions can apply these findings by strengthening professional development programs that enhance their competence and self-efficacy. Offering meaningful tasks, recognition, and opportunities for autonomy can foster intrinsic motivation among employees.

Additionally, implementing fair, transparent, and performance-based remuneration systems will not only reward contributions, but also increase institutional commitment. By aligning individual needs with organizational rewards, institutions can reduce dissatisfaction and the desire to leave, thereby improving their long-term retention. However, this study is limited by its reliance on secondary data from literature reviews and does not include direct empirical testing. As a result, it may not capture the contextual variations across different institutional settings. Future research should empirically test this model and examine additional variables, such as organizational support, leadership style, and career advancement opportunities, which may further influence lecturer performance and retention outcomes.

5.2. Suggestions

Based on the results of this study, it is recommended that both public (PTN) and private (PTS) higher education institutions pay greater attention to various factors that significantly influence lecturer performance. These factors include professional competence, which encompasses knowledge, skills, and pedagogical abilities; motivation, both intrinsic and extrinsic, which drives lecturers to achieve academic and institutional goals; self-efficacy, or the belief in one's own ability to carry out teaching and research responsibilities effectively; and remuneration, which reflects fair and transparent compensation for the workload and achievements of lecturers. By addressing these key elements, universities can foster a more productive, motivated, and high-performing academic workforce, ultimately enhancing the quality of education and research output.

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