

Keys to Becoming a Great Lecturer: Motivation, Competency, and Discipline

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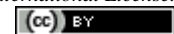
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Abstract

This study explores how motivation, competency, and work discipline interact to influence lecturer performance at STP Bandung. Using a quantitative approach, data were collected via structured surveys of full-time lecturers. Path analysis revealed that motivation enhances engagement, competency ensures expertise, and work discipline maintains consistency, together accounting for about 80% of the variance in lecturer performance. These findings highlight the importance of a comprehensive lecturer development strategy that integrates recognition-driven motivation, ongoing professional development, and balanced disciplinary frameworks. Practical recommendations include implementing performance-based incentives, establishing structured training programs, promoting participatory governance, and adopting adaptive technologies. Collectively, these initiatives aim to cultivate lecturers who are empowered, skilled, and fully engaged in advancing academic excellence.

Keywords: Lecturer Performance, Motivation, Competency, Work Discipline, Institutional Development, Path Analysis.

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1. Introduction

The quality of higher education is fundamentally shaped by the performance of lecturers, who are central to the dissemination of knowledge, the nurturing of critical thinking, and the overall development of student competencies [1]. In Indonesia, where education reform efforts are ongoing and competition among institutions is intensifying, the role of lecturers has become increasingly strategic [2]. Institutions are expected not only to expand access to education but also to guarantee quality through highly competent and motivated academic staff.

Several factors have been identified as influencing lecturer performance. Motivation, competence, and work discipline are frequently cited as key determinants [3]. Motivation, encompassing both intrinsic and extrinsic elements, significantly affects the enthusiasm, perseverance, and creativity lecturers engage in teaching, research, and service activities [4]. A motivated lecturer is more likely to prepare thoroughly, adopt innovative teaching methods, and contribute positively to the learning environment [5].

Competence is equally critical. Defined as the integration of knowledge, skills, and attitudes necessary to perform professional tasks effectively, competence enables lecturers to adapt to curricular changes and evolving technological landscapes [6]. As digitalization transforms educational delivery, lecturers are increasingly required to update their competencies continuously to remain effective facilitators of learning [7]. Work discipline, often overlooked, is a crucial component of professional performance. It reflects the extent to which lecturers comply with institutional regulations, demonstrate punctuality, and maintain

consistent work standards [8]. A lack of discipline can undermine even highly motivated and competent individuals, leading to disruptions in the academic process and diminished student outcomes [9].

While numerous studies have examined these factors individually, there remains a gap in understanding how motivation, competence, and work discipline interact to influence lecturer performance, particularly within tourism-focused higher education institutions. In the context of Sekolah Tinggi Pariwisata Bandung, a leading tourism institution in Indonesia, understanding these dynamics is essential for maintaining competitive advantage and ensuring high standards of academic excellence. Therefore, this study aims to analyze the simultaneous effects of motivation, competence, and work discipline on lecturer performance at Sekolah Tinggi Pariwisata Bandung. By identifying the relative contributions of each factor, the study seeks to provide insights that can inform human resource management strategies and policy interventions to enhance lecturer effectiveness and institutional performance.

2. Methods

The research employs a descriptive-analytical approach with a survey method, incorporating verification through hypothesis testing. The study structure assesses lecturer attitudes and opinions on motivation, competency, and work discipline using direct responses from participants [10]. This methodological approach allows for both descriptive and correlational analysis, as recommended for studies examining behavioral influences [11].

The study population consists of all full-time and government-employed lecturers at STP Bandung (N = 112). A simple random sampling technique based on

Slovin's formula was employed to determine the appropriate sample size. The study investigates four primary variables, defined operationally as follows: Independent Variables: *Motivation* (X_1) Conceptualized as intensity, direction, and persistence in goal achievement, following McClelland's framework. *Competency* (X_2) Encompasses pedagogical, professional, personal, and social competencies, aligned with Indonesian academic standards. *Work Discipline* (X_3) defined as adherence to institutional policies, emphasizing proactive and corrective disciplinary measures. Dependent Variable: *Lecturer Performance* (Y) evaluated through teaching quality, research contributions, and community engagement, per Indonesian regulatory guidelines.

Primary data was obtained via a structured questionnaire, employing closed-ended Likert-scale responses. The questionnaire design was validated through expert consultation and refined using preliminary testing. Secondary data was sourced from institutional documents and relevant scholarly literature. Validity testing was conducted using Pearson's product-moment correlation, ensuring each item maintained a minimum $r \geq 0.3$ threshold for acceptance [Sugiyono, 2003]. Reliability was assessed via Cronbach's Alpha, with an acceptable benchmark of $\alpha \geq 0.6$, ensuring measurement consistency. The study employs descriptive statistics to summarize variable tendencies and inferential path analysis to examine causal relationships. Multiple regression analysis is conducted, incorporating F-tests for overall significance and t-tests for individual predictors, following analytical procedures recommended by Sugiyono.

3. Results and Discussion

The respondent characteristics in this study provide valuable insights into the faculty composition at Sekolah Tinggi Pariwisata (STP) Bandung. The majority of respondents are male (62%), indicating a gender imbalance among faculty members, although female lecturers still represent a significant proportion (38%). In terms of educational qualifications, most faculty members hold a master's degree (S2), accounting for 79% of the total respondents, followed by doctoral (S3) degree holders at 13%, demonstrating strong academic credentials across the institution. Additionally, work experience data show that a large portion of the faculty (67%) has been serving for more than 11 years, reflecting a seasoned workforce with deep institutional knowledge. The age distribution further reinforces this, with the majority (46%) falling within the 31–40 year age range, indicating that the faculty primarily consists of mid-career professionals. These characteristics play a crucial role in shaping lecturer motivation, competency, and work discipline, which ultimately influence individual lecturer performance and institutional effectiveness.

This study investigates the relationship between motivation, competency, and work discipline on lecturer performance at Sekolah Tinggi Pariwisata

(STP) Bandung. The descriptive analysis highlights the following key findings on Table 1.

Table 1. Mean Score of Variables

Variable	Mean Score	Category
Motivation (X_1)	3.16	Moderately Good
Competency (X_2)	3.20	Moderately Good
Work Discipline (X_3)	3.13	Moderately Good
Lecturer Performance (Y)	3.18	Moderately Good

The descriptive analysis revealed the following average scores: Motivation (X_1) at 3, Competency (X_2) at 3, Work Discipline (X_3) at 3, and Lecturer Performance (Y) at 3. All variables fall within the Moderately Good category. Among the predictors, Competency (X_2) received the highest average score, suggesting a relatively stronger emphasis on professional skills among lecturers at STP Bandung. Meanwhile, Motivation (X_1) and Work Discipline (X_3) scored slightly lower, pointing to potential areas for development to boost lecturer performance overall. Lecturer Performance (Y) also remained in the Moderately Good range, indicating a generally steady but still improvable level of performance across the institution.

Path analysis was used to examine the direct and indirect effects of motivation (X_1), competency (X_2), and work discipline (X_3) on lecturer performance (Y) at Sekolah Tinggi Pariwisata (STP) Bandung. This method helped quantify how each variable contributes, both individually and together, to shaping the overall effectiveness of lecturers. Regression Model and Coefficients. The standardized path coefficients obtained from statistical analysis are presented as follows:

Table 2. Standardized Path Coefficients

Variable	Direct Effect on Y	Indirect Effect via X_2, X_3	Total Effect
Motivation (X_1)	0.519	0.083 + 0.064	0.417
Competency (X_2)	0.310	0.083 + 0.040	0.219
Work Discipline (X_3)	0.232	0.064 + 0.040	0.157

The total variance explained ($R^2 = 0.793$) indicates that 79.3% of the variance in lecturer performance is accounted for by the three predictor variables, demonstrating a strong collective influence. Path Diagram. The relationships among variables based on the path coefficients are illustrated Figure 1.

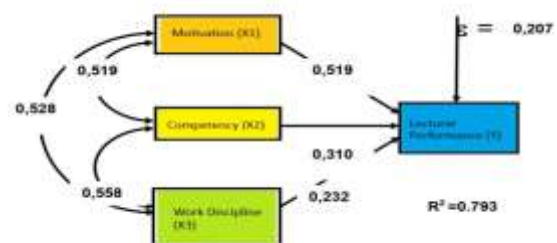


Figure 1. Path Diagram

The Path Diagram clearly shows that motivation (X_1) has the strongest direct impact on lecturer performance, with a coefficient of 0.519, and also records the highest total effect at 0.417. This underscores motivation as the primary driver behind lecturer success. Competency (X_2) follows, contributing a direct effect of 0.310 on performance. More importantly, competency serves as a key mediator, strengthening the influence of motivation (0.083) and work discipline (0.040) on overall performance. Finally, work discipline (X_3), while showing the smallest direct effect at 0.232, still plays a crucial supporting role. Its indirect contributions through motivation and competency enhance their overall impact, proving that even seemingly smaller factors can significantly influence lecturer outcomes when they interact with others.

Regression Equation. The regression equation derived from the path analysis quantifies the relationship between motivation (X_1), competency (X_2), and work discipline (X_3) with lecturer performance (Y). Based on standardized coefficients from the analysis, the equation is expressed as $Y = 0,519 X_1 + 0,310 X_2 + 0,232 X_3 + 0.207e$. Where Y = Lecturer Performance; X_1 = Motivation; X_2 = Competency; X_3 = Work Discipline; e = Error term representing unexplained variance.

The regression equation models how motivation, competency, and work discipline collectively shape lecturer performance at STP Bandung. Unlike physical formulas (such as those for temperature or speed), this equation doesn't function as an exact predictor where numerical values can be directly substituted to yield precise outcomes. Instead, it offers a statistical approximation, capturing trends rather than fixed cause-and-effect relationships. Motivation exerts the strongest direct influence, indicating that when lecturers are engaged and motivated, their teaching performance tends to improve. Competency supports this process by ensuring lecturers have the expertise to translate their motivation into effective teaching. Work discipline plays a foundational role, maintaining consistency and structure in faculty duties, thereby reinforcing the effects of motivation and competency over time.

However, these elements do not function in isolation. Real-world outcomes are influenced by various contextual factors, such as institutional policies, leadership dynamics, and faculty autonomy. This means that boosting motivation alone may not lead to substantial improvements unless competency development and structured discipline mechanisms are also enhanced. Therefore, while the equation provides valuable insights into performance trends, institutions must adopt a holistic approach, integrating faculty development programs and engagement strategies to optimize results.

Motivation's Influence on Lecturer Performance. Motivation is a critical determinant of lecturer engagement, productivity, and overall effectiveness at STP Bandung, shaping how lecturers approach

teaching, research, and institutional responsibilities. This study reveals that motivation has the strongest direct impact ($\beta = 0.519$) on lecturer performance, suggesting that highly motivated individuals are more likely to demonstrate commitment, innovation, and excellence in their roles. This finding aligns with McClelland's Theory of Needs, which posits that individuals driven by achievement, affiliation, and power often outperform their peers in professional environments.

Intrinsic vs. Extrinsic Motivation in Higher Education. Motivation in academia can be broadly categorized into intrinsic and extrinsic forms. Intrinsic motivation—driven by personal growth, mastery, and intellectual fulfillment—has been shown to positively correlate with lecturer performance, as lecturers who find meaning in their work are more likely to exert sustained effort [4]. Extrinsic motivation, which includes financial incentives, institutional recognition, and promotions, also plays a role, but its effects on engagement tend to be more short-term [12].

Recent studies further highlight these motivational dynamics. A systematic literature review found that work motivation in academia is shaped by leadership influence, workplace environment, professional development, rewards, and career advancement opportunities [12]. These factors interact dynamically—lecturers who receive institutional support and clear career progression pathways tend to maintain higher motivation levels. Similarly, a study in higher education identified that faculty autonomy, recognition, and professional growth opportunities are significant predictors of long-term academic engagement and lecturer performance [13].

The Role of Leadership and Organizational Culture. Leadership and institutional culture play essential roles in fostering motivation. Transformational leadership styles—where administrators encourage collaboration, inspire a shared vision, and provide mentorship—have been linked to higher lecturer motivation and performance outcomes [15]. Moreover, institutions that prioritize psychological safety, collegiality, and continuous professional development tend to create environments where lecturers feel empowered to innovate and contribute meaningfully [14].

Competency as a Key Mediator in Performance Enhancement. Competency plays a critical role in shaping lecturer performance, serving both as a direct contributor ($\beta = 0.310$) and as a mediating factor between motivation and effectiveness (indirect impact: 0.083). This highlights the importance of pedagogical expertise, subject mastery, and continuous professional growth in ensuring high-quality education at STP Bandung. Lecturer competency is multi-dimensional, encompassing pedagogical, professional, personal, and social skills—each essential for effective teaching, student engagement, and overall institutional success [15].

The Interplay Between Competency and Motivation. Competency does not operate in isolation—it reinforces and channels motivation into effective teaching practices. A highly motivated lecturer may have strong aspirations for excellence, but without solid pedagogical skills and subject mastery, that motivation cannot be translated into meaningful academic impact. Social cognitive theory suggests that knowledge acquisition and skill mastery directly affect one's ability to perform tasks successfully [16]. Lecturers with high competency can adapt their teaching methods, engage students more effectively, and navigate institutional expectations, all of which contribute to improved performance and professional satisfaction.

Recent studies support this view. Research on lecturer competency predictors identified grade point average, teaching experience, and access to professional development programs as significant determinants of teaching effectiveness [14]. This aligns with the idea that competency builds upon foundational knowledge and is continuously refined through experience and formal training. Additionally, machine learning applications in lecturer evaluation have shown that competency-related attributes, such as instructional design, curriculum development, and active learning strategies, are strong indicators of lecturer success [17]. These insights emphasize that competency is both measurable and improvable, making it a strategic area for institutional development.

Technology and Competency Enhancement. Advancements in educational technology provide new opportunities for lecturer competency development. The use of adaptive learning platforms, AI-driven assessment tools, and digital training programs enables lecturers to refine their teaching techniques and keep pace with evolving academic demands [18]. Moreover, interactive teaching technologies—such as virtual reality simulations and AI-powered tutoring systems—allow lecturers to enhance their pedagogical skills within dynamic learning environments. These innovations not only strengthen competency levels but also align lecturer capabilities with modern educational expectations, ensuring continued relevance in 21st-century academia.

Work Discipline's Structural Role in Performance Sustainability. Work discipline plays a fundamental role in maintaining stability and integrity within academic institutions. Although its direct effect on lecturer performance ($\beta = 0.232$) is lower than that of motivation and competency, its indirect impact (0.104) underscores its function in reinforcing both by cultivating a structured professional environment. This emphasizes the importance of institutional policies, punctuality, and adherence to ethical standards in supporting academic continuity and lecturer effectiveness [21].

The Relationship Between Work Discipline and Lecturer Performance. Work discipline extends beyond mere rule enforcement—it serves as a guiding

framework that shapes lecturer behavior and enhances organizational efficiency. Disciplined lecturers typically demonstrate consistent engagement, timely task completion, and ethical responsibility, all contributing to sustained academic performance. However, overly rigid discipline without room for flexibility may lead to burnout or disengagement, highlighting the need for a balance between structure and professional autonomy [20].

Recent studies affirm the significance of work discipline in driving productivity, even within academia. A 2025 study found that institutions with clear regulatory frameworks and consistent enforcement mechanisms recorded higher lecturer accountability and output. Moreover, when discipline is perceived as fair and transparent, lecturers are more likely to show strong commitment and reduced absenteeism [19].

The Role of Institutional Support in Fostering Discipline. Discipline alone is not sufficient for long-term academic sustainability. Institutions that enforce rules without offering sufficient support may achieve short-term compliance but risk long-term disengagement. Evidence suggests that combining disciplinary structures with faculty empowerment initiatives, such as mentorship, balanced workload distribution, and professional development, encourages intrinsic self-discipline rather than reliance on top-down enforcement [13].

Integrated Effects and Practical Implications. The study highlights that motivation, competency, and work discipline collectively account for 79.3% of the variance ($R^2 = 0.793$) in lecturer performance, underscoring the interconnected nature of these factors in driving academic success. This strong explanatory power signals that lecturer development should not be addressed in isolation—no single factor can independently optimize performance. Rather, institutions must implement a comprehensive strategy that integrates motivational support, competency development, and structured discipline to foster an academically engaged and high-performing lecturer workforce at STP Bandung.

The Synergy Between Key Lecturer Performance Factors. Motivation acts as the initial spark for academic excellence, fueling the desire to contribute meaningfully. Competency ensures that lecturers have the pedagogical and technical skills necessary to convert motivation into impactful teaching and research. Meanwhile, discipline reinforces both by promoting consistency, ethical conduct, and alignment with institutional goals [18]. Recent research on lecturer engagement affirms that institutions adopting integrated approaches—blending structured incentives, continuous professional development, and adaptive work frameworks—report higher lecturer retention, satisfaction, and improved student outcomes [18].

4. Conclusion

This study demonstrates that lecturer performance is influenced by the combined effects of motivation, competency, and work discipline, all of which work synergistically to foster an environment where educators can thrive. Motivation fuels engagement and enthusiasm, keeping lecturers dedicated to their roles, while competency ensures they possess the knowledge and skills necessary for effective teaching and student inspiration. Work discipline provides the structure needed for consistency and accountability, reinforcing professional standards while still allowing space for creativity and individual teaching approaches. When these factors are thoughtfully integrated, lecturers not only improve their performance but also contribute to the creation of a more dynamic and high-achieving academic culture. To enhance lecturer development in a meaningful and sustainable manner, institutions like STP Bandung can implement targeted strategies that address all these elements, fostering an environment that supports both personal and professional growth.

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