

Research Article

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The Influence of Visionary Leadership and Compensation on Achievement Motivation and Its Impact on Lecturer Performance (Case Study of A Private Islamic Religious College In Metro Lampung City)

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Abstract: This research was motivated by the low performance of lecturers at Private Islamic Religious Universities in Metro City, Lampung, with indicators of minimal scientific publications, lack of interest in community service activities, and lack of commitment to research. These problems include ineffective visionary leadership, an inadequate compensation system, and lecturers' achievement motivation that is not aligned with their main duties. This research aims to determine the effect of visionary leadership and compensation on the performance of lecturers with achievement motivation as an intervening variable at Private Islamic Religious Universities in Metro Lampung City. This research uses a quantitative approach with path analysis techniques and uses survey methods. The research results show: First, visionary leadership has a positive and significant effect on achievement motivation. Second, compensation has a positive and significant effect on achievement motivation. Third, visionary leadership has a positive and significant effect on lecturer performance. Fourth, compensation has a positive and significant effect on lecturer performance. Fifth, achievement motivation has a positive and significant effect on lecturer performance. Sixth, visionary leadership is positive and significant for lecturer performance through achievement motivation. Seventh, compensation has a positive and significant effect on lecturer performance through achievement motivation.

Keywords: Visionary Leadership and Compensation, Achievement Motivation, Lecturer Performance.

Introduction

The performance of lecturers in Indonesia is still low and needs to be improved to be able to compete with industrialized countries in order to fulfill the nation's educational goals, one of which is to make the nation's life smarter. Lecturer performance can be measured by fulfilling the tridharma duties of higher education, namely education, research and community service. The low performance of lecturers recently can be seen from the ratio between the amount of research output used by industry/society/government. If we refer to SINTA 2020 data, the number of lecturers' scientific publications indexed by Scopus (Q1 to Non-Q) is 53,144 articles or only 20.38 percent of the total lecturers. Meanwhile,

the number of books published (national/international) was 21,675 books or only 8.31 percent of the total lecturers (Gatra, 2023).

Lecturer performance is the main factor that determines the growth and development of higher education institutions. Lecturers play an important role in implementing the first tri dharma, namely education. Lecturers are not only required to simply deliver lecture material, but lecturers must also be able and ready to master the class both inside and outside the classroom. With the industrial revolution 4.0 and the era of disruption in the 21st century, students are required to have the ability to learn independently. Moreover, today's students come from the Gen Z generation.

The current reality shows that lecturers teaching in higher education environments must be able to adapt to technological developments and changes in learning paradigms. Lecturers not only act as transmitters of information, but also as learning facilitators who encourage students to develop critical skills, creativity and problem solving. The use of information and communication technology is key in supporting the learning process, so lecturers need to have sufficient digital competence to integrate technology in delivering material.

Quality lecturer performance can then be seen from the implementation of the second Tri Dharma, namely research. The number of academics in Indonesia who produce research is still very small compared to developed countries. Based on the Science and Technology Index (SINTA) released by the Ministry of Research and Technology, currently the number of people who have published scientific articles has only reached around 200 thousand people. In fact, the total number of lecturers and researchers in Indonesia recorded in the database of the Indonesian Institute of Sciences (LIPI), as well as the Ministry of Education and Culture, exceeds 305 thousand people. This means that more than a third have not published scientific articles (Pratama, 2020).

The implementation of the second Tri Dharma related to the research above indicates that the research potential in Indonesia is still not fully exploited. In facing global challenges and competition in the academic world, increasing the quantity and quality of research is crucial. According to (Arifudin, 2022) lecturers who have superior performance in research will be able to make a real contribution to the development of science and technology. Apart from that, research conducted by lecturers can also be an indicator of the progress of a higher education institution.

The next performance of lecturers in implementing the tridharma of higher education is

community service. Lecturers' interest in community service is still relatively low compared to lecturers' interest in conducting research. It is proven that the number of lecturers who take part in competitions to obtain funds from Dikti for community service is much lower than the interest of lecturers in obtaining research funds. Prof. Dr. Okid Parama Astirin MS, said that lecturers' low interest in carrying out community service is because this activity has more challenges than research activities (Nadhiroh, 2023).

Article 6 of Law Number 14 of the Republic of Indonesia of 2005 states that the role of teachers and lecturers as professional educators has the aim of implementing the national education system and realizing the goals of national education, namely developing the potential of students to become human beings who believe and are devoted to God Almighty. , have noble character, be healthy, knowledgeable, capable, independent, and be a democratic and responsible citizen. So the characteristic of quality teaching staff is that they have the ability to carry out their duties, so they are able to create a conducive and effective learning process (Jahari dan Syarbini., 2013). Ultimately, lecturers are required to have good and quality performance.

Good and quality lecturer performance is a very important need for higher education institutions. According to Law Number 14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph 2, Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service (Tri Dharma Pendidikan Tall). In higher education, lecturers who act as implementers of the tri dharma must be able to make a contribution to the institution. These contributions come from the results of education, research and research which are then implemented in community service projects. So

the results of this research are able to increase the dignity of the university where he serves.

The increase in the number of private universities in various regions in Indonesia is not always accompanied by a consistent increase in the quality of higher education. One of the issues that arises related to this problem is related to the role of lecturers as main resource persons in providing quality higher education. Therefore, further attention is needed to ensure that the growth of private universities does not only focus on quantity, but also seriously pays attention to improving the quality of education through the selection, training and development of competent lecturers.

The increasing performance of lecturers is proof of the quality of higher education. Performance is performance or work performance, performance is often defined as work performance or work implementation or results of work performance. According to (Rachmawati dan Daryanto., 2013) that performance is the success of a person or group of people in carrying out the duties and responsibilities given to them and the results of this work are in accordance with the goals and standards that have been set, therefore lecturer performance is defined as the ability demonstrated by the lecturer in carrying out their duties or work, in accordance with established standards.

According to Armstrong and Baron quoted (Nuary, 2024) there are several factors that can trigger someone to have good performance, including skill level, competency, motivation, leadership, team trust, compensation and organizational culture. Increasing lecturer performance is more or less influenced by the leadership, compensation and motivation received by lecturers. Of course, it takes a lot of effort to produce high-quality lecturers who are in line with the vision and mission of higher

education, one of which is by conducting lecturer performance reviews.

A lecturer is generally motivated to provide the best of his expertise by achieving optimal performance. However, the current results of lecturers' work show that the components of the Tridharma of Higher Education have not been fully implemented well, so that expectations do not match reality. One factor that can influence this mismatch is the characteristics of the leader. The leadership roles and attitudes of higher education leaders have a significant impact on the implementation of lecturers' duties and the overall implementation of the Tridharma of Higher Education. Therefore, special attention needs to be paid to the role of leaders in creating an environment that supports and encourages lecturers to carry out their duties and responsibilities well.

An effective leader in higher education must be able to foresee future directions by having a clear vision and mission that contributes to the achievement of predetermined goals. To overcome increasingly complex problems and competition, leadership in private universities requires knowledge of the principles of visionary leadership. Visionary leaders are those who are able to give birth, describe, communicate and put into practice ideal ideas which are realized with the cooperation of all parties, especially lecturers and students. Research conducted by (Djuariati, 2018) strengthens that visionary leadership has a direct positive and significant effect on performance by 38.3%.

Apart from the characteristics of a visionary leader, a lecturer's performance is also influenced by compensation. Compensation be one factors that dominant in encouraging someone to improve performance (Masruroh dkk, 2012). Samsudin in (Arifudin, 2020) explains that compensation can increase employee motivation and performance, but if the compensation given is not in accordance with

work performance, then the employee's performance will tend to decline.

Compensation is also a reason for lecturers to stay or not. With adequate compensation, it will be easier to recruit competent lecturers, retain quality lecturers, and encourage lecturers to perform better. Lecturer welfare can be guaranteed with an appropriate and appropriate compensation system, and can be a driving force for improving lecturer performance. According to (Simamora, 2014) defines compensation as including financial rewards and intangible services as well as allowances received by employees as part of the employment relationship. Compensation is what employees receive in exchange for their contributions to the organization. This is reinforced by research conducted by Jaja Jahari quoted (Rifky, 2024) which found that the compensation system had a positive and significant effect on the performance of Islamic-based school principals in West Java by 8.0%.

Lecturer performance is significantly influenced by achievement motivation. Achievement motivation refers to the intrinsic drive that arises from within a person to carry out work activities with the aim of overcoming obstacles, finding solutions to various problems, and facing challenges in order to achieve the best performance with a commendable title in achieving certain goals. This motivation plays a crucial role in moving lecturers to make maximum contributions in the academic environment, motivate themselves to face various obstacles, and achieve optimal work results. Therefore, it is important to understand and encourage achievement motivation as a key factor in improving lecturer performance.

According to (Atkinson dan Birch, 1970) that achievement motivation is a person's tendency to try to achieve success and have a goal orientation, activity success or failure. This goal belongs to a lecturer in implementing the Tri

Dharma of Higher Education. Consequently, lecturers who have high performance are produced by those who have high achievement motivation at work. This is supported by research conducted in 2018 by (Amri dkk, 2019) which found a positive and significant influence between achievement motivation variables on performance variables at Abulyatama University, Aceh.

Islamic High School is a form of Islamic higher education in Indonesia that provides academic education in Islamic religious disciplines. It is hoped that the Islamic Institute will be able to create graduates who are professional and have Islamic morals, supported by competent teaching staff. This research was conducted on lecturers who serve at private Islamic Religious Universities located in Metro Lampung City, namely, IAI Agus Salim Metro, Muhammadiyah University Metro, and Ma'arif University Lampung.

The Private Islamic Religious College in Metro Lampung City is a private Islamic college along with other universities which carries out the duties and obligations to improve the quality of Indonesia's human resources. Graduates must have professional knowledge and skills in addition to being religious and devoted to God Almighty. The goals mentioned above are in line with national development goals, namely to educate the nation and improve the quality of Indonesian people.

The Private Islamic Religious College in Metro Lampung City strives to fulfill its strategic role as an Islamic higher education institution in the future and aspires to help develop the quality of human resources who are knowledgeable in science and technology but still uphold and cannot be separated from religious values. This is in line with the policy direction and development strategy of the education sector which focuses on equal opportunity, relevance, quality, efficiency and future educational paradigms.

The Private Islamic Religious College in Metro Lampung City is experiencing pressure to improve in order to prepare and develop its institutional direction into a clearer format, namely to become an Islamic higher education institution capable of producing graduates who suit the needs of society, both for the world of work and development and community empowerment. Institutional development, human resources, curriculum, libraries, research and publications, community service, student affairs, facilities and infrastructure, cooperation, management, and the use of new information and communication technology in educational administration are only a small part of the improvements that have been made.

In accordance with the main duties and functions of a lecturer, the organization of the Private Islamic College always strives to improve the performance of each lecturer it has, however there are several obstacles and problems found. The problems encountered regarding the visionary leadership implemented by higher education leaders are still not implemented well. This can be seen from the various problems faced by lecturers related to visionary leadership, such as the lack of effective communication between university leaders and lecturers. Lack of clear communication regarding the institution's vision and mission makes it difficult for lecturers to understand the direction desired by the leadership. Apart from that, the lack of lecturer involvement in the strategic decision making process is also a major obstacle. Lecturers feel less heard and their lack of participation in formulating institutional policies results in discomfort and lack of motivation.

Apart from issues related to leadership, the issue of providing employee or lecturer welfare benefits in practice is also something that needs serious attention. Providing fair and transparent allowances can be an important factor in maintaining the morale and motivation of

teaching staff or workers. In reality, several institutions face obstacles in determining an appropriate allowance system. Thus, there is often dissatisfaction among employees or lecturers related to the lack of clarity in the process of determining the amount of allowances received.

Performance can be improved by having an understanding of the motivation that comes from the individual lecturer himself or from the workplace. Another problem is related to the motivation of the lecturers themselves. There are still some lecturers who tend not to be interested in continuing to read and carry out scientific research in their scientific field, but instead, prefer to rely on material that has been taught for a long time without any refreshment. They are no longer busy with scientific research which is their main task to contribute new things to their scientific field. Even if they do research, it is usually not intended to discover new things or contribute something useful to society, but to achieve a promotion or simply reach the position of professor.

As for problems related to lecturer performance, it is known that lecturers in the research area are not yet optimal in improving their individual abilities so that there are still lecturers who have not optimally completed their tasks in accordance with existing provisions or standards (Tri Dharma of Higher Education). Even lecturers who already have certification have not shown improved performance and tend to remain the same as before certification. This can be seen from the fact that there are still several lecturers who are not optimal in teaching. Here students tend to be passive in the learning process and are dominated by lecturers.

Furthermore, lecturers' commitment to writing and publication activities is still relatively low. Ideas are more often conveyed orally through seminars or discussions, but are less supported by writing written documents. Apart from that, some lecturers are not active in developing educational

and research results that can be utilized by the community. There is also a tendency that some lecturers have not created or written community service works. Efforts are needed to encourage increased commitment of lecturers to writing activities, publications and developing research results, so that their academic contributions can be more useful and accessible to the wider community.

From the data above, it is clear that the Tri Dharma of Higher Education at Private Islamic Religious Universities in Metro Lampung City has not been implemented as well as possible. The obligations and responsibilities of lecturers have not been fully implemented according to the provisions and roles of lecturers in accordance with the academic mandate, namely that higher education is an urgent learning environment for students and lecturers. Institutional performance will be affected if this phenomenon continues. Of course, individual performance is the foundation on which institutions are built. When an individual performs well, the institution will also perform well.

Based on the description above, the main problem that will be examined in this research is whether the variables of visionary leadership and compensation have an influence on the performance of lecturers at private Islamic religious universities in Metro City, Lampung, with achievement motivation as an intervening or intermediary variable. This research will focus on investigating the extent to which visionary leadership and the compensation system implemented in higher education can influence lecturer performance, by taking achievement motivation as an intermediary factor that might mediate the relationship between leadership and compensation variables and lecturer performance.

Method

The research method used is a survey method with a quantitative approach. According

to (Rohimah, 2024) the survey method is a quantitative research approach that includes collecting data from respondents who represent the population studied.

Sutanto Leo in (Arifudin, 2023) explains that quantitative research is research that is based on collecting and analyzing data in the form of numbers (numerics) to explain, predict and control phenomena of interest. Meanwhile, according to (Arifudin, 2024) quantitative research emphasizes analysis on numerical data processed using statistical methods. With quantitative methods, the significance of the relationship between variables will be obtained.

Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data (Arifin, 2024). Without knowing data collection techniques, researchers will not get data that meets the specified data standards. The techniques used in this research are interviews, documentation and questionnaires.

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged according to information needs and each question is needed to reveal any empirical data (Paturochman, 2024).

Documentation is a data collection technique through existing documents or written notes (Haris, 2023). Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes and diaries. According to Moleong in (Djafri, 2024) the documentation method is a way of collecting information or data through examining archives and documents.

Sugiyono was quoted as saying (Sappaile, 2024) that a questionnaire is a data collection technique which is carried out by giving a set of questions or written statements to respondents to

answer. In this research, the author used a questionnaire to seek data directly from members taken as samples.

Muhadjir in (Fitria, 2020) states that data analysis is the activity of carrying out, searching for and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the found material for other people, edit, classify and present it.

Results and Discussion

The influence of visionary leadership on achievement motivation at Private Islamic Religious Universities in Metro Lampung City.

The results of this research indicate that the visionary leadership variable (X1) has a significant influence on achievement motivation (X3). This can be seen from the calculated t value of 4.910, which is much greater than the t table value of 0.678. Apart from that, the significance value (sig.) obtained at 0.000 is smaller than the significance level of 0.05. Therefore, the null hypothesis (Ho) which states that there is no influence of visionary leadership on achievement motivation is rejected, while the alternative hypothesis (Ha) which states that this influence exists is accepted. Overall, these results confirm that visionary leadership plays an important role in increasing achievement motivation.

In the dynamics of higher education, leadership has an important and vital role, especially visionary leadership. This is due to the fact that visionary leadership is an effort to increase the achievement motivation of other people in order to achieve higher education goals based on a vision that has been set effectively. The results of this research are also supported by the concept or theory of (Nanus, 2001) which states that visionary leadership is effective leaders who always have a plan, are results-oriented, always adopt new visions that are challenging but

achievable, and communicate these visions. to all its members. This means that a leader must have good planning skills to formulate strategic plans, focus on results to achieve goals, readiness to adopt a challenging new vision, and effective communication skills to communicate this vision to the entire team. With this combination of abilities, leaders can motivate lecturers to improve their achievements in order to achieve success in achieving a shared vision.

Likewise, the opinion of (Komariah dan Triatna, 2005) states that visionary leadership is the leader's ability to create, formulate, communicate or socialize or transform and implement ideal thoughts that originate from themselves or as a result of social interactions between members of the organization and stakeholders who are believed to be as the organization's future ideals that must be achieved or realized through the commitment of all personnel. This view shows that a leader's ability to formulate, communicate and implement the vision of his organization to his members is the key to achieving common goals. Skills in implementing this vision imply that a leader must be able to motivate his members to improve their achievements in accordance with the leader's expectations as depicted in the vision.

Another research which is in line with the results of this research was conducted (Tanjung, 2021) which explains that the competence of the Principal in improving the performance of elementary school teachers, namely in planning the Principal making an annual school work plan (RKTS) which concerns 8 educational standards, providing SKP criteria (employee performance targets) at the beginning of the year as a guide for teacher assessment by the principal and DP3 which concerns the assessment of teacher behavior, in its implementation holding and involving teachers in scientific forums such as education and training (upgrading/in-service training, workshops and seminars), in evaluation

The Principal carries out educational supervision of teachers (class visit techniques, personal talks and group discussions), and the efforts made by the Principal as a manager to improve performance are to build good communication with all teachers in building a productive work culture.

The influence of compensation on achievement motivation at Private Islamic Religious Universities in Metro Lampung City.

The results of this research show that there is a significant relationship between the compensation variable (X2) and achievement motivation (X3). In the compensation variable (X2), a calculated t value of 4.319 was found, which is significantly greater than the t table value of 0.678. Apart from that, the significance value (sig.) of 0.000 is also smaller than the significance level which is generally set at 0.05. Therefore, the null hypothesis (Ho) which states that there is no influence of compensation variables on achievement motivation is rejected, while the alternative hypothesis (Ha) which states that there is an influence of compensation variables on achievement motivation is accepted. These results indicate that compensation has a real influence on the level of achievement motivation, providing further understanding of the importance of compensation aspects in increasing lecturers' achievement motivation to achieve better performance.

In the world of work, especially in higher education, compensation plays an important role because it reflects appreciation for the contribution of lecturers in higher education. Lecturers who feel valued, given fair rewards, and have opportunities to develop tend to be more motivated to achieve optimal levels of performance in their work. The results of this research are also supported by the concept or theory from (Dessler, 2015) that compensation is the total package given to employees as a reward

for the work they do. This includes all financial and nonfinancial aspects of the employment relationship, such as salary, allowances, benefits, and career development opportunities. This means that overall, balanced compensation, both financial and non-financial, can create a work environment that supports achievement motivation.

Likewise, (Simamora, 2014) believes that compensation is what employees receive in exchange for their contribution to the organization. This opinion details that compensation is not just a salary or financial reward, but is also a form of appreciation given to lecturers as a result of their efforts, skills and dedication in supporting the goals of higher education. This opinion states that compensation provides a comprehensive understanding of how Fair and comparable rewards can be a strong driver of achievement motivation in the work environment.

Other research which is in line with the results of this research was conducted (Arifudin, 2019) which explains that compensation and performance monitoring is one of the steps in producing productive employee performance. This is done for PT Global Media employees, as an effort to produce productive employee performance. The aim of this research is to determine the partial effect of compensation and supervision on the performance of PT Global Media employees. From the results of a questionnaire from 97 samples of 2,488 PT Global Media employees, Ho: There is a significant influence of wages on productivity. This hypothesis cannot be rejected. From the results of partial test calculations, the tcount value is $1.193 < t_{table} 1.661$ and the Sig value is $0.236 > 0.05$, this means that there is no significant influence of the compensation variable on the productivity variable. H1: There is a significant influence of work supervision on performance. This hypothesis cannot be rejected, because from

the results of partial test calculations, the t_{count} value is $1.185 < t_{table} 1.661$ and the Sig value is $0.239 > 0.05$, this means that there is no significant influence between the work supervision variable and the performance variable. H2: There is a significant influence of compensation and work supervision variables on performance. This hypothesis cannot be accepted. Simultaneously compensation and work supervision influence the performance variable, the F_{count} value is $20,910 > F_{table} 3.09$ and the Sig value is $0.000 < 0.05$.

The influence of visionary leadership on the performance of lecturers at Private Islamic Religious Universities in Metro Lampung City.

The results of this research reveal that for the visionary leadership variable (X1), a calculated t value of 2.787 was found, which is much greater than the t table value of 0.678. In addition, the significance value (sig.) reached 0.007, which is smaller than the significance level which is generally set at 0.05. Therefore, the null hypothesis (H_0) which states that there is no influence of the visionary leadership variable on lecturer performance (Y) is rejected. On the other hand, the alternative hypothesis (H_a) which states that there is an influence of the visionary leadership variable on lecturer performance is accepted. Thus, it can be concluded that visionary leadership (X1) has a significant influence on lecturer performance (Y) based on the statistical analysis carried out.

This shows that forward-looking leadership has a very important and vital role in improving performance. In the dynamics of higher education, leadership plays a significant and crucial role, especially leadership that is able to see far into the future. This occurs due to the fact that visionary leadership is an attempt to influence other people with the aim of achieving the organization's vision effectively. This finding also receives support from the concept or theory

presented by several experts, which states that visionary leadership has an impact on performance. Visionary leadership is effective leaders who always have a plan, are results oriented, always adopt new visions that are challenging but achievable, and communicate these visions to all their members (Nanus, 2001).

This means that a visionary leader is able to provide clear direction and communicate a new vision that is challenging but can be realized to lecturers in educational institutions. With a well-defined vision, lecturers tend to feel inspired to achieve common goals and improve their performance. Apart from that, according to (Arifudin, 2021) visionary leadership stimulates innovation, encourages collaboration, and helps lecturers in developing targeted action plans. As a result, lecturer performance can be improved through active involvement in realizing a shared vision, creating a dynamic academic environment, and producing a positive impact on student learning and the reputation of educational institutions.

Other research which is in line with the results of this research was conducted (Supriani, 2022) which explains that the role of leadership management is very influential in the management of Islamic educational institutions, specifically on the performance of educators as members of educational institutions. A leader is essentially someone who has the ability to influence the behavior of other people in their work by using power, in their activities the leader has the power to mobilize and influence their subordinates in relation to the tasks that must be carried out. Leadership management or leaders of Islamic educational institutions must have a good leadership spirit so that a good atmosphere is reflected in the management of Islamic educational institutions. Whether an educational institution is good or not really depends on the type of leadership management as the highest leader in an institution, in management the leader

must have the right components in managing so as to produce appropriate and wise performance.

The influence of compensation on the performance of lecturers at Private Islamic Religious Universities in Metro Lampung City.

This research resulted in the finding that for the compensation variable (X2), the calculated t value was 3.479, which was significantly greater than the t table value of 0.678, with a significance level (sig.) of 0.001, which was much smaller than the significance limit of 0.05. Therefore, the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. These results indicate that the compensation variable (X2) has a significant influence on lecturer performance (Y). In other words, the level of compensation received by lecturers is positively related to their level of performance. These findings provide an important contribution to understanding the factors that influence lecturer performance, by showing that compensation has an important role in improving the quality of their performance.

This proves that compensation is one of the factors that really determines performance conditions. It cannot be denied that compensation is really needed by every member of the organization, because compensation is a form of recognition and appreciation for the contributions and efforts provided by each member of the organization. This is in line with several opinions expressed by experts who state that compensation influences lecturer performance. This opinion was expressed, among others, by experts who stated that compensation is the total package given to employees as compensation for the work they do. This includes all financial and nonfinancial aspects of the employment relationship, such as salary, allowances, benefits, and career development opportunities (Dessler, 2015). This opinion shows that compensation not only in the form of basic salary, but also involving allowances, benefits and career development

opportunities, can be an important factor in increasing lecturer motivation and welfare. Lecturers who feel appreciated with a balanced compensation package tend to be more motivated to make maximum contributions in improving their performance.

It is clear that employee performance resulting from good compensation has a broader picture. According to (Rachmawati dan Daryanto., 2013) the existence of lecturers in carrying out their duties and obligations cannot be separated from the influence of internal and external factors which have an impact on changes in lecturer performance.

The influence of achievement motivation on the performance of lecturers at Private Islamic Religious Universities in Metro Lampung City.

This research reveals that the achievement motivation variable (X3) has a significant influence on lecturer performance (Y). This is confirmed by the results of statistical analysis, where the calculated t value for the achievement motivation variable (X3) reached 2.835, which is much greater than the critical value listed in the t distribution table, namely 0.678. Apart from that, the significance value (sig.) of 0.006 is also smaller than the generally used significance level, namely 0.05. Therefore, the null hypothesis (Ho) which states that there is no influence of achievement motivation variables on lecturer performance must be rejected. As a contrast, the alternative hypothesis (Ha) which states that this influence exists can be accepted. Thus, it can be concluded that the achievement motivation variable (X3) positively and significantly influences lecturer performance (Y) in the context of this research.

This proves that achievement motivation is important for lecturer performance. This seems to be related to the dynamic reality of organizational life that achievement motivation has a positive impact not only on individual performance, but

also on the overall effectiveness of educational institutions. Lecturers who are motivated to achieve achievement tend to be more dedicated to the tridharma of higher education. The results of this research are supported by the opinions of experts who state that achievement motivation is an individual's basic need to achieve significant achievements and gain recognition from others. He explained that achievement motivation can emerge when individuals have challenging goals, high personal responsibility, and clear feedback related to these achievements (McClelland, 1987). This opinion highlights that achievement motivation can encourage lecturers with challenging goals, such as improving the quality of teaching or research, so that they are more likely to achieve meaningful achievements. Lecturers who feel fully responsible for student development, research progress, or contributions to the academic community, will have a strong internal drive to achieve success in these aspects. Furthermore, lecturers who receive positive feedback related to the quality of their teaching, research results, or academic contributions, tend to be more motivated to continue improving their performance.

Furthermore, another theory that is in accordance with the results of this research was put forward (Atkinson dan Birch, 1970) which explains that achievement motivation is an individual's drive to achieve success in challenging situations. They explain that individuals who have high achievement motivation will tend to take reasonable risks and strive to achieve high standards of success. This theory provides an understanding that employee achievement motivation has a huge impact on their performance at work. So that performance in doing work depends on the size of the worker's achievement motivation.

The theory above underlines the importance of achievement motivation in encouraging individuals to achieve high results. Individuals

with high achievement motivation have characteristics such as high responsibility, concern for results, orientation to challenges, ambition and desire to continue to develop, perseverance and discipline, orientation to knowledge and skill improvement, orientation to long-term results, and the desire to overcome.

The influence of visionary leadership on lecturer performance through achievement motivation at Private Islamic Religious Universities in Metro Lampung City.

This research shows that there is a significant direct influence between variable X1, namely visionary leadership, on variable Y, which is lecturer performance, with a coefficient value of 0.296. Apart from that, there is a significant indirect influence from X1 on Y through two paths, namely X1 → Therefore, the total effect of X1 on Y, both directly and indirectly, is 0.445 (0.296 + 0.149). These findings confirm that visionary leadership has a significant positive impact on lecturer performance. In addition, the results of the analysis show that when the trust variable (X3) is included in the relationship between X1 and Y, the effect is also significant. This indicates that visionary leadership not only directly influences lecturer performance, but also through achievement motivation as a mediator. Thus, it can be concluded that there is a significant influence between visionary leadership (X1) on lecturer performance (Y) through achievement motivation (X3).

Lecturer performance according to (Robbins dan Coulter., 2017) is the extent to which lecturers achieve their teaching goals, contribute to academic research, and participate in administrative tasks and related services. This theory includes achieving teaching goals, contributing to academic research, and participating in administrative tasks, which can be closely related to the influence of visionary leadership on lecturer performance through

achievement motivation. Visionary leadership creates a vision that inspires faculty to achieve teaching goals, motivates them in academic research, and encourages active participation in administrative tasks. A clear and inspiring vision creates an intrinsic drive for lecturers to achieve the highest level of performance, forming the achievement motivation needed to achieve teaching targets, research contributions, as well as administrative and service tasks.

Visionary leadership has a positive influence not only directly on lecturer performance, but also through achievement motivation as an intermediary. Thus, leaders who apply a visionary leadership style can not only improve lecturer performance directly, but also through their influence on achievement motivation. In conclusion, visionary leadership has a significant positive impact on lecturer performance, and achievement motivation acts as a mediating factor in this relationship.

The influence of compensation on lecturer performance through achievement motivation at Private Islamic Religious Universities in Metro Lampung City.

This research reveals that there is a significant direct influence between variable X2 (compensation) on variable Y (lecturer performance) of 0.359. Apart from that, there is a significant indirect effect, where the indirect effect of X2 on Y involves the mediator variable X3 (achievement motivation). This indirect effect is obtained from two paths, namely $X2 \rightarrow X3$ and $X3 \rightarrow Y$, with coefficients of 0.434 and 0.302 respectively. If added up, the magnitude of the indirect effect is $0.434 \times 0.302 = 0.131$. Thus, the total influence of X2 on Y is the sum of the direct and indirect influences, namely $0.359 + 0.131 = 0.49$. The results of the analysis also show that X2 to Y and X2 to X3 through the trust variable have significance or success. Therefore, it can be concluded that there is a significant influence

between compensation (X2) on lecturer performance (Y) through achievement motivation (X3). This means that when the level of lecturer compensation increases, it not only directly improves their performance, but also increases their achievement motivation.

According to (Rivai dan Sagala., 2004) defining lecturer performance is the real behavior displayed by a lecturer as work performance produced in accordance with their role as academic functional staff. In this context, the theory of achievement motivation can be linked to the influence of compensation on lecturer performance. Achievement motivation, as an internal drive, motivates lecturers to achieve good achievements and results in their academic assignments. External factors such as fair compensation can strengthen achievement motivation, creating a work environment that supports improving lecturer performance. Conversely, a lack of balance between contribution and compensation can hinder achievement motivation and, ultimately, have a negative impact on lecturer performance. Therefore, the relationship between compensation, achievement motivation and lecturer performance are interrelated in the context of improving the quality of education and academic tasks.

Compensation has a positive effect not only directly on lecturer performance, but also through achievement motivation as an intermediary. Thus, fair compensation can not only improve lecturer performance directly, but also through its influence on achievement motivation. In conclusion, compensation has a significant positive impact on lecturer performance, and achievement motivation acts as a mediating factor in this relationship.

Thus, the findings of this research are appropriate and in line with several concepts and theories that have been proposed by experts. These findings also receive support from previous

research which shows that compensation has a positive and significant influence on lecturer performance through achievement motivation at Private Islamic Religious Universities in Metro Lampung City.

Conclusion

Based on the research results and discussion regarding research variables, namely visionary leadership, compensation and achievement motivation as well as the performance of PTKIS lecturers in Metro Lampung City, it can be concluded several things as follows: 1) Visionary leadership has a positive and significant influence on achievement motivation. The magnitude of the influence of visionary leadership on achievement motivation is 49.3. Therefore, it can be concluded that the more visionary leadership is carried out, the higher the lecturers' achievement motivation will be. 2) Compensation has a positive and significant influence on achievement motivation. The magnitude of the influence of compensation on achievement motivation is 43.4. Therefore, it can be concluded that the more fair and adequate the compensation is given, the higher the lecturer's achievement motivation will be. 3) Visionary leadership has a positive and significant influence on lecturer performance. The magnitude of the influence of visionary leadership on lecturer performance is 29.6. Therefore, it can be concluded that the more visionary leadership is carried out, the higher the lecturer's performance will be. 4) Compensation has a positive and significant influence on lecturer performance. The magnitude of the influence of compensation on lecturer performance is 35.9. Therefore, it can be concluded that the more fair and adequate the compensation is given, the higher the lecturer's performance will be. 5) Achievement motivation has a positive and significant influence on lecturer performance. The magnitude of the influence of achievement motivation on lecturer performance is 30.1. Therefore, it can be concluded that the

higher the lecturer's achievement motivation, the higher the lecturer's performance. 6) Visionary leadership has a positive and significant influence on lecturer performance through achievement motivation. The magnitude of the influence of visionary leadership on lecturer performance through achievement motivation is 14.9. Therefore, it can be concluded that the more visionary leadership is carried out, the higher the lecturer's achievement motivation will be, the higher the lecturer's performance will be, and 7) Compensation has a positive and significant influence on lecturer performance through achievement motivation. The magnitude of the influence of visionary leadership on lecturer performance through achievement motivation is 13.1. Therefore, it can be concluded that the more fair and adequate the compensation is given, the higher the lecturer's achievement motivation will be, the higher the lecturer's performance will be.

Based on the research results and conclusions, the author provides the following suggestions: 1) Based on the research results, it is known that visionary leadership, compensation and achievement motivation have an influence on lecturer performance. For this reason, university leaders are expected to be able to apply it in the institutional environment, become role models and be more professional in efforts to improve lecturer performance. 2) Such is the importance of improving lecturer performance, universities should carry out a comprehensive evaluation of the existing compensation system. Ensure that salary and benefits structures fairly reflect faculty value and contributions. If necessary, make adjustments to ensure fairness in recognition of work and achievements. 3) To increase lecturers' achievement motivation, universities are expected to implement self-development and training programs, provide recognition and appreciation for achievements, create a supportive work environment, and manage workloads. work wisely. Self-development programs can provide

encouragement to continue to develop, while recognition and appreciation can increase a sense of self-worth, and 4) In supporting the improvement of lecturer performance, it is hoped that there will be support for the development of research and publications. This could include providing incentives for lecturers who are active in research and publication, as well as providing the facilities and support needed for these activities.

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