The Relationship between Personality Competence, Achievement Motivation, and Spiritual Intelligence on the Performance of Lecturers at the University of Muhammadiyah Tangerang

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ABSTRACT

This study aims to describe the relationship between personality competence and performance, the relationship between achievement motivation and performance, the relationship between spiritual intelligence and performance, and the collaborative relationship between personality competence, achievement motivation, and spiritual intelligence on performance. This research was conducted on lecturers at the University of Muhammadiyah Tangerang with 232 samples. The method used in this research is a descriptive correlational method carried out through partial correlation and multiple correlation tests. The instruments used in this study include type instrument personality competency tests, achievement motivation questionnaires, spiritual intelligence questionnaires, and performance questionnaires. Based on the results of the study, it was found that a relationship was in the "strong" category, which was signed between personality competencies and performance. There was a relationship that was in the "powerful" category between achievement motivation and performance, there was a relationship that was in the "strong" category between spiritual intelligence on performance, and there is a collaborative relationship that is in the "powerful" category between personality competence, achievement motivation, and spiritual intelligence on performance.

Keywords: Performance, Personality Competence, Achievement Motivation, Spiritual Intelligence

INTRODUCTION

Performance results from the function of a particular job or activity for a certain period (Bernardin & Russel, 2017). Based on this concept, performance is a product produced by someone related to his work within a certain period. In the context of lecturer performance, the performance period is in semester units. Therefore the performance of lecturers is usually seen from the work results each semester, which includes education, research, community service, and support.

The low performance of lecturers is related to several influencing factors; factors that affect performance are individual factors, including abilities, skills, and work experience; psychological factors, including mental/intelligence, perception, achievement motivation, and personality and organizational factors, including organizational structure, job design, leadership, reward system or reward system (Gibson. et al. 2013). Based on this opinion, on the psychological aspect, several factors influence performance, namely the mental/intelligence aspect, including spiritual intelligence, aspects of achievement motivation, and lecturer personality.

These aspects can affect changes in one's performance; in this case, motivation and personality can directly impact lecturer performance. At the same time, spiritual intelligence has an impact on personality competence. Someone who has high spiritual intelligence will generally have good personality competence. These personality competencies will contribute to changes in one's performance. Someone with good personality competence tends to display behavior that follows norms and rules, has a high sense of discipline, and always tries to achieve maximum work results. Therefore personality competence will have an impact on changes in performance. Personal competence itself is determined by spiritual intelligence. Therefore personality competence and spiritual intelligence are related to changes in performance.

Achievement motivation will also play a role in changing performance. Someone with a solid motivation to achieve work results will result in increased performance. According to Robbins (2018), motivation is a process that explains individuals' intensity, direction, and persistence to achieve a goal. Achievement motivation is the encouragement to someone to want to do something. This motivation itself is undoubtedly based on various motives. In this context, the motive is the basis for the emergence of motivation; motivation is the encouragement and strength for achieving maximum work results. The motives that form the basis for the emergence of motivation unquestionably come from outside the individual, which can be rewards or needs in the context of career advancement. Hence the award management reward and good career advancement will bring up good motives to increase performance.

Based on the explanation above, low performance is determined by a decrease in the quality of personality competence, spiritual intelligence, and achievement motivation. These three factors will contribute to the decrease and increase in performance. Therefore these three factors are related to changes in individual performance. This is reinforced by several recent research results, which show that partially spiritual intelligence, achievement motivation, and personality competence impact performance. In this case, the results of research conducted in Indonesia show that spiritual intelligence has an impact and influence on improving performance (Mukaroh et al., 2020). The results of research conducted abroad also show that spiritual intelligence impacts and influences performance (Mahmood. et al., 2017). More carry on, related to the impact of motivation on performance, several research results have found that motivation plays an essential role in performance; in this case, the motivation level impacts the performance level. Other research results supported these findings (Napis & Noor, 2020). Then it has also been found that there is a strong positive relationship between achievement motivation and performance; in this case, if it is increased, performance will increase (Yuris & Arissaryadin, 2020). Other research results also state a correlation between achievement motivation and performance (Yanditini & Wiyasa, 2021). Furthermore, achievement

motivation contributes 18% to performance (Sumarni, 2016). Therefore, based on the results of previous research, it shows that motivational variables impact performance variables.

Research on personality competence has shown that personality competence influences performance (Lumbanraja & Kailola, 2017). Furthermore, other studies show that personality competence impacts performance (Gupta & Muita, 2013). Based on this study's results, the personality competence variables partially impact the variable's performance. Referring to the explanation above, three main factors influence performance, especially from the psychological aspect. According to Gibson's theory, these aspects are spiritual intelligence, achievement motivation, and personality competence. All research results have shown that partially these three factors influence performance. However, there are still very few research results that show the influence or relationship of these three factors together to improve performance. Knowledge and study of the simultaneous impact of these three factors are essential so that performance problems can be solved in an integrated manner. Therefore, this study seeks to conduct an in-depth study of (1) what is the relationship between personality competence and performance, (2) how is the relationship between motivation achievement on performance, (3) what is the relationship between spiritual intelligence on performance, and (4) how is the relationship jointly between personality competence, achievement motivation, and spiritual intelligence on performance.

METHOD

The method in this study is the correlational method; this method seeks to describe the relationship between research variables through a quantitative approach. A quantitative approach is used to research a particular population or sample. In the quantitative approach, the process of collecting data uses an instrument, then the process of analyzing quantitative data is carried out with the help of statistical tests. This quantitative approach aims to test the hypotheses that have been determined.

Furthermore, this study used the method of multiple correlation analysis; this analysis was chosen because the independent variables in this study consisted of more than one. The variable that causes it is called the independent variable (independent variable), and the variable that is the result is called the dependent variable (dependent variable). This study's population involved in the research process included all lecturers at the University of Muhammadiyah Tangerang, namely as many as 548 people, with details of 520 permanent lecturers and 28 non-permanent lecturers. From this population, a sample of 232 people was determined.

This study used instruments in the form of personality tests and questionnaires or instruments questionnaires; instruments instrumentation Personality tests are used to collect descriptive data from the personality competencies of the respondents. At the same time, the questionnaire instrument or questionnaire measures research variables, including achievement motivation, spiritual intelligence, and performance.

Data analysis used in this study included data analysis prerequisite tests, including data normality tests and autocorrelation tests. The data analysis used in this study included partial correlation tests using correlation product moment, then double correlation and determination of the linear regression equation model using multiple linear regression calculations with the help of SPSS type 2.0 software. After calculations are carried out to determine the partial or multiple correlation coefficients, the next step is hypothesis testing which is carried out using the F test and t-test.

RESULT AND DISCUSSION

RESULT

Based on the results of the research, the results of the prerequisite test for data analysis were obtained as follows:

Data Normality Test

The data normality test uses the Kolmogorov-Smirnov test (Kolmogorov-Smirnov Test) by looking at the significance of the resulting residuals and the usual probability plot graphical approach.

Table 1. Data Normality Test Results

KP			MB	KS	Performance
N		500	500	500	500
Normal Parametersa,b	Mean	2,16265	,55778	29,31922	,16028
	Std. Deviation	,530361	,383593	1,435261	,082867
Most Extreme Differences	Absolute	,103	,151	,115	,083
	Positive	,078	,151	,115	,083
	Negative	-,103	-,136	-,073	-,080
Test Statistic		,103	,151	,115	,083
Asymp. Sig. (2-tailed)		,179c	,002c	,047c	,200c,d

The results in Table 1 above show that the significance value is above 0.05, which is 0.200. This means that the residual data is usually distributed.

Autocorrelation Test

The autocorrelation test is to see whether there is a correlation between a period t and the previous period (t -1). In simple terms, the regression analysis is to see the effect of the independent variables on the dependent variable, so there should be no correlation between observations and previous observation data. A good regression model is a regression that is free from autocorrelation, or autocorrelation does not occur. To find out by comparing the D-W value with the d value from the tableDurbin Watson. The results of the autocorrelation test were obtained as follows:

Table 2 Autocorrelation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,364a	,132	,086	,079230	,132	2,847	3	56	,046	1,169

Based on the table above, the DW value can be known to be 1.169. This value will be compared with the 5% significance table value, with a sample size of 60 (n) and several independent variables 3 (k = 3). A du value of 1.6889 is obtained, and the DW value of 1.169 is smaller than the upper limit (du), which is 1.6889 and less than (4-du) or 4 - 1.6889 = 2.3111. So there is autocorrelation.

Partial correlation test

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The correlation of two variables is often called the correlation product moment. This correlation technique is used to find relationships and prove the hypothesis of a relationship between two variables. If the data of the two variables are in the form of intervals or ratios, the data sources of the two or more variables are the same. The following table is obtained from the results of the correlation of two variables:

Table 3 Summary of Two Variable Correlation Test Results

Variable		Personal competence	Achievement motivation	Spiritual intelligence	Lecturer performance
Personal competence	Sig correlation.	-	0,120 0,422	0,767 0,000	0.784 0.001
Achievement motivation	Sig correlation.	0,120 0,422	-	0,096 0,519	0,896 0.025
Spiritual intelligence	Sig correlation.	0,767 0,000	0,096 0,519	-	0.746 0,007
Lecturer performance	Sig correlation.	0,784 0,001	0,896 0,025	0,746 0,007	-

(Source: SPSS data processing)

Based on Table 3, the correlation between variables in this study shows different results. In this case, the correlation between personality competence and achievement motivation is 0.120, with significance > 0.05 in the weak correlation category. The correlation between personality competence and spiritual intelligence gets a correlation value of 0.767 with a significance of <0.05 which is in the "strong" correlation category. The correlation between personality competence and lecturer performance has a correlation value of 0.784 with a significance <0.00; this is in the "strong" correlation category. Then the correlation between achievement motivation and spiritual intelligence has a correlation value of 0.096 with a significance > 0.05; this correlation is in the "very weak" category. The correlation between achievement motivation and performance has a value correlation of 0.896 with a significance <0.05, which is in the "powerful" correlation category. The correlation between spiritual intelligence and lecturer performance obtained a correlation value of 0.746 with a significance of <0.05, which is in the "strong" category.

Multiple correlation test
Multiple correlations describe the correlation of three independent variables and one dependent variable. In this case, calculating the correlation between personality competence, achievement motivation, and spiritual intelligence on lecturer performance is determined. Multiple linear regression analysis calculations are used to determine the correlation between three independent variables to one dependent variable. SPSS 2.0 program aids are:

Table 4 Summary of Multiple Linear Regression Test Results

Variable	Regression Coefficient	t	Sig
Constant	120,427	6,512	0,000
Personal competence	0,686	2,486	0,000
Achievement motivation	0,944	8,053	0,046
Spiritual intelligence	0.357	1,587	0,000
$F_{count} = 36{,}548$			
$R^2 = 0{,}724$			

Source: SPSS data processing

Based on Table 4, the multiple linear regression equation is obtained as follows:

$Y = 120.427 + 0.686X1 + 0.944X2 + 0,357X3$.

Then, based on the regression analysis results, multiple correlation values were also obtained, namely = 0.724, with an R-value = = 0.851. Therefore the multiple correlation value between the four variables is 0.851, which is in the "powerful" category.

Hypothesis testing

The first hypothesis proposed is "There is a relationship between personality competence, achievement motivation, and spiritual intelligence on lecturer performance." The multiple linear regression analysis shows that the multiple correlation coefficient is 0.851, which is positive. Based on the test results, a value count of 36.548 with a significance of 0.000. Therefore H0 is rejected. A significant correlation exists between personality competence, achievement motivation, and spiritual intelligence on lecturer performance.

The second hypothesis is "there is a relationship between personality competence and lecturer performance." From the partial correlation calculation, it is known that the correlation coefficient between personality competence and lecturer performance is 0.784, which has a positive value. Based on the SPSS 2.0 tool analysis, the value obtained is 8.762 with a significance of 0.001. Therefore H0 is rejected, so it can be stated that there is a significant correlation between personality competence and lecturer performance.

The third hypothesis is "there is a relationship between motivation achievement and lecturer performance." From the partial correlation calculation, it is known that the correlation coefficient between achievement motivation and lecturer performance is 0.896, which is positive. Based on the analysis using the SPSS 2.0 tool, the value obtained is a count of 9.783 with a significance of 0.000. Therefore H0 is rejected so that it can be stated that there is a significant correlation between achievement motivation and lecturer performance.

The hypothesis forth, what is proposed is "there is a relationship between spiritual intelligence on lecturer performance." From the calculation of the partial correlation, it is known that the correlation coefficient between spiritual intelligence on lecturer performance is 0.746, which is positive. Based on the SPSS 2.0 tool analysis, the value is obtained with a count of 7.512 with a significance of 0.004. Therefore H0 is rejected so that it can be stated that there is a significant correlation between spiritual intelligence and lecturer performance.

DISCUSSION

The study's results show that personality competence, achievement motivation, and spiritual intelligence have a robust correlation with lecturer performance. Thus, the increase in performance is determined by these three variables. The higher the personality competence, the stronger the achievement motivation, and the higher the spiritual intelligence, the performance will also increase.

The results of this study prove the theoretical statements regarding performance and the factor that affects it. Performance results from work during a specific period compared to various possibilities, for example, standards, targets/goals, or criteria mutually agreed upon. Performance appraisal has an essential role in increasing motivation at work. This performance appraisal (performance appraisal) is critical in developing an organization effectively and efficiently. The term performance comes from the word performance or means work performance. Performance can be interpreted as work results that can be achieved by a person or group of people in the organization, according to the authority and responsibility of each, to achieve organizational goals concerned legally, not violate the law, and follow morals and ethics. Further accordingResolved (2019), performance or work performance or performance is the desired result of behavior.

Performance is an outcome record resulting from the functions function a particular job will activity during a specific period (Reizer. A.et.al., 2019). Performance is the result of the work done by the employee or the result of the employee's work as a whole during a specific period in carrying out the task, such as work output standards, targets or targets or performance that has been determined in advance and has been mutually agreed upon (Sakban. et al., 2020; Stolovich and Keeps in Veithzal R (2013). The term performance focuses on the personal characteristics of employees, such as employee loyalty, reliability, skills, communication skills, and leadership are factors that are often used as an assessment of employees in carrying out a job that is their responsibility, compared to work standards, targets or targets or criteria that have been determined beforehand and have been mutually agreed upon (Indrastuti, 2021).

According to Veithzal. R (2013) performance is a function of motivation and ability. To complete a task or job, a person should have a certain degree of willingness and ability. Willingness and skills are only effective enough to do something with a clear understanding of what to do and how to do it. Performance is a fundamental behavior that everyone displays as employees produce work performance according to their role in the company. Employee performance is significant in the company's efforts to achieve its goals. (Mahardika.et.al. 2023). Mangkunegara (2020) suggests that performance is the work of quality and quantity achieved by an employee in carrying out his duties following his responsibilities.

According to Gibsons. et al. (2013), performance is influenced by motivation, ability, and work environment factors. Motivational factors have a direct relationship with individual employee performance. Meanwhile, the ability factor of an individual and the work environment has an indirect relationship with performance. Both of these factors will affect the existence of employee motivation. Because of this position and relationship, it is very strategic if the development of individual employee performance starts with increasing work motivation. Employees and companies are two things that cannot be separated. Employees play a significant role in running the wheel of company life. If employees have productivity and high motivation, the wheel speed will run fast. The wheel's speed will eventually produce good performance and achievements for the company. On the other hand, how can the wheels of a company run well if its employees work unproductively? Employees need to have high morale, be tenacious at work, and have moral low.

The management must encourage employees to have high morale and morale and be tenacious at work. Based on experience in the field and a review of several books, employees are usually satisfied with what is expected. They will give more performance than expected and continue to try to improve their performance. On the other hand, employees with low job satisfaction tend to view work as tedious. Thus, it works with force and randomness. Therefore, it is a must for a company to recognize anything that makes employees satisfied working in the company. Understanding the type or level of individual employee needs by the company is fundamental to increasing motivation. With the achievement of employee job satisfaction, productivity will also increase.

Employees must be professional in their work; their potential can be seen from their attitudes and personalities, which affect performance. Determinants of employee performance include abilities (Robbin & Judge, 2018); abilities are employee abilities, skills, talents, expertise, and positive attitudes to having a competitive advantage compared to other organizations (Indrastuti, 2021). Human resource management is the source of organizational success (Divide F. et al., 2020).

From the broad definition of performance, some factors affect performance. According to Steers & Porter (2022), the factors that affect performance are:

a. ability, personality, and work interest
b. Clarity and acceptance or explanation of the role of a worker, which is the level of understanding and acceptance of the assigned task.

c. The level of worker motivation is the energy that drives, directs, and maintains behavior. Simamora in Mangkunegara (2020) states that several factors affect employee performance, namely individual factors consisting of abilities and expertise. Psychological factors consist of personality (personality), and factor organization consisting of resources, leadership, and rewards. Competence refers to an individual's knowledge, skills, abilities, or personality characteristics that influence performance (Robbins & Judge, 2018).

Employee performance is strongly influenced by employee work ability, or employee performance is a function of employee motivation and ability to work. The results of the research by Bagis support this statement. F.et.al (2020) states that employees must have a specific will and ability. Employee performance is an essential thing for the company. An employee who has high performance can encourage the achievement of company goals. However, this is, of course, inseparable from the factors that influence it. According to Delilah. V.J. (2019) stated that the factors that influence performance include: individual factors of ability and expertise, educational background, and demographics. Psychological factors include perception; attitude; personality; learning; and motivation. Organizational factors include resources; leadership; awards; structure; and job design. Therefore, this study's results have proven a correlation between variables. Those involved in the research, namely personality competence, achievement motivation, spiritual intelligence, and performance, have relationships in the strong to powerful categories, both partially and collectively.

CONCLUSION

Based on the research results, it can be concluded as follows:
1. There is a relationship between the correlation index in the strong category between personality competence and lecturer performance at the Muhammadiyah University of Tangerang
2. There is a relationship with the correlation index, which is in the powerful category between achievement motivation and lecturer performance at the Muhammadiyah University of Tangerang
3. There is a relationship between the correlation indexes in the strong category of spiritual intelligence on the performance of lecturers at the Muhammadiyah University of Tangerang
4. There is a joint relationship with the correlation index in the powerful category between personality competence, achievement motivation, and spiritual intelligence on the performance of lecturers at the University of Muhammadiyah Tangerang

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