

## **Interpersonal Communication as A Mediator of The Influence of Competence, Motivation, and Organizational Commitment on The Performance of Private University Lecturers In West Papua Province**

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### **KEYWORDS**

competence,  
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interpersonal  
communication  
and lecturer  
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### **ABSTRACT**

This study aims to analyze interpersonal communication as a mediator of the influence of competence, motivation and organizational commitment on the performance of private university lecturers in West Papua Province. The population of this study amounted to 263 lecturers, spread across 9 private universities. The research data was obtained from filling out questionnaires and analyzed using SEM-AMOS. The results of the study showed that: 1) competence, motivation and organizational commitment had a positive and significant effect on interpersonal communication. 2) Competence, motivation and organizational commitment had a positive and significant effect on lecturer performance, 3) Interpersonal communication had a positive and significant effect on lecturer performance. 4) Competence, motivation and organizational commitment had a significant effect on lecturer performance through interpersonal communication. The implication of the study is that the results of this research can be used as input and decision-making basis for PTS leaders in improving lecturer performance through increasing lecturer competence, organizational motivation and commitment as well as improving interpersonal communication of PTS lecturers in West Papua Province.

## **INTRODUCTION**

Higher education in Indonesia has undergone many changes in recent years. The current era of globalization and revolution 4.0 has also contributed to changes in the system of higher education in Indonesia. This change is a response to the demands for changes from internal and external sides (Tambunan & Anwar, 2019). One important factor to ensure that higher education experiences better quality improvements is seen from the aspect of lecturers. (Ramirez, 2007), in his research, stated that the most critical resource of higher education is the teaching staff (lecturers).

Lecturers as an essential component in a Higher Education system have a very important responsibility and role in realizing national education goals. According to Article 1 paragraph 14 of Law no. 12 of 2012 concerning Higher Education, lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating Science and Technology through Education, Research, and Community Service.

The performance of lecturers in a university is an interesting factor to study for five reasons: First, lecturers are the spearhead for the success of the teaching and learning process. Second, lecturers not only play a role and transfer knowledge to students but also provide examples of attitudes, speech, behavior, personality. Third, the quality of lecturer performance

is not something that is final and cannot be improved because as humans, lecturers always grow and change. Fourth, if the performance of lecturers is not supported by professional competence and work motivation, then the teaching and learning process cannot run smoothly as expected. Therefore, lecturers can improve their performance as expected. Fifth, lecturers must have academic qualifications, competence, teacher certificates, be healthy and spiritual and have the ability to realize national education goals (article 8, UUGD 14/2005).

Several previous studies have identified factors that influence lecturer performance. Such as the competency aspect (Xu & Ye, 2014); (Renyut et al., 2017); (Almusaddar et al., 2018); (Subari & Riady, 2015); (Dewi et al., 2020); (Nguyen et al., 2020); (Martini et al., 2018)); work motivation (Hidayah & Tobing, 2018a); (Al-Jedaia & Mehrez, 2020); (E. Haryono et al., 2020); (N. Niati et al., 2021); (Paaïs & Pattiruhu, 2020); (Elvie., 2019); (Nguyen et al., 2020)organizational commitment ( (Loan, 2020); (Soomro & Shah, 2019); (Sungu et al., 2019); (Kawiana et al., 2018); (Hidayah & Tobing, 2018a); (Martini et al., 2018)and interpersonal communication (Nurhasanah & Rikayana, 2019); (Yusuf & Sulaiman, 2022); (Harjanti & Rachmawati, 2021); (I. Susanti, 2021).

On the other hand, there are different research results that conclude the relationship between these variables, namely that competence does not significantly influence employee performance (Poovathingal & Kumar, 2018), (Kurniasari et al., 2018); (Noel et al., 2017); (Suyanto, 2018). In the motivation aspect, several researchers also prove that motivation does not significantly influence employee/lecturer performance (Almusaddar et al., 2018); (Subari & Riady, 2015); (Suyanto, 2018). Organizational commitment does not significant influence on individual performance is proven in research (Renyut et al., 2017); (Kaplan & Kaplan, 2018).

From various empirical studies, the researcher concluded that there was no consistency in the research results from several previous researchers and this was **a research gap in this study**, so further research was needed to determine the research gap. The determination of variables in this study was carried out based on previous studies that still showed a research gap. As a solution, the researcher used interpersonal communication variables as mediation.

The grand theory used in this study to discuss lecturer performance is the balance theory. According to Wexley and Yukl in (Sinambela, 2016), performance is an implementation of the balance theory. According to them, a person will show optimal performance if he gets benefits and there is stimulation (inducement) in his work fairly and reasonably. While the grand theory of competence used in this assessment uses the "Windows" theory introduced (Donald, 2007), that competence is central to the success of achieving performance that is influenced by the elements of knowledge, skills, expertise and attitude.

Related to motivation, this study uses goal setting theory proposed by (Locke, 1968), which is one form of motivation theory that emphasizes the importance of established relationships and the resulting performance. If an individual is committed to achieving their goals, then that commitment will affect their performance. According to Locke & Latham ( in (Miles, 2014)), goal setting theory, the highest level of performance can be achieved when a goal is difficult and more specific. The more difficult the goal given to someone, the greater the level of performance produced. When specific and difficult goals are set for employees, then achieving goals by providing employees with an objective and unambiguous basis for evaluation will increase the effectiveness of their performance.

The gap phenomenon in PTS in West Papua Province shows that there are lecturers who are still not optimal in showing their performance as lecturers, not optimal in implementing the Tridharma of Higher Education, so that it has an impact on the slow increase in functional positions of lecturers. The low performance of lecturers is reflected in Lecturers in delivering lecture materials that are not in accordance with the Semester Learning Plan (RPS), even some lecturers do not have RPS for the courses they teach. Then, related to the

media and methods used in the learning process are less varied, tend to teach with the same subject matter in the previous academic year, the results of Pekerti training are not well socialized and implemented, and lecture hours start less punctually by some lecturers.

There are still lecturers who have low knowledge of the lecture material being taught and are considered not in accordance with the orientation of quality, problem-solving skills, planning skills, teamwork, and independent learning capacity are still low. Lecturers are less motivated to take care of their functional rank/position so that there are still many lecturers who do not have a functional position. Likewise, the educational level of lecturers is still at the master's level (S2). The same thing can also be seen from the aspect of lecturer commitment and interpersonal communication which are still lacking.

The performance of lecturers is a fundamental aspect in ensuring the quality of higher education. In West Papua, the challenges faced by private universities include suboptimal lecturer performance, low motivation, and lack of organizational commitment, all of which significantly affect the delivery of quality education. In light of these challenges, it is urgent to identify the factors that influence lecturer performance, specifically focusing on the roles of competence, motivation, and organizational commitment. Given the increasing demand for quality education in this region, improving lecturer performance has become a critical need to achieve national educational goals.

While numerous studies have examined the effects of competence, motivation, and organizational commitment on lecturer performance, there is limited research on how interpersonal communication mediates these relationships, especially within the context of private universities in West Papua. Furthermore, existing studies often treat these factors in isolation without exploring how they collectively influence performance through communication processes. This study addresses this gap by incorporating interpersonal communication as a mediator, offering a more comprehensive understanding of how these elements interact to enhance lecturer performance.

This study is novel in its integration of competence, motivation, and organizational commitment with interpersonal communication as a mediating variable to explain lecturer performance. The research focuses on private universities in West Papua, an area that has received little attention in previous studies. By using a Structural Equation Modeling (SEM) approach, this study provides empirical evidence on the significance of interpersonal communication in enhancing the effects of the aforementioned factors on lecturer performance, offering new insights into the dynamics of educational settings in this specific region.

The primary objective of this study is to examine the impact of competence, motivation, and organizational commitment on lecturer performance, with interpersonal communication acting as a mediator. The research aims to provide practical recommendations for improving lecturer performance by focusing on enhancing communication skills, increasing motivation, and strengthening organizational commitment. The benefits of this research are threefold: for the academic community, it contributes to the literature by exploring new relationships between key factors influencing lecturer performance; for private universities in West Papua, it offers actionable insights to improve teaching effectiveness; and for policymakers, it provides a basis for developing targeted strategies to foster better academic environments that support the professional growth of lecturers.

### **Formulation of the problem**

The formulation of the problem in this study is : 1) Do competence, motivation and organizational commitment affect interpersonal communication?. 2) Do competence, motivation and organizational commitment affect lecturer performance, 3 ) Does interpersonal communication affect lecturer performance ? 4) Do competence, motivation and organizational commitment influence lecturer performance through interpersonal communication ?

### **Literature Review**

## **Competence**

According to (Wibowo, 2016), competence is the ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job. (Rahmat, 2019) states that competence is a person's characteristics related to effective and/or superior performance in certain work situations. (R. Rachmaniza, 2020) states that competence is a characteristic that underlying a person's performance in relation to the effectiveness of the individual's performance in his/her work which has a causal relationship with the criteria used as a reference, effective in his/her workplace .

(Sinaga, 2019) state competence is an ability possessed by an individual who has a sale and it is applied from the results of creativity and innovation produced. " Competence as a person's ability to produce at a satisfactory level in the workplace, including a person's ability to transfer and apply these skills and knowledge in the latest situations and increase the agreed benefits " (Gultom, 2019).

(Veithzal, 2015), competence is skill, ability, capability.

(Fauzi, 2019) states that competence is a performance that leads to the achievement of goals completely towards the desired condition. (Armaniah., 2019), states that competence is a person's motive that requires them to use the main performance in their work. As for etymology, competence is interpreted as a behavioral dimension of expertise or excellence of a leader or staff who has good skills, knowledge, and behavior.

## **Motivation**

(Siagian, 2016), states: Motivation as a driving force that causes someone to want and be willing to move their abilities, energy and time in order to achieve previously determined goals . According to McClelland, in Anwar Prabu (A. P. (2016) Mangkunegara, 2016)states: motivation is a mental condition that drives someone to achieve their maximum performance. (M. S. P. Hasibuan, 2020) states: work motivation is the provision of driving force that creates a person's enthusiasm for work so that they want to work together, work effectively and integrate with all efforts to achieve satisfaction".

. Motivation is a condition or energy that moves an individual that is directed or aimed at achieving the goals of the company organization. A pro and positive mental attitude towards the work situation is what strengthens his work motivation to achieve maximum work results (A. P. Mangkunegara, 2017). According to (Tanjung, 2015) Motivation is a factor that drives someone to do a certain activity. According to (Hidayat et al., 2020) Motivation can be seen as the driving force that causes people to do something to achieve a goal. According to (Jufrizen, 2018) Motivation is an activity that causes, channels, and maintains human behavior. This motivation is an important subject for managers, because by definition managers must be with and through other people.

## **Organizational Commitment**

Luthans ( in Anggriani, 2014)) revealed that organizational commitment is an attitude, namely a strong desire to remain a member of a particular organization, a desire to strive in accordance with what the organization wants and certain beliefs and a willingness to accept the values and goals that have been set by the organization. Allen and Meyer ( in (Witaliza et al., 2015)defining "organizational commitment is a feeling of individual obligation to be in an organization, this feeling is the result of internalizing individual normative pressures when entering an organization or later". According to (Robbins & Judge, 2018), " organizational commitment is a condition in which an individual sides with a particular organization and its goals. and the desire to maintain membership in the organization."

"Organizational commitment is an attitude that reflects employee loyalty to the organization and a continuous process in which members of the organization express their concern for the organization and its continued success and progress (Allen & Meyer, 2016). " Commitment is a state in which an individual sides with the organization and its goals. and his

desire to maintain his membership (Robbins & Judge, 2018). Kinicki ( in (Rahmanendra & Suhardi., 2019)expressing , organizational commitment reflects the extent to which where a person identifies with the organization and is committed to its goals

According to(Zurnali, 2010) Organizational commitment as a psychological state that characterizes the employee's relationship with the organization or its implications that influence whether the employee will remain in the organization or not, which is identified in three components, namely: affective commitment, continuance commitment and normative commitment.

### **Interpersonal communication**

According to (West & Turner, 2008), communication is a social process in which individuals use symbols to create and interpret meaning in the environment. Communication is able to produce good relationships between communicators and communicants (Brent & Stewart, 2004). Interpersonal communication is an external factor of an individual that affects the individual's work.(Lauring & Selmer, 2012) explains that interpersonal communication is the transmission of information or even the exchange of information .

(Finberg, 2020)argues that interpersonal communication is a communication process carried out by one person with another person directly . Interpersonal communication itself is a form of communication in which the communication process takes place between two or more people face to face , which allows each participant to capture the reactions of others directly, both verbally and non- verbally (Mulyana, 2012).

Interpersonal communication as a process of delivering ( sender ) and receiving messages ( receiver ) between the sender of the message and the recipient of the message either directly or indirectly and communication itself can occur in two forms, namely communication that is carried out directly ( primary ) if the parties involved in the communication process can share information with each other without going through media and indirect communication ( secondary ) which is characterized by its use using certain media.

### **Lecturer Performance**

(Robbins, 2018)states that performance is a measure of what is done and what is not done by employees in an organization consisting of various responsibilities, performance is defined as what a person must do, not what is produced. Prawirosentono (in Usman, 2009)), performance is an effort made from the results of work that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in order to achieve the goals of the organization concerned legally, not violating the law.

According to Griffin ( in Sinambela, 2016)), performance is one of the total collections of work that exists in the worker. Ilyas ( in Wibasuri , 2011), said that performance lecturer is the appearance of the results of the lecturer's work both in terms of quantity and quality. Performance can be in the form of individual work performance or groups. Hadari ( in (Maulana, 2015)) defines performance as the result of carrying out a job, whether physical/mental or non-physical/non-mental. Then, Benardin and Russel ( in (Priansa, 2017)) state that performance is the result of activities on a job during a certain period of time.

(Depdiknas., 2013), states that lecturer performance is the ability to carry out work or tasks that lecturers have in completing their work. Educational performance criteria aim to: (1) improve educational performance and output, (2) facilitate communication and exchange of information about the best educational practices with various types of educational institutions, and (3) as a tool to understand and improve the performance of educational institutions. Lecturer performance is interpreted as the quantity and quality of work completed by lecturers in accordance with binding regulations in higher education institutions and applicable laws.



## RESEARCH METHOD

This study uses a quantitative approach. The purpose of the quantitative approach is to test hypotheses, establish facts, describe correlations between variables, offer statistical descriptions, estimate, and predict results. The population of this study was 263 people, spread across 9 PTS. The determination of the sample used the theory of Hair et al ., (2010), so that a sample of  $21 \times 9 = 189$  respondents was obtained. Before the test is carried out hypothesis, research instrument testing, validity testing and reliability, and for hypothesis testing SEM-AMOS analysis was used.

## RESULTS AND DISCUSSION

The validity test of the instrument was carried out with the help of the SPSS version 26 program, where the test was carried out by looking at the corrected item-total correlation (r count) value of each statement item. The statement item is declared valid if the r count value is significant and its value is  $> r$  table. Based on the analysis, the r table value for the trial sample of 189 respondents ( $\alpha = 5\%$ ) is 0.361, therefore in this test, all statements are declared valid if the r count is significant and its value exceeds 0.361.

### Instrument Reliability Test

The reliability test used is the Cronbachs Alpha reliability test where the instrument is declared reliable if the cronbachs alpha value is  $> 0.7$  (Ghozali, 2015). The results of the reliability test of each instrument can be seen in the following table:

**Table 1. Reliability Test Results**

Variables	Valid Item Quantity	Cronbach's Alpha	Cut Value	Reliability
1. Competence	6	0.9 96	0.7	Reliable
2. Motivation	6	0, 814	0.7	Reliable
3. Organizational Commitment	6	0, 803	0.7	Reliable
4. Interpersonal Communication	6	0, 774	0.7	Reliable
5. Lecturer Performance	7	0, 843	0.7	Reliable

Source: processed data (2024)

Based on the results of the analysis in table 1, the Cronbach's alpha value for the competency variable was obtained. 0.996 with 6 valid statements , the cronbachs alpha value of the motivation variable is 0.814 with 6 valid statements , the cronbachs alpha value of the organizational commitment variable is 0.803 with 6 valid statements, the cronbachs alpha value of the interpersonal communication variable is 0.774 with 6 valid statements and the cronbachs alpha value of the lecturer performance variable is 0.843 with 7 valid statements. Because the cronbachs alpha value of all instruments is  $> 0.7$ , all research variables are declared reliable .

### SEM (Structural Equation Modelling) Analysis

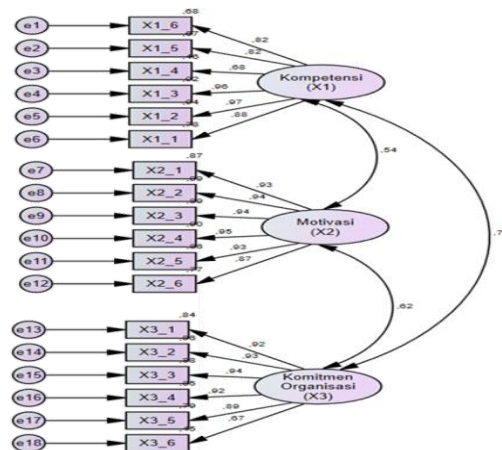
#### Measurement Model Testing (CFA Analysis)

In this study, CFA analysis was conducted separately between exogenous and endogenous constructs referring to the stages of CFA testing in (Ghozali, 2016). Based on the provisions for testing the validity and reliability of the constructs, the following are the results of CFA analysis on exogenous and endogenous constructs:

#### CFA Analysis of Exogenous Constructs

This research model contains 3 exogenous constructs, namely the competence construct (X1), the motivation construct (X2) and the organizational commitment construct (X3) . In this study, the competence construct has 6 measurement indicators, the motivation construct has 6

measurement indicators and organizational commitment has 6 measurement indicators so that the form of the CFA model for exogenous constructs is as follows:

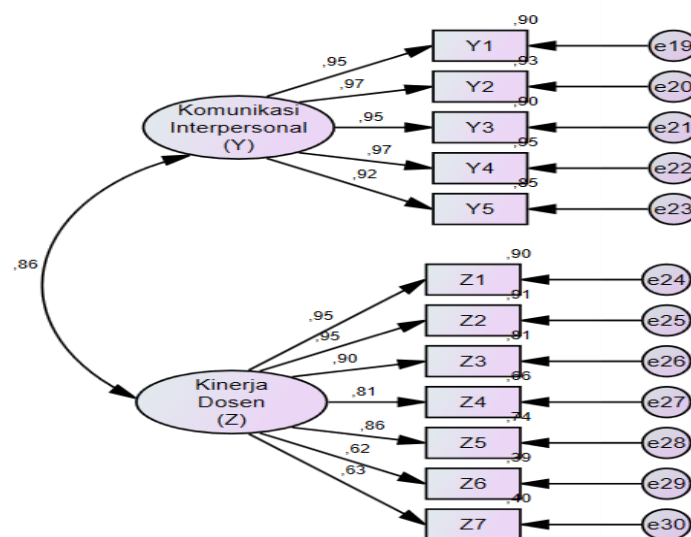


**Figure 1. Results of CFA Model Estimation of Exogenous Constructs**

Based on the results of the CFA model estimation of exogenous constructs in Figure 1, it can be seen that all exogenous construct indicators have a loading factor  $>0.5$ , this means that all indicators are valid in measuring exogenous constructs. The results of the calculation of the CR and AVE values of exogenous constructs, obtained the CR values of the three exogenous constructs  $>0.7$  and the AVE values of the three exogenous constructs  $>0.5$ , therefore the CR values of all exogenous constructs  $>0.7$  and AVE of all constructs  $>0.5$ , it is concluded that the three exogenous constructs have met the required construct validity and reliability criteria. All indicators in the constructs of competence, motivation and organizational commitment can be used to measure research variables.

#### CFA Analysis of Endogenous Constructs

This research model contains 2 endogenous constructs, namely interpersonal communication construct (Y) and lecturer performance (Z). In this study, the interpersonal communication construct has 5 measurement indicators and the lecturer performance construct has 7 measurement indicators. The endogenous construct CFA model is as follows:



**Figure 2. Estimation Results of the Endogenous Construct CFA Model**

Based on the results of the CFA model estimation of the endogenous construct in Figure 2 above, it can be seen that all endogenous construct indicators have a loading factor  $>0.5$ , this

means that all indicators are valid in measuring the endogenous construct. Therefore, the test can be continued to the next test, namely the construct reliability test which will be carried out by looking at the CR and AVE values of each construct. By using the CR and AVE calculation formula (J. F. Hair et al., 2000), the following are the results of the calculation of the CR and AVE values of the two endogenous constructs.

### Structural Model Testing

The stages in testing the structural model begin with the SEM assumption test stage, where data quality starting from sample adequacy, outlier test, data normality and the absence of multicollinearity between exogenous variables are tested. If the test results show that the data meets the assumption of normality, does not contain outliers and the exogenous variables are not strongly correlated, then SEM analysis can be carried out and testing is carried out at the next stage, namely the SEM model goodness of fit test. This test aims to assess the feasibility of the model in testing the research hypothesis. If the model has met the required goodness of fit model criteria, the SEM model is suitable for use as a tool for testing research hypotheses.

#### 1. SEM Assumption Testing

Based on the results of the SEM assumption test, it is concluded that this SEM model has met the specified sample criteria, meets the normality assumption, does not contain outlier data and there is no multicollinearity between exogenous variables, this means that all SEM assumptions have been met by the SEM model and the analysis is continued at the Goodness of fit model test stage.

#### 2. Goodness of Fit Model Test

Model suitability testing or often called the goodness of fit model test in SEM analysis is carried out by looking at several criteria for the goodness of fit model. such as Chi Square value , probability, df, GFI, AGFI, TLI, CFI RMSEA and RMR. The following are the results of the model estimation and the results of the goodness of fit model test:

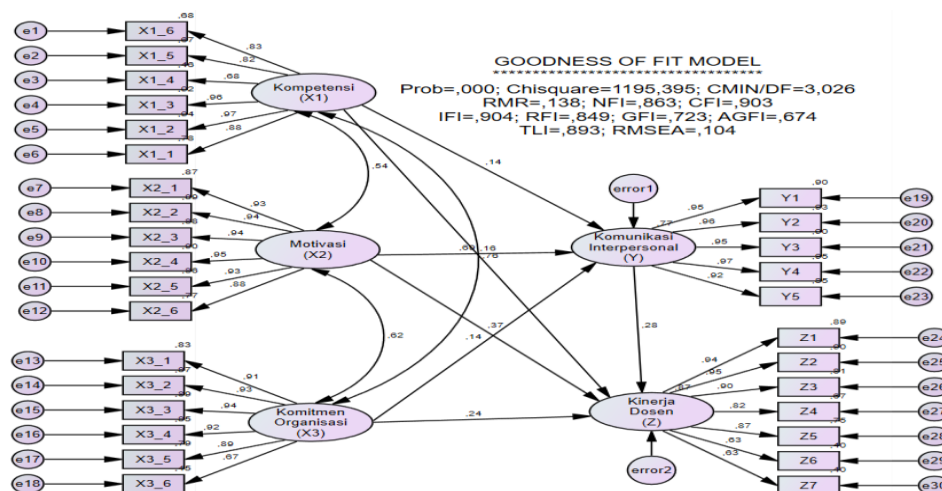
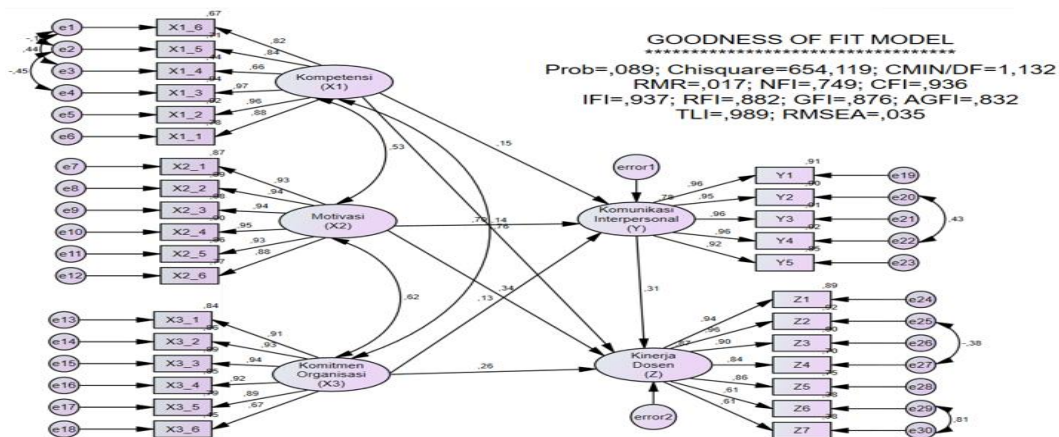


Figure 3 SEM Model Estimation Results

The results of the SEM model estimation in the Figure above show that the SEM model **has not met the criteria for the** required goodness of fit model, especially when viewed from the chi square probability value of the model, the value is still  $<0.05$ , meaning that the sample covariance matrix is not the same as the population covariance matrix, so it is necessary to modify the model by connecting the indicator errors as suggested by the AMOS program in the modification indices table. The following are the results of the model modification:





**Figure 4 Results of SEM model estimation after modification**

Based on the results of the second structural model estimation after model modifications were carried out, the estimation results in Figure 4 show that the **SEM model has met the goodness of fit model criteria**. required, the chi square probability of the model has increased to 0.089 which means that the sample covariance matrix is the same as the population covariance matrix so that the results of the model estimation with 189 samples are certain to represent the population of PTS lecturers in West Papua. In addition to the chi square probability, the goodness of fit model also meets the CMIN / DF, NFI, CFI, IFI, RFI, TLI and RMSEA parameters (in the good fit category), other parameters are in the marginal fit criteria.

### 3. Testing the influence between variables

Based on the analysis results, the results of testing the influence between research variables are as follows:

- (1) The influence of competence on interpersonal communication, obtained a significant p value (0.016 ) with a CR of 2.401 and a positive path coefficient of 0.445. Therefore, the p value <0.05 and CR> 1.96 with a positive path coefficient, it is concluded that competence has a positive and significant effect on interpersonal communication.
- (2) The influence of motivation on interpersonal communication, obtained a significant p value ( \*\*\* ) with a CR of 12.270 and a positive path coefficient of 0.702. Therefore, the p value <0.05 and CR> 1.96 with a positive path coefficient, it is concluded that motivation has a positive and significant effect on interpersonal communication.
- (3) The influence of organizational commitment on interpersonal communication, obtained a significant p value (0.032 ) with a CR of 1.944 and a positive path coefficient of 0.030. Therefore, the p value <0.05 and CR> 1.96 with a positive path coefficient, it is concluded that the organizational commitment of lecturers has a positive and significant effect on their interpersonal communication skills.
- (4) The influence of competence on lecturer performance, obtained a significant p value (0.006 ) with a CR of 2.745 and a positive path coefficient of 0.540 . Therefore, the p value <0.05 and CR> 1.96 with a positive path coefficient, it is concluded that competence has a positive and significant effect on lecturer performance.
- (5) The influence of motivation on lecturer performance, obtained a significant p value ( \*\*\* ) with a CR of 4.408 and a positive path coefficient of 0.340. Therefore, the p value <0.05 and CR> 1.96 with a positive path coefficient, it is concluded that motivation has a positive and significant effect on performance. lecturer.
- (6) The influence of organizational commitment on lecturer performance obtained a significant p value ( \*\*\* ) with a CR of 4.450 and a positive path coefficient of 0.264. Therefore, the p value <0.05 and CR> 1.96 with a positive path coefficient, it is concluded

that organizational commitment has a positive and significant effect on lecturer performance.

- (7) The influence of interpersonal communication on lecturer performance obtained a significant p value ( \*\*\* ) with a CR of 4.450 and a positive path coefficient of 0.311. Therefore, the p value  $<0.05$  and  $CR > 1.96$  with a positive path coefficient, it is concluded that interpersonal communication has a positive and significant effect on lecturer performance.

#### **4. Indirect Effect Testing**

This research model has 1 mediation variable that connects the variables of motivation, competence and organizational commitment to lecturer performance, namely the interpersonal communication variable. To test the role of work motivation in mediating the influence of organizational culture, competence and work motivation on performance, an indirect influence test was conducted using the Sobel Test.

- (1) The test results obtained a p value of the Sobel test results of 0.002 (two tails), therefore because the p value  $<0.05$ , it is concluded that interpersonal communication can significantly mediate competence on lecturer performance.
- (2) The results of the Sobel test obtained a p value of 0.00002561 (two tails), therefore, because the p value  $<0.05$ , it is concluded that interpersonal communication can significantly mediate motivation towards lecturer performance.
- (3) The results of the Sobel test showed that the p value of the Sobel test was 0.0036 (two tails), therefore because the p value  $<0.05$ , it was concluded that interpersonal communication can significantly mediate organizational commitment to lecturer performance.

#### **5. Coefficient of Determination**

The results of the analysis obtained the coefficient of determination of interpersonal communication (Y) of 0.781, this means that 78.1% of interpersonal communication is influenced by the competence, motivation and organizational commitment of lecturers, while the remaining 21.9% is influenced by other factors that have not been studied in this study. Furthermore, the coefficient of determination of lecturer performance (Z) of 0.866 means that 88.6% of lecturer performance is influenced by the competence, motivation, organizational commitment and interpersonal communication of lecturers while the remaining 42.5% is influenced by other factors that have not been studied in this study.

### **Discussion**

#### **Direct Influence Between Variables**

##### **The influence of competence on interpersonal communication.**

The results of this study indicate that lecturer competence has a positive effect on interpersonal communication, the higher the lecturer's competence, the higher the lecturer's interpersonal communication, conversely lecturers with low competence tend to have low interpersonal communication. The results of this study are in line with the results of research (Aisyah & Setya Handayani, 2023; Endah Budiharti et al., 2023; Grilo et al., 2021; Nedzinskaitė-Mačiūnienė & Merkytė, 2019; Santos et al., 2019) which also show that high competence can form good interpersonal communication in lecturers or employees.

Competence and interpersonal communication skills have a strong relationship. Lecturer competence, which includes knowledge, skills, and attitudes, provides a strong foundation for lecturers to communicate confidently. Competent lecturers usually have a deep understanding of the material they teach, so they can explain concepts clearly and answer students' questions well. Good interpersonal communication between lecturers and students can increase student engagement and motivation. When lecturers are able to communicate in a clear, empathetic, and responsive manner, students tend to feel more valued and supported, which in turn can improve lecturers' academic achievement .

The results of this study indicate that the competence of lecturers in PTS West Papua is still lacking in terms of their knowledge of the Tridharma of higher education. To address this, universities should hold intensive training and workshops that focus on a deep understanding of the Tri Dharma of Higher Education, including education, research, and community service. In addition, universities should provide comprehensive learning materials, such as books, modules, and online sources that are easily accessible to lecturers.

In responding to this, universities should hold courses and workshops that focus on developing oral communication skills, such as presentation techniques, public speaking, and interpersonal communication. Providing regular constructive feedback on lecturers' communication skills, as well as conducting evaluations to see the development of lecturers, also needs to be done so that lecturers' communication skills improve.

#### **The influence of motivation on interpersonal communication.**

The results of this study indicate that work motivation has a positive effect on interpersonal communication of lecturers, the higher the motivation of lecturers, the higher the interpersonal communication of lecturers, conversely lecturers with low motivation of lecturers tend to have low interpersonal communication. The results of this study are in line with the results of previous studies that have been conducted by (Haruna & Siti, 2020; Purwaningratri, 2022; Sidik & Sobandi, 2018; M. Susanti et al., 2021) which also showed a significant influence of motivation on interpersonal communication of lecturers or teachers.

Some strategies that can be implemented by PTS in an effort to increase lecturer motivation, especially in terms of achieving good results in terms of quality and quantity, include (1) Implementing a reward system for lecturers who demonstrate good achievements in teaching, research, and community service. (2) Providing formal recognition such as certificates or awards at official events to appreciate lecturer achievements. Furthermore, in terms of career development, (1) PTS provides training programs that focus on professional and personal development, for example Pekerti, (2) Providing support for lecturers who wish to continue their studies to a higher level, such as scholarships or study leave. By implementing these strategies, it is hoped that the motivation of lecturers in PTS in the West Papua Province will increase, which will ultimately have a positive impact on the quality of education and self-development of lecturers.

#### **The influence of organizational commitment on interpersonal communication**

The results of this study indicate that organizational commitment has a positive effect on interpersonal communication, the higher the organizational commitment of lecturers, the higher the interpersonal communication of lecturers, conversely lecturers with low organizational commitment tend to have low interpersonal communication. The results of this study are in line with several previous research results, such as in the study (Asrarudin et al., 2020; Danang Khurniawan et al., 2023; Farooqi et al., 2020; Ghofar et al., 2019; Gustari & Widodo, 2022; Khurniawan et al., 2023; Susita et al., 2020) concluded that interpersonal communication of lecturers is influenced by the high or low organizational commitment of lecturers.

Good interpersonal communication can strengthen relationships between team members within an organization. When individuals feel heard, understood, and valued in their interactions, they tend to be more committed to the team and the organization's goals. Effective interpersonal communication helps to transmit information about the organization's goals, values, and vision to team members. When this communication is clear and open, team members tend to be more committed to achieving common goals. Strong interpersonal communication allows employees to feel involved in the decision-making process and provide their input.

The results of this study indicate that the organizational commitment of lecturers appears good, but there is still a lack of love or emotional attachment to PTS. To address this, PTS

should (1) increase lecturer involvement by involving them more in the decision-making process, and strengthen the relationship between lecturers and institutional management. (2) PTS can strive to improve the quality of lecturers' work life by providing the necessary facilities and support, such as adequate research facilities, professional training, employee welfare programs, and work flexibility policies that take individual needs into account.

Furthermore, in terms of increasing lecturer loyalty and encouraging them to stay long in PTS (1) PTS can provide comprehensive career development programs for lecturers, such as advanced training, workshops, seminars, or certification programs that are relevant to their fields. (2) Provide fair and competitive compensation, including salaries that are in line with the market, welfare benefits, additional facilities such as health insurance, and other incentive programs, (3) PTS needs to pay attention to the balance of lecturers' rights and obligations by providing work flexibility, support for family leave, and respecting lecturers' free time.

### **The influence of competence on lecturer performance.**

The results of this study indicate that competence has a positive effect on lecturer performance, the higher the lecturer's competence, the higher the lecturer's performance, conversely lecturers with low competence tend to have low lecturer performance. The results of this study are in line with the results of research (Arya Widiatmaja, 2019; T. H. Hasibuan, 2020; Indrawanto, 2019; Lubis et al., 2020; Manik & Syafrina, 2018; Mutakin, 2015; Novita & Yulianti, 2020; Permanasari et al., 2014b, 2014a; Rahayu & Hutabarat, 2019; Sari, 2019; Sulistiyana et al., 2020; Sumardi Hr & Surianti, 2019; Wicaksono, 2019; Yulianti, 2020) which also show that competence is one of the factors that influence the high and low interpersonal communication of lecturers.

Lecturers' competence in terms of mastery of the material, effective teaching methods, good communication skills, and the ability to motivate and engage students directly affect the quality of their teaching. Lecturers who have high competence tend to provide better quality teaching, which can be reflected in students' academic performance. Lecturers who have competence in conducting quality research, analyzing data, and presenting findings effectively tend to have good research performance. Publication of high-quality scientific papers is also an important indicator of lecturers' competence in their academic fields. Lecturers' competence in collaborating with colleagues, performing administrative tasks, and contributing to the development of curriculum and academic programs also affect their overall performance.

Knowledge of the Tri Dharma of Higher Education, there are still many lecturers who do not have good skills in communicating clearly verbally with colleagues and students. In responding to this, universities should hold courses and workshops that focus on developing oral communication skills, such as presentation techniques, public speaking, and interpersonal communication. PTS can also use role-playing and simulation methods to train lecturers in different communication situations, both with colleagues and with students.

### **The influence of motivation on lecturer performance.**

The results of this study indicate that lecturer motivation has a positive effect on lecturer performance, the higher the lecturer motivation, the higher the lecturer performance, conversely lecturers with low lecturer motivation tend to have low lecturer performance. The results of this study are in line with the results of research (Deswarta, 2017; Dilla, 2022; Faris, 2020; Herminingsih, 2020; Indrawanto, 2019; Josiah, 2021; Putra Pane, 2019; Salahuddin, 2019; Salju & Rahman, 2016; Setiawan & Nafilah, 2022; Sinollah et al., 2020; Supardi, 2021) which also shows that lecturer work motivation affects their performance.

Motivated lecturers tend to provide higher quality teaching. High motivation can encourage lecturers to create interesting learning materials, use innovative teaching methods, and communicate well with students. This contributes to improving lecturer performance in terms of providing effective teaching and motivating students to learn. High motivation can increase lecturers' research productivity. Motivated lecturers have a strong internal drive to

explore research topics, generate new ideas, and conduct quality research. This has a positive impact on lecturers' performance in producing scientific publications and other research contributions.

High motivation can also encourage lecturers to collaborate with colleagues and contribute to institutional development. Motivated lecturers tend to be active in academic and administrative activities in their institutions, such as developing curriculum, becoming committee members, or being involved in institutional projects. This improves lecturers' performance in terms of contribution to the institution. High motivation can affect how lecturers evaluate student performance and provide feedback. Motivated lecturers will have the drive to provide constructive feedback, respond to individual student needs, and facilitate effective learning. This contributes to improving lecturers' performance in terms of mentoring and supporting students.

### **The Influence of Organizational Commitment on Lecturer Performance**

The results of this study indicate that organizational commitment has a positive effect on lecturer performance, the higher the organizational commitment of lecturers, the higher the performance of lecturers, conversely lecturers with low organizational commitment tend to have low lecturer performance. The results of this study are in line with the results of research (Affandi et al., 2021b; Arifin, 2018; Hafid & Fajariani, 2019; Yusaini, 2020) which also show that organizational commitment of lecturers affects their performance.

Lecturers who have a high level of commitment to the PTS organization where they work tend to provide higher quality teaching. They may be more motivated to invest time and energy in preparing teaching materials, interacting with students, and improving their teaching methods. Strong commitment to the organization can also affect lecturers' research productivity. Lecturers who feel connected to the values, mission, and goals of the institution tend to be more motivated to conduct quality research and contribute to the institution's academic reputation. Lecturers who have a high level of commitment to the organization tend to be more active in collaborating with colleagues and contributing to academic and administrative activities at the institution.

High organizational commitment can also affect the involvement of lecturers in mentoring and providing support to students. Lecturers who feel connected to the organization tend to care more about the development and well-being of students, which can have a positive impact on students' learning experiences and their academic performance. Educational institutions that value and recognize lecturers' contributions tend to strengthen their commitment to the organization. Lecturers who feel valued and recognized for their contributions will be committed to improving their performance.

### **The influence of interpersonal communication on lecturer performance.**

The results of this study indicate that interpersonal communication has a positive effect on lecturer performance, the higher the interpersonal communication of lecturers, the higher the performance of lecturers, conversely lecturers with low interpersonal communication tend to have low lecturer performance. The results of this study are in line with the results of research (Afridhamita & Efendi, 2020; Diana et al., 2020; Eriyanti et al., 2021; Nilasari et al., 2020; Octaviana et al., 2021; Purwaningratri, 2022; Syarif, 2011; Zakaria, 2021) which also show that lecturers with high organizational commitment tend to have good performance.

Effective interpersonal communication plays a key role in the quality of a lecturer's teaching. Lecturers who have good communication skills tend to be better able to explain material clearly, facilitate productive discussions, and build good relationships with students. This can improve the lecturer's performance in providing effective teaching. Good interpersonal communication allows lecturers to provide effective guidance and support to students. Lecturers who can communicate with students in an open, empathetic, and responsive



manner tend to be able to help students overcome academic difficulties, plan their careers, and feel supported in their educational journey.

Good interpersonal communication enables lecturers to provide constructive feedback to students and colleagues, as well as receive feedback openly. Lecturers who can provide feedback clearly and sensitively are more likely to help students and colleagues improve their performance, while receiving feedback can help lecturers continue to grow professionally. Effective interpersonal communication is also important in managing conflict in the academic environment. Good interpersonal communication can have a significant impact on lecturer performance.

#### **Indirect Influence Between Variables**

##### **The influence of competence on lecturer performance is mediated by interpersonal communication.**

The results of this study indicate that competence can affect lecturer performance through interpersonal communication. High competence can form high interpersonal communication which will then improve lecturer performance. The results of this study are in line with the results of research by Heri Fitriadi, 2021; Mikha Agus Widiyanto, 2019; Jubaedah, Suryadi & Heru Santosa, 2021; Asfar Amir, Syahrir, Marzuki, & Zahari, 2015). which concluded that competence has a positive and significant effect on performance through communication.

Lecturers who are competent in interpersonal communication tend to be better able to convey learning materials clearly, interact well with students, and respond to their individual needs. Good interpersonal communication can be key to improving the effectiveness of lecturers' teaching, which in turn can improve their performance in improving student understanding and achievement. Competence in interpersonal communication is also important in collaboration between lecturers and colleagues and administrative staff. Lecturers who can communicate well in teams tend to be more effective in working together on research projects, curriculum development, or other academic activities. Good interpersonal communication can facilitate productive collaboration and greater contributions to the institution.

Lecturers who can communicate well with students can help them overcome academic difficulties, plan their careers, and motivate them to reach their full potential. This can affect the performance of lecturers in guiding and supporting students' academic progress. Effective interpersonal communication is also important in providing constructive feedback to colleagues and students, and receiving feedback openly. Lecturers who communicate well can improve their performance.

In addition to the knowledge related to the Tri Dharma of Higher Education, there are still many lecturers who do not have good skills in conducting research and community service. In addition to improving research and community service skills, a lecturer must also have good interpersonal communication skills, both communication between lecturers, communication with students and communication with the leaders of their PTS.

##### **The influence of motivation on lecturer performance is mediated by interpersonal communication.**

The results of this study indicate that lecturer motivation can affect lecturer performance through interpersonal communication. High work motivation can improve lecturer interpersonal communication which will then improve lecturer performance. The results of this study are in line with the results of research (Hidayah & Tobing, 2018; Al-Jedaia & Mehrez, 2020; Haryono, et al., 2020; Niati, et al., 2021; Paais & Pattiruhu, 2020; Elvie, 2019), so that someone who has good work motivation will perform optimally (Nguyen, et al., 2020).

Lecturers' motivation can be influenced by support and collaboration from their colleagues. Good interpersonal communication facilitates productive collaboration, mutual support, and mutual motivation between lecturers and colleagues. Support and collaboration in the work environment can strengthen lecturers' motivation to contribute optimally in various

aspects of their work. Lecturers' motivation to guide and support students can also be influenced by interpersonal communication. Lecturers who can communicate well with students tend to be more able to provide effective guidance, motivate them to learn, and help them achieve their academic goals. This can improve lecturers' performance in supporting student development.

Support and appreciation from colleagues and PTS leaders can increase lecturers' motivation to continue to perform high and contribute positively to their PTS. Effective interpersonal communication is also important in managing conflicts or problems in the work environment. Lecturers who can communicate well in conflict situations tend to be able to resolve problems more efficiently, without disrupting their motivation to achieve their academic goals. PTS implements flexible work policies to help lecturers balance work and personal life and provides adequate facilities and resources to support lecturers' teaching and research activities.

### **The influence of organizational commitment on lecturer performance is mediated by interpersonal communication.**

The results of the analysis show that organizational commitment affects lecturer performance through interpersonal communication. High organizational commitment will form high interpersonal communication skills which will then form high lecturer performance. The results of this study are in line with the results of research (Xu & Ye, 2014; Renyut, et al., 2017; Almusaddar, et al., 2018; Subari & Riady, 2015; Dewi, et al., 2020; Nguyen, et al., 2020; Martini, et al., 2018).

Organizational commitment refers to the degree of loyalty, involvement, and identification of individuals with the organization they work for. It can be divided into three dimensions: affective (positive feelings toward the organization), normative (feelings of obligation to the organization), and continuance (feelings that the individual has no good job alternatives). Lecturer performance encompasses a number of factors, including teaching ability, research, community service, and administrative and managerial abilities. Good lecturer performance contributes to the reputation of the institution, student satisfaction, and the achievement of educational goals. Interpersonal communication involves the exchange of information, ideas, and emotions between two or more individuals. Interpersonal communication between lecturers and administrative staff, fellow lecturers, and students can affect the quality of teaching, research collaboration, and a good learning climate.

The results of this study indicate that the organizational commitment of lecturers appears good, but there is still a lack of love or emotional attachment to PTS. To address this, it is better for (1) PTS to increase lecturer involvement by involving them more in the decision-making process, providing opportunities to participate in policy development, and strengthening the relationship between lecturers and institutional management. By feeling more involved, lecturers may feel more emotionally attached to PTS; (2) PTS can hold social and cultural activities that strengthen the sense of togetherness and institutional identity. This can include events such as alumni reunions, cultural festivals, or other social activities that allow lecturers to interact and feel the positive atmosphere of the PTS community; (3) PTS can strive to improve the quality of lecturers' work life by providing the necessary facilities and support, such as adequate research facilities, professional training, employee welfare programs, and work flexibility policies that take into account individual needs.

## **CONCLUSION**

Competence, motivation, and organizational commitment significantly and positively influence interpersonal communication and lecturer performance. Specifically, as lecturers' competence, motivation, and organizational commitment increase, their interpersonal communication improves, which in turn enhances their overall performance. Additionally,

interpersonal communication itself plays a crucial role in boosting lecturer performance; the better the interpersonal communication skills a lecturer possesses, the higher their performance tends to be. Importantly, interpersonal communication also acts as a moderating factor, amplifying the positive effects of competence, motivation, and organizational commitment on lecturer performance.

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