

The Effect of Competence and Empowerment and Motivation on Organizational Citizenship Behavior and Lecturer Performance

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ABSTRACT: *The purpose of this study is to determine the effect of competence on organizational citizenship behavior; determine the effect of empowerment on organizational citizenship behavior; determine the effect of motivation on organizational citizenship behavior; determine the effect of organizational citizenship behavior on Lecturer performance; determine the effect of competence on Lecturer performance; determine the effect of empowerment on Lecturer performance; determine the effect of motivation on Lecturer performance. The population in this study were all Civil Servant Lecturers at the Sultan Aji Muhammad Idris State Islamic University in Samarinda with a sample of 105 respondents. The data analysis used was PLS-SEM or Path SEM Modeling based on variants with the help of the SmartPLS 4 program in data processing. The findings indicate that competence has a significant effect on organizational citizenship behavior; empowerment has a significant effect on organizational citizenship behavior; motivation has a significant effect on organizational citizenship behavior; organizational citizenship behavior does not have a significant effect on lecturer performance; competence has a significant effect on lecturer performance; empowerment has no significant effect on lecturer performance; and motivation has no significant effect on lecturer performance.*

Keywords: *Competence; Empowerment; Motivation; Organizational Citizenship Behavior; and Lecturer Performance.*

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I. INTRODUCTION

Education has an important role in the development of a nation, especially in improving the quality of highly competitive human resources (HR). As one of the vital elements in the formation of the nation's character and intelligence, education functions not only as a means of knowledge transfer, but also as the main pillar in the development of individual and community potential. In the era of increasingly competitive globalization, superior human resource quality is the key to a country's success in facing economic, technological, and social challenges. The importance of developing quality human resources is inseparable from the strategic role played by educational institutions, especially universities. Higher education is a place for the development of deeper knowledge, innovative research, and community service. In this context, universities play a central role in creating graduates who are competent, creative, and adaptive to changing times. Universities also function as a forum for collaboration between academics, researchers, and practitioners in various fields of science. In the midst of increasing demands for graduates who have intellectual abilities and qualified practical skills, the quality of education in higher education is highly determined by the quality of its educators, especially lecturers. Lecturers as teaching staff have a great responsibility in the process of student intellectual development. They not only act as facilitators in the teaching and learning process, but also as mentors, researchers, and agents of change in society. Therefore, the role of lecturers as the spearhead in the educational process, especially universities, is very important to ensure the achievement of the educational goals that have been set. There are many universities in Indonesia, one of which is the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda.

Sultan Aji Muhammad Idris State Islamic University (UINSI) in Samarinda is one of the Islamic higher education institutions that plays an important role in the development of science and human resources, especially

in the East Kalimantan region. It was established with the aim of integrating Islamic religious education with general science. This university has undergone various transformations since its inception, until now it is a university that is committed to producing graduates who are competent, noble, and highly competitive. As a university based on Islamic values, UINSI Samarinda not only focuses on teaching religious science, but also develops various other disciplines that are relevant to the times. In order to achieve the goal, the performance of lecturers as the spearhead of the educational process at UINSI Samarinda plays a very important role. Lecturers play the role of facilitators in learning, researchers, and community service actors. Therefore, lecturers' performance is measured not only based on their ability to teach, but also from their contributions to research activities and scientific publications, as well as participation in community service activities.

Optimal faculty performance includes not only the ability to teach and provide academic materials to students, but also their contributions outside of formal duties, such as research; community service; and participation in other academic activities. One of the concepts related to this informal contribution is Organizational Citizenship Behavior (OCB). Organizational Citizenship Behavior (OCB), which includes voluntary behavior that is not directly recognized by a formal reward system, but is essential in supporting the overall functioning of the organization. OCB in the context of higher education is closely related to the contribution of lecturers outside of formal duties, such as helping colleagues, facilitating learning outside the classroom, and actively participating in academic and non-academic activities. OCB describes the voluntary behavior of lecturers that is not directly required, but plays an important role in supporting the smooth operation of the organization, including in improving the quality of education and the overall academic environment. OCB has a strong influence on the performance of lecturers at UINSI Samarinda or other higher education institutions. OCB helps increase productivity, strengthen commitment to institutions, and encourage innovation in teaching and research. Through OCB, lecturers not only fulfill their formal responsibilities, but also contribute more to the progress of the institution, ultimately improving the overall performance of lecturers. In accordance with research conducted by R. B. Putra & Fitri, (2021) proves that organizational citizenship behavior has a significant effect on lecturer performance. Then, research from Chandra et al., (2021) proves that organizational citizenship behavior has a significant effect on teacher performance. However, a different study was revealed by Susilo, (2023) which proved that OCB was positive and not significant to performance. Furthermore, Supanto's research, (2023) strengthens the evidence that organizational citizenship behavior has a positive and significant effect on lecturer performance.

In the context of higher education, competence, empowerment, Organizational Citizenship Behavior (OCB), and lecturer performance are becoming increasingly relevant in line with the demands to produce quality and highly competitive graduates. High competence contributes to the development of OCB among lecturers. Lecturers who feel capable and confident in their competence tend to exhibit voluntary behaviors that benefit the organization, such as helping peers, participating in activities outside of formal responsibilities, and providing support to students. This shows that the higher the competence possessed, the more likely the lecturer is to be involved in a positive OCB. Lecturer empowerment also plays an important role in facilitating OCB. When lecturers feel empowered, they will be more likely to demonstrate OCB, as they feel recognized and valued by the institution. Empowerment provides a stronger sense of belonging to the organization, which in turn motivates lecturers to contribute more and behave positively towards colleagues and students. OCB behavior shown by lecturers can have a direct impact on their performance. Lecturers involved in OCB tend to be more productive and efficient, and are able to create a better learning environment. Positive interactions between lecturers and students, as well as between lecturers and peers, strengthen collaboration and mutual support, all of which contribute to improved individual and organizational performance. Overall, the competence and empowerment of OCB and lecturer performance show that they are interrelated and have a significant impact. High competence and effective empowerment will result in a positive OCB, which in turn contributes to improving lecturer performance.

In accordance with research conducted by Pratama et al., (2021) and Rustandi et al., (2023) also proves that competence has a positive and significant effect on organizational citizenship behavior. However, it is different from the research of Ihyamukti, (2024) which proves that competence has a positive and insignificant effect on organizational citizenship behavior. Then, it is strengthened from research conducted by N. W. Wardani & Dewi, (2024) which proves that competence has a positive and significant effect on organizational citizenship behavior. Research conducted by Herawaty P et al., (2019) directly proves that empowerment has a positive and significant effect on organizational citizenship behavior. However, a different study from Amalia et al., (2021) proves that empowerment does not have a significant effect on organizational citizenship behavior. Then, research conducted by Mamik et al., (2022) proves that empowerment has a positive and significant effect on organizational citizenship behavior. In accordance with research conducted by R. B. Putra & Fitri, (2021); Chandra et al., (2021); and Supanto, (2023) proves that organizational citizenship behavior has a positive and significant effect on lecturer performance. Research conducted by Efendi & Yusuf, (2021) proves that competence has a positive and significant effect on employee performance. However, different studies from Chandra et al., (2021) and Pratama et al., (2021)

prove different things that competence has a negative and insignificant effect on the performance of teachers and lecturers. And, research from Normansyah et al., (2024) strengthens the evidence that competence directly has a positive and significant effect on lecturer performance. Research conducted by Amalia et al., (2021) proves that empowerment has a significant effect on performance. However, the results are different from the research conducted by Pratama et al., (2021) which proves that empowerment has a positive and insignificant effect on lecturer performance. Then, another study from Mahpud et al., (2024) strengthens the evidence that empowerment directly has a significant effect on lecturer performance.

In addition to competence and empowerment, motivation is also one of the important factors that affect lecturer performance and Organizational Citizenship Behavior (OCB) behavior. Motivation as the individual's encouragement to perform certain actions, and in this case, to achieve higher academic and professional goals. Lecturers who have high motivation tend to be more proactive in carrying out their duties, including in teaching, research, and community service. Lecturers not only fulfill academic obligations, but also strive to make a greater contribution to the institution and students. Strong motivation encourages lecturers to engage in academic activities outside of their obligations such as participating in seminars, writing scientific publications, and collaborating with peers. Lecturers who feel motivated to work tend to exhibit positive OCBs, such as helping colleagues, contributing to a harmonious work environment, and taking the initiative to complete tasks outside of formal responsibilities. When lecturers show high OCB behavior, this will have a positive impact on their performance.

In accordance with research conducted by Pratama et al., (2021) proves that motivation has a positive and significant effect on lecturer performance. However, a different study from Wibowo et al., (2023) proved different results that work motivation did not have a significant effect on employee performance. Then, another study from Susilo, (2023) proves and strengthens that motivation has a positive and significant effect on employee performance. Overall, strengthening competence; Empowerment; and lecturer motivation is an important strategy in improving OCB and performance at UINSI Samarinda. Institutions need to formulate policies that support the development of these three aspects in order to create a better academic environment and produce quality graduates. Increased support from management, professional development facilities, and motivation programs are expected to contribute to improving the quality of higher education in Indonesia, especially at UINSI Samarinda. Based on the background that has been explained above, the formulation of the problem can be described as follows: (1) what is competence have a significant effect on organizational citizenship behavior?; (2) what is empowerment have a significant effect on organizational citizenship behavior?; (3) what is motivation have a significant effect on organizational citizenship behavior?; (4) what is organizational citizenship behavior affect the performance of lecturers?; (5) what is competence affect the performance of lecturers?; (6) what is empowerment affect the performance of lecturers?; and (7) what is motivation affect the performance of lecturers?.

II. LITERATURE REVIEW

Competence

According to Wibowo, (2018:271), competence is an ability to carry out or perform a job or task that is based on skills and knowledge and supported by the work attitude demanded by the job. Meanwhile, according to Busro, (2018:26), competence is everything that a person has in the form of knowledge, skills, and other internal factors of individuals to be able to do a job based on the knowledge and skills they have.

Empowerment

According to Newstrom, (2015:195), empowerment is any process that provides greater autonomy to employees through the sharing of relevant information and the provision of control over factors affecting job performance. That is, empowerment is any process that gives employees greater autonomy thinking about sharing relevant information and providing control over factors that affect work performance. Then, according to Griffin & Moorhead, (2017:132), empowerment is the process of enabling workers to set their own work goals, make decisions and solve problems within their spheres of responsibility and authority. Empowerment is a process that allows workers to set their own job goals, make decisions and solve problems in areas of responsibility and authority.

Motivation

According to Robbins et al., (2017:148), motivation is a process that explains the intensity and perseverance of a person to achieve a goal. And, according to Luthan, (2018:141), motivation is a process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Thus, the key to understanding the process of motivation lies in the meaning of, and relationship between, needs, drives, and incentives. Motivation as a process that starts from a lack of physiological or psychological or a need that activates a behavior or an impulse aimed at a goal or intensive.

Organizational Citizenship Behavior

According to Kaswan, (2017:280), organizational citizenship behavior (OCB) is a person's behavior that is not directly recognized by the formal reward system, and overall increases the effectiveness of organizational functions. OCB is voluntary, which means that this behavior does not require a mandatory role or job description, namely the conditions for working with the company that are clearly detailed, but this OCB behavior is more of a personal choice. Then, Sule & Priansa, (2018:416), organizational citizenship behavior (OCB) is a wise behavior that is not part of the official work of employees, with the existence of this behavior can make the organization effective.

Lecturer Performance

Regulation of the Minister of Religion of the Republic of Indonesia Number 36 of 2021 concerning the Statute of the State Islamic University Sultan Aji Muhammad Idris Samarinda reveals that lecturers are professional educators and scientists with the task of developing, leading and transforming, disseminating science and technology through education, research, and community service. According to Sinambela, (2016:482), performance is the result or level of success of a person or overall during a certain period in carrying out tasks compared to various possibilities, such as work performance standards, targets or objectives or criteria that have been determined in advance and have been mutually agreed.

Relationship Between Variables and Formulation of Research Hypothesis

The Effect of Competence on Organizational Citizenship Behavior

According to Sutrisno, (2016:203), competence is an important factor that needs to be considered if an organization wants its employees to behave (OCB). Competence is an ability that is based on skills and knowledge that is supported by a work attitude and that refers to the set work requirements. Research conducted by Pratama et al., (2021) which proves that competence has a positive and significant effect on organizational citizenship behavior. Then, research conducted by Rustandi et al., (2023) also proves that competence has a positive and significant effect on organizational citizenship behavior. However, what is different from research (Ihyamukti, 2024) which proves that competence has a positive and insignificant effect on organizational citizenship behavior. And it is strengthened by research conducted by N. W. Wardani & Dewi, (2024) which proves that competence has a positive and significant effect on organizational citizenship behavior. From this empirical research, competence has a significant effect in supporting organizational citizenship behavior. Based on the theoretical and empirical studies formulated, the first hypothesis proposed is.

H1 : Competence has a significant effect on organizational citizenship behavior

The Effect of Empowerment on Organizational Citizenship Behavior

According to Robbins & Judge, (2015:59), citizenship behavior, the discretionary behavior that is no part of an employee's formal job requirements and that contributes to the psychological and social environment of the workplace, is called citizenship behavior. successful organizations need employees who will do more than their usual job duties who will provide performance beyond expectations. in today's dynamic workplace, where task are increasingly performed by teams and flexibility is critical, employees who engage in good citizenship behavior help others on their team, volunteer for extra work, avoid unnecessary conflict, respect the spirit as well as the letter of rules and regulations and gracefully tolerate occasional work related impositions and nuisances. Meanwhile, according to Griffin & Moorhead, (2017:132), empowerment is the process of enabling workers to set their own work goals, make decisions and solve problems within their spheres of responsibility and authority. Thus, accuracy in empowerment will result in an increase in a person's OCB. In accordance with research conducted by Herawaty P et al., (2019) directly proves that empowerment has a positive and significant effect on organizational citizenship behavior. However, a different study from Amalia et al., (2021) proves that empowerment does not have a significant effect on organizational citizenship behavior. Then, research conducted by Mamik et al., (2022) proves that empowerment has a positive and significant effect on organizational citizenship behavior. From this empirical research, empowerment has a significant effect in supporting organizational citizenship behavior. Based on the theoretical and empirical studies formulated, the second hypothesis proposed is.

H2 : Empowerment has a significant effect on organizational citizenship behavior

The Effect of Motivation on Organizational Citizenship Behavior

According to Ivancevich & Konopaske, (2013:54), motivation is the set off attitudes predispose a person to act a specific goal-directed way. Then, according to Luthan, (2018:141), motivation is a process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Thus, the key to understanding the process of motivation lies in the meaning of, and relationship between, needs, drives, and incentives. In accordance with research conducted by Herawaty P et al., (2019) proves

that work motivation directly has a positive and significant effect on organizational citizenship behavior. Then, research conducted by Pratama et al., (2021) proved that motivation has a positive and significant effect on organizational citizenship behavior. And, another study from Susilo, (2023) strengthens the evidence that motivation has a positive and significant effect on organizational citizenship behavior. From this empirical study, motivation has a significant effect in supporting organizational citizenship behavior. Based on the theoretical and empirical studies formulated, the third hypothesis proposed is.

H3 : Motivation affects organizational citizenship behavior

The Effect of Organizational Citizenship Behavior on Lecturer Performance

According to Organ, (1988:159), organizational citizenship behavior (OCB) is an extra-individual behavior that is not directly or explicitly recognized in the formal work system and can increase the effectiveness of organizational functions in the aggregate. In general, an organization believes that in order to achieve excellence, then individual performance must be made as high as possible, because basically individual performance affects the performance of a team or work group and ultimately affects the overall performance of the organization. In the context of individual performance, especially lecturer performance, in accordance with research conducted by R. B. Putra & Fitri, (2021) proves that organizational citizenship behavior has a significant effect on lecturer performance. Then, research from Chandra et al., (2021) proves that organizational citizenship behavior has a significant effect on teacher performance. And further strengthened by Supanto, (2023) also proves that organizational citizenship behavior has a positive and significant effect on lecturer performance.

Based on the theoretical and empirical studies formulated, the fourth hypothesis proposed is.

H4 : organizational citizenship behavior has a significant effect on lecturer performance

The Effect of Competence on Lecturer Performance

According to Moehariono, (2015:3), competence is an underlying characteristic of a person related to the effectiveness of individual performance in his or her work or basic characteristics of individuals who have a causal relationship or as a causal relationship with the criteria used as a reference, effective or excellent performance or superior in the workplace or in certain situations. Furthermore, Moehariono, (2015:5), competence is a causal relationship that competence can cause or can be used to predict a person's performance, meaning that if they have high competence, their performance will also be high (cause-and-effect). In accordance with research conducted by Efendi & Yusuf, (2021) proves that competence has a positive and significant effect on employee performance. However, different studies from Chandra et al., (2021) and Pratama et al., (2021) prove different things that competence has a negative and insignificant effect on the performance of teachers and lecturers. And, research from Normansyah et al., (2024) strengthens the evidence that competence directly has a positive and significant effect on lecturer performance. Based on the theoretical and empirical studies formulated, the fifth hypothesis proposed is.

H5 : competence has a significant effect on lecturer performance

The Effect of Empowerment on Lecturer Performance

According to Agustini, (2015:28), lecturer empowerment is an activity or process aimed at maintaining and improving the ability, attitude, understanding and performance of lecturers in their role as academic personnel in the present and future. Lecturer empowerment is needed to improve the quality of department performance in facing various challenges that always change from time to time in the implementation of the department's mission. Successful lecturer empowerment will increase the competitiveness of the department in the fields of science, technology and art. Lecturer empowerment is also intended to accommodate the desire of lecturers to develop themselves and improve their careers, therefore the personal interests of lecturers as much as possible are also considered in the planning and implementation of their empowerment. In accordance with research conducted by Amalia et al., (2021) proves that empowerment has a significant effect on performance. However, the results are different from the research conducted by Pratama et al., (2021) which proves that empowerment has a positive and insignificant effect on lecturer performance. Then, another study from Mahpud et al., (2024) strengthens the evidence that empowerment directly has a significant effect on lecturer performance. Based on the theoretical and empirical studies formulated, the sixth hypothesis proposed is.

H6 : Empowerment has a significant effect on lecturer performance

The Effect of Motivation on Lecturer Performance

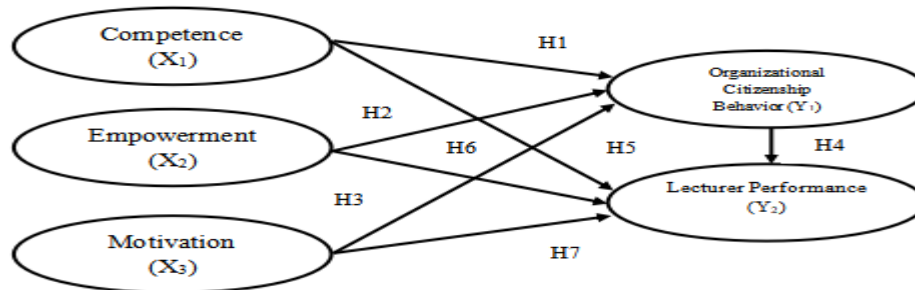
According to Effendi, (2014:488), we have recognized that employee performance depend on both motivation and ability. This means that performance depends on motivation and ability so that an increase in motivation and ability will affect performance. In accordance with research conducted by Pratama et al., (2021) proves that motivation has a positive and significant effect on lecturer performance. However, a different study from Wibowo et al., (2023) proved different results that work motivation did not have a significant effect on

employee performance. Then, another study from Susilo, (2023) proves and strengthens that motivation has a positive and significant effect on employee performance. Based on the theoretical and empirical studies formulated, the seventh hypothesis proposed is.

H7 : Motivation has a significant effect on lecturer performance

Research Conceptual Framework

Figure 1. Research Conceptual Framework



III. RESEARCH METHOD

Operational Definition

1. Competencies (x1)

Competence is basic knowledge or subject matter in the form of ability; experience, as well as the requirements needed or possessed in carrying out his work as a Lecturer at the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda. The indicators used to measure competence according to Kurniasih & Sani, (2017:46), namely.

- a. Pedagogic competence refers to the ability of lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda to manage learning effectively.
- b. Personality competence refers to the ability of lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda to demonstrate integrity, emotional stability, and professional attitude in carrying out academic duties.
- c. Professional competence refers to the in-depth mastery of lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda of the teaching materials and scientific fields taught.
- d. Social competence refers to the ability of lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda to interact effectively with students, colleagues, and the academic community.

2. Empowerment (x2)

Empowerment includes the ability of lecturers at the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda to make decisions related to teaching methods, research, and self-development professionally without excessive intervention from the leadership. The indicators used to measure empowerment according to Lötter, (2021:73-76), namely.

- a. Autonomy refers to the freedom of lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda to design and choose teaching methods, determine relevant research topics, and develop a curriculum that is in accordance with the development of science. This autonomy is measured by the degree of freedom given in academic decision-making.
- b. Professional development refers to the efforts of Sultan Aji Muhammad Idris State Islamic University Samarinda to provide the training, seminars, and resource support that lecturers need to improve their skills in the academic and research fields. This includes the participation of lecturers in training programs as well as the achievement of certification.
- c. Participation in decision-making refers to the active involvement of lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda in the process of formulating academic policies, curriculum, and institutional evaluation. Lecturers are given space to be involved in committees and teams that determine the direction of academic policy.
- d. Recognition and awards include respect and appreciation given to lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda for their academic achievements and contributions to the university, both through publications, teaching innovations, and involvement in scientific activities. This can be a formal award or an informal recognition.

3. Motivation (x3)

Motivation is an internal and external encouragement that affects the enthusiasm and dedication of lecturers at Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda in carrying out academic tasks, such as teaching, research, and community service. This motivation reflects how much motivation the lecturer has to achieve optimal results in his work. The indicators used to measure motivation according to Robbins & Judge (2017:131), are.

- a. The need for achievement refers to the drive from the desire to achieve high standards of work; developing innovations in teaching; and received recognition for academic and professional achievements at the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda.
- b. The need for power refers to the drive or desire to influence; Direct; and managing other people at the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda.
- c. The need for affiliation refers to the encouragement or motivation of lecturers at Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda to establish and maintain harmonious interpersonal relationships with peers, students, and the academic community on campus.

4. Organizational citizenship behavior (Y1)

Organizational citizenship behavior is voluntary behavior shown by lecturers at Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda outside of their formal duties in teaching, research, and community service, which contributes to improving the operational effectiveness of the university and the academic environment as a whole. This OCB shows the role of lecturers in supporting and strengthening the academic community without any direct obligations or rewards. The indicators used to measure consumer satisfaction according to Kaswan, (2017:285), are.

- a. Altruism is the behavior of lecturers who voluntarily help colleagues or students, for example by providing additional academic guidance outside of working hours, assisting other lecturers in the preparation of materials, or participating in social and humanitarian activities of the university.
- b. Conscientiousness (awareness of obligation) is when lecturers voluntarily perform tasks that are not required, such as complying with university regulations and policies more than expected, maintaining time discipline, and taking the initiative in academic or administrative activities without having to be directed by superiors.
- c. Sportsmanship is a positive behavior of lecturers who are shown by not easily complaining or criticizing when facing difficult or sub-ideal situations in the work environment. Lecturers continue to show a professional attitude and do not let small problems affect their performance.
- d. Civic virtue (participation in organizational activities) is when lecturers actively participate in institutional activities outside of their formal duties, such as attending faculty meetings, being a committee member in academic or extracurricular activities, and engaging in discussions related to university development.
- e. Courtesy (concern for social relations) is that lecturers maintain good relationships with colleagues and students, for example by providing important information on time, maintaining good communication, and avoiding interpersonal conflicts in the work environment.

5. Lecturer performance (Y2)

Lecturer performance refers to the results of work or achievements achieved by lecturers at Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda in carrying out the main tasks, namely teaching, researching, and serving the community, in accordance with the standards and goals that have been set by the institution. The performance of lecturers also includes their ability to improve the quality of education and the development of science, as well as an active role in academic activities inside and outside the university environment. As for the indicators or parameters used to measure lecturer performance according to Steiner & Miner, (2018:67), the indicators used to measure lecturer performance, are.

- a. The quality of work refers to the extent to which lecturers at the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda are able to achieve the expected learning outcomes, through the delivery of clear, relevant, and useful material for students.
- b. The quantity of work includes the number of workloads handled by lecturers at the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda such as the number of classes taught, research conducted, and community service.
- c. Responsibility refers to the involvement of lecturers at the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda in carrying out academic and administrative duties, as well as fulfilling their obligations to students and institutions.
- d. Cooperation refers to the ability of lecturers at Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda to collaborate with colleagues, students, and other parties in academic and non-academic activities.

e. The initiative is measured by the extent to which lecturers at the Sultan Aji Muhammad Idris State Islamic University (UINSI) Samarinda take proactive actions to develop teaching materials, teaching methods, and service activities without waiting for directions or orders.

Population & Sample

The population that will be used as a sample in this study is all lecturers who have the status of Civil Servants (PNS) at the State Islamic University which totals 216 people. Then another explanation from Hair, et al., (2019:637), suggested that for the appropriate sample size in the analysis tool using SEM PLS is 30-100 samples with the maximum number of sample determinations depending on the number of research indicators multiplied by 5 to 10. This study has 21 indicators so that it follows point number three above with a sample size of **105 respondents** obtained from 21 times 5.

Analysis Method

Data analysis uses variant-based PLS-SEM or partial least square path modeling and then in its processing using SmartPLS 3.0 software. According to Ghozali & Latan (2015:5), Partial least square (PLS) is a powerful analysis method and is often referred to as soft modelling because it eliminates OLS (ordinary least square) regression assumptions such as data must be normally distributed in a multivariate manner and the absence of multicollinearity problems between exogenous variables. PLS is used to test weak theories and weak data such as small sample sizes or data normality problems. In addition, PLS is also used to explain the existence or absence of relationships between latent variables (prediction) and can also confirm theories. This explanation is further reinforced from Hair et al., (2019:4), "The PLS-SEM method is very appealing to many researchers as it enables them to estimate complex models with many constructs, indicator variables and structural paths without imposing distributional assumptions on the data. More importantly, however, PLS-SEM is a causal-predictive approach to SEM that emphasizes prediction in estimating statistical models, whose structures are designed to provide causal explanations

ANALYSIS AND DISCUSSION

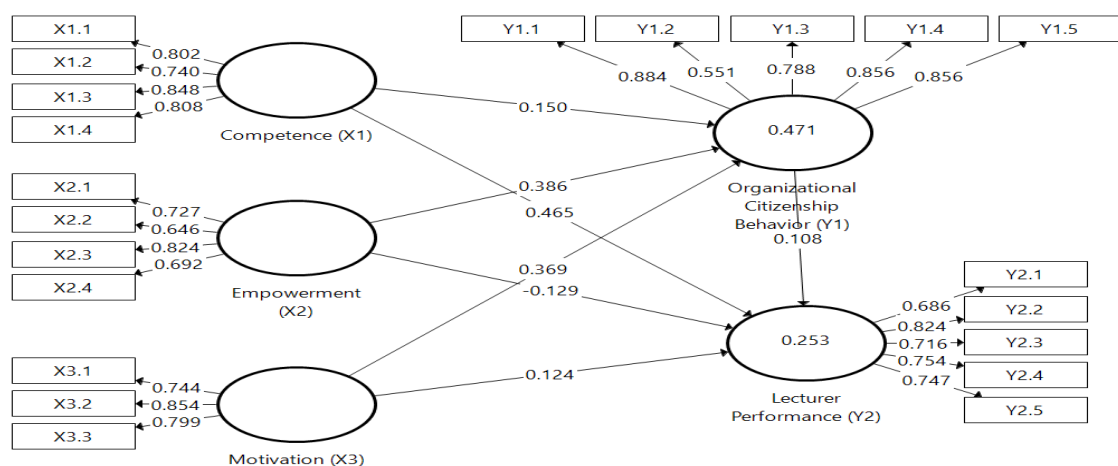
Structural Equation Modelling (PLS-SEM)

Data analysis uses structural equation modeling (SEM) with VB-SEM (variance based-SEM) approach. The following is an analysis of the data testing carried out, which is as follows.

Evaluation of Measurement Model (Outer Model)

Measurement models are used to determine the results of testing the validity and reliability of measuring instruments. The following is a diagram of the measurement model (outer model) that explains the relationship between the latent variable and the manifest variable or indicator as shown in Figure 2 below.

Figure 2. Measurement Model Diagram with Reflective Indicator



Source: SmartPLS Output 4, 2024.

According to Figure 2 above, it can be seen that the results of the analysis must be fulfilled in the evaluation of the measurement model, which is as follows.

1. Convergent validity test

The convergent validity test aims to determine the validity between the indicator and each construct or latent variable. In this study, a loading factor limit of 0.50 will be used. To assess the results of the convergent validity test, it can be seen from the value of the loading factor reflected in the outer loading results as shown in Table 1 below.

Table 1. Results of Convergent Validity Test Using Outer Loading

	Lecturer Performance (Y2)	Competencies (x1)	Motivation (x3)	Organizational Citizenship Behavior (Y1)	Empowerment (x2)
X1.1		0.802			
X1.2		0.740			
X1.3		0.848			
X1.4		0.808			
X2.1					0.727
X2.2					0.646
X2.3					0.824
X2.4					0.692
X3.1			0.744		
X3.2			0.854		
X3.3			0.799		
Y1.1				0.884	
Y1.2				0.551	
Y1.3				0.788	
Y1.4				0.856	
Y1.5				0.856	
Y2.1	0.686				
Y2.2	0.824				
Y2.3	0.716				
Y2.4	0.754				
Y2.5	0.747				

Source: SmartPLS Output 4, 2024.

According to Table 1 above, the results were obtained that the indicators used to measure each variable in this study mostly had a loading factor value above 0.7 which means that the indicator has a strong correlation with its construction. However, there are also indicators that have an outer loading value between the range of 0.5 to 0.6 which is still considered sufficient for exploratory research, which means that this indicator can still be maintained or accepted in the model, especially in the early stages of scale development or in exploratory research, so that it is still maintained for running or further analysis unless the loading factor value is below 0.4. So, it can be concluded that because the research is exploratory and the threshold limit is above 0.5, the indicator used can still be able to explain the latent variable or its construct and overall, the indicator items are valid to measure the validity of the construct. In addition, the highest loading factor value shows the strongest and dominant factor in forming variables. In addition, outer loading to see the validity of the construct, the results of other convergent validity tests can also be reported which are reflected in the AVE (average variance extracted) value where the limit value is 0.50 as shown in Table 2.

Table 2. Average Variance Extracted (AVE) Results

	Average Variance Extracted (AVE)
Competencies (x1)	0.641
Empowerment (x2)	0.526
Motivation (x3)	0.640
Organizational Citizenship Behavior (Y1)	0.635
Lecturer Performance (Y2)	0.558

Source : SmartPLS 4 output, 2024.

According to Table 2, it shows that the AVE value is greater than the threshold of 0.50 so that it can be concluded that the validity of the construct has a good validity convergence, which describes the magnitude of the variant or diversity of manifest variables that can be possessed by the latent construct. Thus, the greater the variant or diversity of manifest variables that can be contained by the latent construct, the greater the representation of the manifest variable to its latent construct.

2. Discriminant validity test

Discriminatory validity is used to see the extent to which a construct is completely different from another. Therefore, to evaluate the discriminant validity test, the researcher uses the heterotrait-monotrait ratio (HTMT) because of the recommended method to assess the validity of the discriminant. To assess the validity of a discrimination using a threshold value must be below 0.90. The following are the results of the heterotrait-monotrait ratio (HTMT) test as seen in Table 3 below.

Table 3. Results of Discrimination Validity Test Using Heterotrait-Monotrait Ratio (HTMT)

	Lecturer Performance (Y2)	Competencies (x1)	Motivation (x3)	Organizational Citizenship Behavior (Y1)	Empowerment (x2)
Lecturer Performance (Y2)					
Competencies (X1)	0.523				
Motivation (X3)	0.240	0.146			
Organizational Citizenship Behavior (Y1)	0.236	0.183	0.730		
Empowerment (X2)	0.233	0.132	0.770	0.731	

Source: SmartPLS Output 4, 2024.

According to Table 3, the entire HTMT value is below or lower than 0.90 which means that a construct has good discriminatory validity. In addition, according to Hair et al., (2019), if the $HTMT < 0.90$, then the relationship or correlation between a construction is conceptually similar.

3. Test for consistency of reality

The reliability test used for cronbach's alpha must be greater than 0.6 and the composite reality must be greater than 0.7 which the results of the values can be seen in Table 4 below.

Table 4. Reliability Consistency Test Results

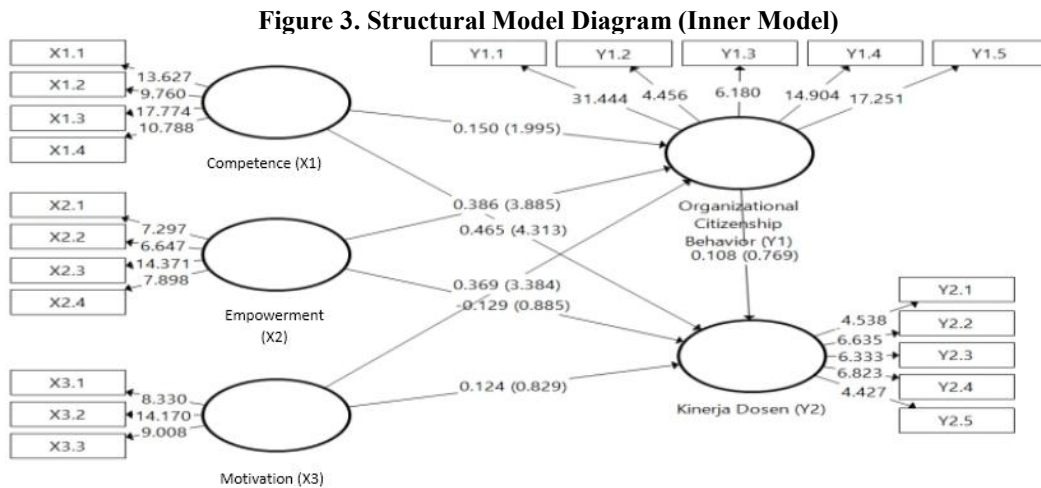
	Cronbach's Alpha	rho_A	Composite Reliability
Competencies (x1)	0.814	0.825	0.877
Empowerment (x2)	0.704	0.714	0.815
Motivation (x3)	0.718	0.718	0.842
Organizational Citizenship Behavior (Y1)	0.848	0.858	0.895
Lecturer Performance (Y2)	0.814	0.826	0.863

Source: SmartPLS Output 4, 2024.

According to Table 4, Cronbach's alpha value is greater than 0.6 which means that the construct can be said to be reliable as an instrument to measure the variable while the composite reliability is greater than 0.7 which indicates the consistency of the measuring instruments used uniformly or similarly.

Structural Model Evaluation (Inner Model)

The structural model (inner model) is a model that shows the relationship between latent variables whose diagram model can be seen in Figure 3 below.



Source: SmartPLS Output 4, 2024.

According to Figure 3 above, it can be seen that the relationship between latent variables is shown by displaying t-values and path coefficients. The following is an evaluation in structural testing, which is as follows.

1. Coliniernity test of structural models

The collinearity test is used to see the conditions that arise when there are two independent variables that are interrelated. In the structural model colinirity test, using the Inner VIF with the threshold must be below 5 as seen in Table 5. below.

Table 5. Results of the Statistical Colinirity Test (Inner VIF Values)

	Lecturer Performance (Y2)	Competencies (x1)	Motivation (x3)	Organizational Citizenship Behavior (Y1)	Empowerment (x2)
Lecturer Performance (Y2)					
Competencies (x1)	1.043			1.001	
Motivation (x3)	1.753			1.496	
Organizational Citizenship Behavior (Y1)	1.892				
Empowerment (x2)	1.778			1.496	

Source: SmartPLS Output 4, 2024.

According to Table 5, the results of the structural colinicity test (inner values) obtained an inner VIF (variance Inflated Factor) value of less than 5, so it can be concluded that there is no multicollinearity between variables that affect consumer satisfaction and loyalty.

2. Coefficient of determination (R-Square)

The value of R-squares is used as the explanatory force for any endogenous latent variable. According to Hair et al., (2022:183), in scientific research focusing on marketing issues, the R2 value ranges from 0.75; 0.50; or 0.25 which is described as substantial; moderate; or weak. The following are the results of the determination coefficient (R-Square) tester as seen in Table 6.

Table 6. R2 Test Result (R square)

	R Square	R Square Adjusted
Organizational Citizenship Behavior (Y1)	0.471	0.456
Lecturer Performance (Y2)	0.253	0.223

Source: SmartPLS Output 4, 2024.

According to Table 6, the R2 (R square) value for organizational citizenship behavior (Y1) is 0.471 or 47.1%, while for lecturer performance (Y2) is 0.253 or 25.3%. According to the results of the R² (R square) value for all endogenous constructs in the moderate or medium category because it is below 0.75. Then the Rsquare adjusted value of organizational citizenship behavior (Y1) is 0.456 or 45.6%, meaning that around 54.4% of the rest is influenced by other factors. Likewise, the performance of lecturers (Y2) was 0.223 or 22.3%, which means that 77.7% was influenced by other factors outside the model.

3. Effect size (f-Square)

Effect size (f² or f square) is used to evaluate the magnitude of the direct influence of endogenous variables in a structural model with the threshold of effect size (f²) values being 0.02; 0.15; and 0.35 which are interpreted as small; medium; and large, respectively. The following are the results of the effect size or f-square test in Table 7.

Table 7. Effect Size Test Results (f²Test)

	Lecturer Performance (Y2)	Competencies (x1)	Motivation (x3)	Organizational Citizenship Behavior (Y1)	Empowerment (x2)
Competencies (x1)	0.277			0.043	
Empowerment (x2)	0.013			0.188	
Motivation (x3)	0.012			0.172	
Organizational Citizenship Behavior (Y1)	0.008				
Lecturer Performance (Y2)					

Source : SmartPLS Output 4, 2024.

According to Table 7, the amount of influence or effect on the competency variable (X1) on organizational citizenship behavior (Y1) is 0.043 which means the amount of influence is large; the influence or effect on the empowerment variable (X2) on organizational citizenship behavior (Y1) is 0.188 which means the amount of influence is large; and the influence or effect on the motivation variable (X3) on organizational citizenship behavior (Y1) is 0.172 which means the amount of The influence is great. Then, the influence or effect of the variable organizational citizenship behavior (Y1) on lecturer performance (Y2) is 0.008 which means that the amount of influence is small; the influence or effect of the competency variable (X1) on the performance of lecturers (Y2) is 0.277 which means the amount of influence is large; the effect on the empowerment variable (X2) on lecturer performance (Y2) is 0.013 which means the amount of influence is small; and, the influence or effect of the motivation variable (X3) on lecturer performance (Y2) is 0.012 which means the amount of influence is small.

4. Predictive Relevance (Q-Square / Q²) and Effect Size (q²)

The Q2 value is useful for validating the ability to predict the model where this model is only suitable for use in endogenous constructs that have reflective indicators. To test the predictive relevance value (Q² or Q square test) using the blindfolding procedure which can be seen in the construct cross validated redundancy section of SmartPLS. The following are the results of the predictive relevance test or Q-squares test as seen in Table 8 below.

Table 8. Predictive Relevance Test Results (Q-Square Test)

	SSO	SSE	Q ² (=1-SSE/SSO)
Competencies (x1)	420.000	420.000	
Empowerment (x2)	420.000	420.000	
Motivation (x3)	315.000	315.000	
Organizational Citizenship Behavior (Y1)	525.000	397.152	0.244
Lecturer Performance (Y2)	525.000	483.174	0.080

Source : SmartPLS Output 4, 2024

According to Table 8 above, the results are obtained that the endogenous variables or constructs have a value of Q² > 0 which indicates that the models have met the predictive relevance where the model has been well reconstructed. From these results, the value of q² predictive relevance can also be determined as a measure of effect size that has an impact relative to the structural model that can be measured by a formula, namely.

$$\begin{aligned}
 q^2 &= \frac{Q2_{included} - Q2_{excluded}}{1 - Q2_{included}} \\
 &= \frac{0.244 - 0.080}{1 - 0.244} \\
 &= \frac{0.164}{0.756} = 0.217
 \end{aligned}$$

According to this manual calculation, the amount of influence of the q2 predictive relevance value is 0.217 which means that the model has a fairly good predictive relevance.

Model Fit Evaluation (Goodness of Fit / GoF)

This part is used to evaluate how the model is suitable or suitable for the data distribution used. In evaluating the compatibility of the model with the data, it can be done through, namely the following.

1. Kecocokan model (goodness of fit / GoF)

Goodness of Fit (GoF) is used to test the feasibility of a model where this test is carried out for the validation of the model as a whole, namely a combination of the inner model and the outer model. The goodness of Fit (GoF) value is measured by the average communality index and the average R-square which to find the communality value of each variable can be found from the model measurement with the blindfolding technique in the construct cross validated communality section in PLS which can be seen in the Appendix. The following is the average value of the communality index as shown in Table 9. below.

Table 9. Communality Index Results

	SSO	SSE	Q ² (=1-SSE/SSO)
Competencies (x1)	420.000	290.731	0.308
Empowerment (x2)	420.000	328.035	0.219
Motivation (x3)	315.000	224.999	0.286
Organizational Citizenship Behavior (Y1)	525.000	336.502	0.359
Lecturer Performance (Y2)	525.000	376.130	0.284

Source : SmartPLS Output 4, 2024

According to Table 9 above, the average value of the communality index is 0.399 while the average value of R-square is 0.501 which is obtained from the value of R-square (R₁ + R₂ / 2 or 0.471 + 0.253 / 2). From this value, the feasibility test of the model (godness of fit) can also be determined by a formula, namely.

$$\begin{aligned}
 GoF &= \sqrt{com \times R^2} \\
 &= \sqrt{1.456 \times 0.598} \\
 &= \sqrt{0.870} = 0.933 \text{ or } 93.3\%.
 \end{aligned}$$

Based on manual calculations related to the GoF value, a result of 0.933 or 93.3% was obtained, which means that the GoF value is large. This provides an understanding that the resulting model is good or fit in explaining the distribution of data. Then, in addition to the Goodness of Fit (GoF) above, the following are the SRMR test results that need to be reported in evaluating whether the model matches the empirical data distribution reflected in the SRMR value in Table 10 below.

Table 10. SRMR Value Test Results

	Saturated Model	Estimated Model
SRMR	0.115	0.115

Source : SmartPLS Output 4, 2024

According to Table 5.15 above, the SRMR value is 0.115 > 0.10 which means that the model formed does not match or is in accordance with empirical data.

PLS Predict Evaluation

PLS predict is used to assess the extent to which the proposed PLS model has good predictive power. The following are the results of the PLS predict test as shown in Table 5.16 below.

Table 5.16 PLS Predict Test Results

Table 11. PLS Predict Test Results

	Model PLS			Model LM		
	Q ² _predict	PLS-SEM_RMSE	PLS-SEM_MAE	Q ² _predict	LM_RMSE	LM_MAE
Y1.1	0.325	0.359	0.247	0.247	0.379	0.260
Y1.2	0.246	0.304	0.186	0.195	0.315	0.184
Y1.3	0.019	0.394	0.241	-0.155	0.428	0.274
Y1.4	0.17	0.392	0.261	0.080	0.413	0.276
Y1.5	0.287	0.342	0.234	0.210	0.360	0.250
Y2.1	-0.064	0.607	0.543	-0.173	0.637	0.566
Y2.2	0.066	0.506	0.429	0.038	0.513	0.415
Y2.3	-0.009	0.589	0.491	-0.099	0.615	0.509
Y2.4	0.123	0.596	0.467	-0.009	0.639	0.490
Y2.5	0.173	0.539	0.443	0.113	0.558	0.447

Source : SmartPLS 4 output, 2024.

According to Table 11, most of the measurement items of endogenous variables (organizational citizenship behavior and lecturer performance) in the proposed PLS model have lower RMSE and MAE values than the LM (linear regression) model, which means that the model has high predictive accuracy, in addition, the proposed PLS model has the power of "**medium prediction**".

Hypothesis Testing

To answer the hypothesis in this study directly without any mediating variables, namely by looking at the results of the path coefficient and the significance value can be seen in Figure 5.2 above which shows the path coefficient and t-calculation. Testing the structural model of the path coefficient using the bootstrapping method using the threshold if the relationship or influence is significant by looking at the t-value > 1.96 and the p-value < 0.05. The following are the test results which can be seen in Table 12 below.

Table 12. Path Coefficient Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Competency (X1) -> Lecturer Performance (Y2)	0.465	0.452	0.105	4.445	0.000
Competency (X1) -> Organizational Citizenship Behavior (Y1)	0.150	0.145	0.074	2.038	0.042
Motivation (X3) -> Lecturer Performance (Y2)	0.124	0.115	0.140	0.881	0.379
Motivation (X3) -> Organizational Citizenship Behavior (Y1)	0.369	0.388	0.114	3.244	0.001
Organizational Citizenship Behavior (Y1) -> Lecturer Performance (Y2)	0.108	0.113	0.137	0.785	0.433
Empowerment (X2) -> Lecturer Performance (Y2)	-0.129	-0.123	0.139	0.927	0.354
Empowerment (X2) ->	0.386	0.389	0.099	3.886	0.000

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Organizational Citizenship Behavior (Y1)					

Source : SmartPLS Output 4, 2024

According to Table 12, it shows the overall direct influence of which from the relationship there are 4 that can be accepted, namely the influence of competence (X1) on lecturer performance (Y2); the influence of competence (X1) on organizational citizenship behavior (Y1); the influence of motivation (X3) on organizational citizenship behavior (Y1); and the effect of empowerment (X2) on organizational citizenship behavior (Y1); Then, 3 influences that were rejected were the influence of motivation (X3) on lecturer performance (Y2); the influence of organizational citizenship behavior (Y1) on lecturer performance (Y2); and empowerment (X2) on lecturer performance (Y2).

IV. Discussion

The Effect of Competence on Organizational Citizenship Behavior

The results of the study showed that competency (X1) had a positive and significant effect on organizational citizenship behavior (Y1) in lecturers at Sultan Aji Muhammad Idris State Islamic University in Samarinda which means that the higher the competence of lecturers, the higher their OCB level. Good competence motivates lecturers to engage in additional behaviors that go beyond formal obligations, such as sharing knowledge or helping students and colleagues. Then, significant results showed that this relationship did not occur by chance, but rather was a real effect of competence on OCB. This means that lecturer competence statistically has a relevant and trustworthy influence to improve OCB. The dominant indicator of competence (X1) is professional competence because the loading factor value is the highest by having in-depth knowledge of the field of study taught at the Sultan Aji Muhammad Idris State Islamic University Samarinda, This means that the professional competency factor needs to be maintained because it quickly encourages the improvement of lecturer competence felt on this campus, Professional competence, especially in terms of in-depth knowledge of the field of study which is taught, is the main element that supports OCB behavior in UINSI Samarinda lecturers. This means that strong knowledge and expertise in the field of study not only helps lecturers in teaching but also encourages them to contribute more to the campus environment. These findings indicate that the development of professional competencies, such as through in-depth training or support for further research, is essential for encouraging higher OCB behavior.

Research conducted by Pratama et al., (2021) which proves that Competence have a positive and significant effect on Organizational Citizenship Behavior. Then, the research conducted Rustandi et al., (2023) also proves Competence have a positive and significant effect on Organizational Citizenship Behavior. However, what is different from the research (Ihyamukti, 2024) which proves that competence has a positive and insignificant effect on Organizational Citizenship Behavior. And strengthened from research conducted by N. W. Wardani & Dewi, (2024) which proves Competence have a positive and significant effect on Organizational Citizenship Behavior. From this empirical research, competence has a significant effect in supporting Organizational Citizenship Behavior. These findings suggest that faculty competency development, whether through training, educational enhancement, or professional development opportunities, can be an effective way to improve OCB in the campus environment. Strong competence in lecturers directly contributes to the improvement of a positive work culture and supports the development of the institution.

The Effect of Empowerment on Organizational Citizenship Behavior

The results of the study show that Empowerment (X2) has a positive and significant effect on Organizational Citizenship Behavior (Y1) to the Lecturer of Sultan Aji Muhammad Idris State Islamic University in Samarinda which means that empowerment is a real and important factor in improving OCB behavior of lecturers in the campus environment. The empowerment in question can include autonomy in decision-making, professional development, and recognition of contributions made. If educational institutions provide better support in terms of empowerment, such as providing space for lecturers to participate in decision-making and self-development, it will increase lecturers' motivation and commitment to the institution. This in turn can encourage lecturers to contribute more voluntarily outside of their formal duties, such as helping colleagues, participating in social activities on campus, and demonstrating other positive behaviors that support a good organizational culture. Overall, this study emphasizes the importance of empowerment strategies in improving lecturer OCB, which can contribute to improving the quality of education and a more productive work atmosphere in the campus environment. In accordance with research conducted by Herawaty P et al., (2019) directly proving that empowerment has a positive and significant effect on Organizational Citizenship Behavior. However, the research

differs from Amalia et al., (2021) proving that empowerment does not have a significant effect on Organizational Citizenship Behavior. Then, the research conducted Mamik et al., (2022) proving that empowerment has a positive and significant effect on Organizational Citizenship Behavior. From this empirical research, empowerment has a significant effect in supporting Organizational Citizenship Behavior. This shows that when lecturers are given the space and opportunity to feel empowered, they are more likely to exhibit positive behaviors that support the work environment and organizational goals.

The Effect of Motivation on Organizational Citizenship Behavior

The results of the study show that motivation (X3) had a positive and significant effect on organizational citizenship behavior (Y1) in Lecturers at Sultan Aji Muhammad Idris State Islamic University in Samarinda which means that the level of motivation of lecturers plays an important role in encouraging voluntary behavior that supports the organization. When lecturers feel motivated either by the need for achievement, power, or affiliation, they tend to show a higher OCB. Strong motivation can make lecturers more proactive in contributing not only in their formal duties, but also in supporting their peers, participating in social activities, and engaging in efforts to improve the academic environment. The dominant indicator on the motivation (X3) is the need for power because the loading factor value is the highest with respondents feeling motivated in leading projects or academic activities as a lecturer at Sultan Aji Muhammad Idris State Islamic University, Samarinda. The meaning is that the need for power is the main aspect that drives the motivation of lecturers at the Sultan Aji Muhammad Idris State Islamic University Samarinda. When lecturers feel they have the opportunity to lead projects or academic activities, they tend to be more motivated to contribute to the maximum. The need for power in this context is not a matter of domination, but the desire to have a positive influence and lead change in the academic environment. Lecturers who have this motivation may be more eager to take initiative, lead new programs, and engage in strategic decision-making related to institutional development. This indicator shows that lecturers who have the opportunity to lead and make significant contributions to campus activities will be more encouraged to show positive organizational citizenship behavior (OCB), such as working voluntarily for the common good and supporting colleagues. Appropriate with research carried out by Herawaty P et al., (2019) proving that work motivation directly has a positive and significant effect on organizational citizenship behavior. Then, research conducted by Pratama et al., (2021) proving that motivation has a positive and significant effect on organizational citizenship behavior. And, other research from Susilo, (2023) reinforces the evidence that motivation has a positive and significant effect on organizational citizenship behavior. From this empirical study, motivation has a significant effect in supporting Organizational Citizenship Behavior. This shows that motivation has an important role in encouraging organizational citizenship behavior (OCB) in lecturers. When lecturers are highly motivated, both in terms of the need for achievement, power, and affiliation, they are more motivated to behave proactively and support the work environment outside of the formal demands of the job. Strong motivation can make lecturers more willing to help colleagues, participate in campus activities, and take the initiative in academic projects that bring a positive impact to the institution. It also signifies that motivated lecturers are not only focused on their own tasks, but also care about the success of the team and the well-being of the organization as a whole.

The Effect of Organizational Citizenship Behavior on Lecturer Performance

The results of the study show that Organizational Citizenship Behavior (Y1) had a positive and insignificant effect on lecturer performance (Y2) at Sultan Aji Muhammad Idris State Islamic University in Samarinda which means that although voluntary behavior that supports the organization (such as helping colleagues or participating in campus activities) can have a positive impact on lecturer performance, this influence is not strong enough or consistent to be considered significant in the context of this study. In other words, even though lecturers who show OCB tend to have better performance, the OCB factor is not the main determinant in improving the performance of lecturers in the campus environment. This indicates that there are other factors that may play a greater role in influencing lecturer performance, such as professional competence, available resources, or institutional policies. These findings can help institutions to look back at the key factors that contribute more directly to lecturer performance and consider how OCB can still be encouraged as a supporting aspect, although not a significant factor in direct performance improvement. The dominant indicator on the Organizational Citizenship Behavior (Y1) is Altruism because the loading factor value is the highest with lecturers willing to help colleagues or other lecturers who need assistance such as preparing materials and participating in social and humanitarian activities at the Sultan Aji Muhammad Idris State Islamic University Samarinda. This is supported, when viewed from the analysis of variable descriptions Organizational Citizenship Behavior (Y1) was well perceived by the respondents with the highest indicator, namely the suitability of expectations. Then, judging from the general information of the respondents, most of the respondents who became civil servant lecturers on this campus were 73 men with a percentage of 69.52% who were in the age range of 46 to 52 years as many as 43 people with a percentage of 40.95%. This means that the dominance of the indicator Altruism deep Organizational Citizenship Behavior (OCB) shows that lecturers at Sultan Aji Muhammad Idris State Islamic University

Samarinda have a strong tendency to help colleagues and engage in social activities that support their work environment. This trend shows that the value of togetherness and support between colleagues is an important aspect of campus organizational culture. Supported by the perception of respondents who consider indicators Expectation Matching is also high, this indicates that the lecturer feels that the behavior Altruism in accordance with the values and expectations that exist in the campus environment. This means that lecturers not only see their role as educators, but also as part of a community that supports each other. In accordance with research conducted by R. B. Putra & Fitri, (2021) proves that Organizational Citizenship Behavior has a significant effect on lecturer performance. Then, research from Chandra et al., (2021) prove Organizational Citizenship Behavior have a significant effect on teacher performance. And further strengthened by Supanto, (2023) also proves Organizational Citizenship Behavior have a positive and significant effect on lecturer performance. From these findings, rejecting the hypothesis proposed, this means

The Effect of Competence on Lecturer Performance

The results of the study show that Competence (X1) has a positive and significant effect on the performance of lecturers (Y2) at Sultan Aji Muhammad Idris State Islamic University in Samarinda which means that the level of competence of lecturers directly affects the quality of their performance. When lecturers have high competence, both in pedagogic, personality, professionalism, and social aspects, they tend to be more able to carry out their duties effectively and achieve better results. This significant influence shows that lecturer competence is a key factor in determining their success in carrying out academic tasks, such as teaching, guiding students, conducting research, and contributing to campus activities. In accordance with research conducted by Efendi & Yusuf, (2021) proving that competence has a positive and significant effect on employee performance. However, the research differs from Chandra et al., (2021) and Pratama et al., (2021) proving a different thing that competence has a negative and insignificant effect on the performance of teachers and lecturers. And, research from Normansyah et al., (2024) reinforcing evidence that competence directly has a positive and significant effect on lecturer performance. And the results of this finding strengthen the evidence that the higher the competence of a lecturer, the better his performance in the teaching and learning process and academics on campus.

The Effect of Empowerment on Lecturer Performance

The results of the study show that Empowerment (X2) has a negative and insignificant effect on the performance of lecturers (Y2) at Sultan Aji Muhammad Idris State Islamic University in Samarinda which means that empowerment, in the form of autonomy, participation in decision-making, recognition, and professional development, does not directly improve lecturer performance in the context of this study. In fact, the presence of negative influences suggests that empowerment may not always be in line with performance improvement or, in some cases, may actually burden lecturers or create challenges that hinder their effectiveness. This insignificance shows that empowerment is not the main determining factor in the performance of lecturers on the campus. It is possible that other factors, such as professional competence, facilities, or performance evaluation systems, play a greater role in directly influencing lecturer performance. These findings provide an indication that while empowerment is an important aspect of building a positive organizational culture, empowerment alone is not enough to maximize performance. Institutions may need to re-evaluate the empowerment approach and combine it with other, more specific support in improving faculty performance, such as competency improvement training, workload management, and more adequate resources. In accordance with research conducted by Amalia et al., (2021) proving that empowerment has a significant effect on performance. However, the results are different from the research conducted by Pratama et al., (2021) which proves that empowerment has a positive and insignificant effect on lecturer performance. Then, other research from Mahpud et al., (2024) reinforcing evidence that empowerment directly has a significant effect on lecturer performance. This finding rejects the hypothesis proposed that empowerment has a significant effect on the performance of lecturers at the Sultan Aji Muhammad Idris State Islamic University Samarinda. This shows that although empowerment can have an impact on several aspects, such as increasing the quantity of work, its influence on the overall performance of lecturers is not strong enough to be considered significant in this study. With these results, it is important for institutions to evaluate and consider other factors that may have a greater influence on lecturer performance. While empowerment has the potential to increase faculty morale and participation, its direct effects on performance measured through broader indicators, such as teaching quality and academic outcomes, cannot be significantly demonstrated.

The Effect of Motivation on Lecturer Performance

The results of the study show that motivation (X3) had a positive and insignificant effect on lecturer performance (Y2) on Lecturers at Sultan Aji Muhammad Idris State Islamic University in Samarinda which means that although there is a tendency that motivation can improve lecturer performance, the influence is not strong enough or consistent to be considered significant in the context of this study. In other words, highly motivated lecturers, both in terms of the need for achievement, power, and affiliation, may be a little more enthusiastic about

carrying out their duties, but motivation itself is not the main factor that determines their performance. In accordance with research conducted by Pratama et al., (2021) proving that motivation has a positive and significant effect on lecturer performance. However, research differs from Wibowo et al., (2023) proved different results that work motivation did not have a significant effect on employee performance. Then, other research from Susilo, (2023) It also proves and strengthens that motivation has a positive and significant effect on employee performance. And in this finding, it rejects the hypothesis proposed because motivation does not have a significant effect on the performance of lecturers at Sultan Aji Muhammad Idris State Islamic University Samarinda.

V. Conclusion and Recommendation

Conclusion

1. Competence has a significant effect on organizational citizenship behavior, which starts from the professional competency factor because the loading factor is the highest with lecturers having in-depth knowledge of the field of study taught. Then, this is because this factor quickly encourages the increase in organizational citizenship behavior carried out by lecturers.

2. Empowerment has a significant effect on organizational citizenship behavior which starts from participation in decision-making because the loading factor value is the highest by being involved in the decision-making process in the UINSI Samarinda Environment. This is because this factor encourages the increase in OCB, when lecturers feel empowered and involved in determining the direction of institutional policies and decisions, they tend to be more committed and feel responsible for the academic environment.

3. Motivation has a significant effect on organizational citizenship behavior which starts from the need for power because the loading factor is highest by feeling motivated in leading projects or academic activities. This is because this factor encourages an increase in organizational citizenship behavior, which means that lecturers who feel motivated to lead projects or academic activities tend to be more active in showing OCB behavior.

5. Organizational citizenship behavior has a non-significant effect on lecturer performance, starting from the altruism factor, the loading factor is the highest with lecturers willing to help colleagues or other lecturers who need assistance such as preparing materials and participating in social and humanitarian activities. This factor cannot encourage the influence of OCB on lecturer performance, this is because altruism can create a positive and collaborative work environment, its impact on individual performance may not be strong enough to be seen in formal performance measurement

6. Competence has a significant effect on lecturer performance, starting from the work quantity factor because the loading factor value is the highest by always meeting the target number of classes or expected teaching. This is because this factor encourages an increase in organizational citizenship behavior, which means that the ability and knowledge possessed by lecturers directly contribute to their ability to manage the teaching load.

7. Empowerment has a nonsignificant effect on lecturer performance. To be able to encourage the improvement of lecturer performance through empowerment, the factor that is encouraged is the highest loading factor in the quantity of work, lecturers seem more motivated to meet the target number of teaching or assignments given as a result of the existing empowerment process. This means that empowerment can provide encouragement for lecturers to achieve the set work quantity target.

8. Motivation has a nonsignificant effect on lecturer performance. If you want to encourage the improvement of lecturer performance through motivation, the factor that is driven is the highest loading factor in the quantity of work where the lecturer's performance may be more influenced by external factors, such as institutional support, work environment, or policies that do not fully encourage the motivation of lecturers to improve their performance.

Recommendation

1. The results of the study showed that competence had a significant effect on organizational citizenship behavior. If lecturers want to improve organizational citizenship behavior through competence, then the priority of attention is on the professional competency factor with lecturers needing to have in-depth abilities in the field of study taught.

2. The results of the study show that empowerment has a significant effect on organizational citizenship behavior. If lecturers want to improve organizational citizenship behavior through empowerment, the priority of attention is on the factor of participation in decision-making by involving them in the decision-making process in the campus environment.

3. The results of the study showed that motivation had a significant effect on organizational citizenship behavior. If lecturers want to improve organizational citizenship behavior through motivation, the priority of attention is on the factor of need for power by feeling motivated in leading projects or academic activities.

4. The results of the study showed that organizational citizenship behavior did not have a significant effect on lecturer performance. If lecturers want to improve lecturer performance through organizational citizenship

behavior, the priority of attention is on the altruism factor with lecturers willing to help colleagues or other lecturers who need assistance such as preparing materials and participating in social and humanitarian activities.

5. The results of the study showed that competence had a significant effect on lecturer performance. If lecturers want to improve lecturer performance through competence, then the priority of attention is paid to the factor of the number of work by always meeting the target number of classes or expected teaching.

6. The results of the study showed that empowerment had a insignificant effect on lecturer performance. If lecturers want to improve lecturer performance through empowerment, then the priority of attention is on the work quantity factor, lecturers seem more motivated to meet the target number of teaching or assignments given as a result of the existing empowerment process.

7. The results of the study showed that motivation had a not significant effect on lecturer performance. If lecturers want to improve lecturer performance through motivation, the priority of attention is on the work quantity factor where lecturer performance may be more influenced by external factors, such as institutional support, work environment, or policies that do not fully encourage lecturer motivation to improve performance.

For further research:

1. For future research, researchers should focus more on the altruism dimension as OCB's top priority which has the potential to improve lecturer performance. A focus on altruism, such as the tendency of lecturers to assist colleagues in the preparation of materials or to engage in social and humanitarian activities, can be further explored. Future research could also examine how the role of organizations in facilitating these altruistic behaviors can have a more significant impact on performance. In addition to performance, further research can test how OCB affects job satisfaction or lecturer commitment, which can ultimately contribute to long-term performance.

2. For future research, since the quantity of work appears to be a relevant factor, future research can more deeply explore the relationship between empowerment and work quantity, including how empowerment may have more impact on work productivity or efficiency. Further studies may examine specific forms of empowerment, such as granting autonomy or participation in decision-making that may motivate lecturers to increase the number of assignments or teaching they achieve. Then, it is also advisable to examine the involvement of moderation or mediation variables, such as managerial support or organizational climate, to see if these factors can strengthen the effect of empowerment on lecturer performance.

3. The focus on the quantity of work can be continued by studying other external factors that may further affect lecturer motivation and performance, such as institutional support, work policies, or work climate. These variables can be the main determinants that have a direct effect on performance improvement. Then, further research can also distinguish the effects between extrinsic and intrinsic motivation. Perhaps, intrinsic motivation needs to be supported more strongly by institutional policies, or extrinsic motivation through awards and incentives is more effective in influencing lecturer performance.

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