

# A MODERATING VARIABLE FOR THE DEVELOPMENT OF LECTURER PERFORMANCE ANTECEDENTS AND THEIR IMPACT ON GRADUATES' COMPETENCE THROUGH THE LEARNING ENVIRONMENT

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## ABSTRACT

Due to the adoption of the ASEAN Economic Community, competition for university graduates in Indonesia is increasingly more intense (AEC). Additionally, job seekers from ASEAN nations are now filling the demand for university graduates who are competent in their fields, in addition to Indonesian youth. Private universities are more prevalent than State Universities as institutions of higher learning. This study aims to identify and analyze the predisposing elements that influence graduate competence, such as foundation management, university administration, dean leadership, lecturer performance, and learning environment. A systematic questionnaire is used to collect data for this investigation. Students' perceptions of the variables under study are captured in the data. One hundred forty-seven students from the Faculty of Economics Management Science Study Program served as the study's samples, representing 9 (nine) private universities. Structural Equation Modeling and descriptive statistics are utilized to analyze the processed data (SEM). The study's findings are: (1) Foundation management positively and significantly influences university governance; (2) Foundation management positively and significantly influences the Dean's leadership; (3) Foundation management positively and significantly influences lecturer performance; (4) University governance positively and significantly influences lecturer performance, and (5) University governance positively and significantly influences lecturer performance

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## 1. INTRODUCTION

The ASEAN Economic Community's introduction has increased competition for jobs (AEC). Children from Indonesia are no longer the only ones competing for employment prospects in the nation; job applicants from ASEAN nations are now competing. According to analysts, human resources should be the foundation of Indonesian development. Future difficulties will be effectively handled with the availability of appropriate resources in terms of number and quality. According to experts, Indonesia's human resources quality needs to be raised to address these issues appropriately. High-competence human resources are required, especially for graduates from private universities, to succeed in the fierce competition. To create a competitive workforce in Indonesia, competency criteria for university graduates, both from public and private universities, are crucial. Education is a never-ending issue that should occasionally be researched. A nation will advance if it is backed by excellent, competitive education that can produce trustworthy, high-quality human resources that can serve as the foundation for propelling every aspect of the nation's growth. We understand that a country's development to become a developed

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and significant country must begin in the education sector, which can be explained by the fact that a country cannot succeed in developing education if it wants to become a developed country. Similarly, if the field of education growth is not moving in the direction of future advancement, it will be challenging for the region to advance or develop.

The improvement of the educational sector, including higher education, is another government initiative. One of the government's educational commitments is raising the standard of instruction. To provide students with high-quality education, the National Accreditation Board (BANstudy)'s program accreditation system strongly emphasizes university monitoring. Article 1 paragraph 17 of Republic of Indonesia Law Number 20 of 2003 states the following about educational quality: "National standards of education are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia." The national education standard must be upgraded slowly and include at a minimum content, procedure, competency criteria for graduates, education people, facilities and infrastructure, management, finance, and education assessment.

The research conducted by Suryarama (2009) at Private Universities (PTS) provides the dimensions that can be used as a guide in this study, namely: (1) PTS managers are appointed and dismissed by the foundation management so that PTS managers must answer to the foundation management; and (2) Foundation management plays a significant role in participating in managing a private university. The professionalism of lecturers and university governance is positively and significantly related. Lecturer performance will increase in universities with sound governance. The leadership of the Dean significantly and favorably affected lecturer performance. The researcher intends to do a dissertation study on Foundation Management, University Governance, Dean Leadership, Lecturer Performance, Learning Environment, and Graduate Competencies based on the numerous empirical and theoretical facts mentioned above. Both the external and internal contexts for the development of the KKNI-based curriculum were taken into consideration. Externally, it entails participation in international competitions and challenges as well as the ratification of numerous conventions. Internally, it also has gaps (in quality, quantity, and aptitude), unemployment, different norms or requirements, and different educational backgrounds. To enter the workforce, recent college graduates need to possess specific skills. These abilities include both hard skills, also known as academic knowledge and technical skills, and soft skills, non-technical skills, interpersonal skills, and intrapersonal skills.

Graduate Competency Standards (SKL), part of the curriculum design, are how a study program's graduation requirements are developed. Specifically, "Graduate Competency Standards" are requirements of graduates' abilities that comprise attitudes, knowledge, and skills, as specified in Article 1 Point 4 of Government Regulation No. 19 of 2005 concerning National Education Standards. University graduates need to master three things to compete on the world stage: knowledge (knowledge), skills (skills), and (3) a positive work culture (attitude). The national level of education is the minimum condition relating to the education system in all jurisdictions of the Unitary State of the Republic of Indonesia, according to Article 1, paragraph 17 of Law of the Republic of Indonesia Number 20 of 2003. The national education standard must be upgraded deliberately. It must include at a minimum content, procedure, competency criteria for graduates, education people, facilities and infrastructure, management, finance, and education assessment (Article 35 paragraph 1 of Law No. 20 of 2003).

The fundamental issue is that nationally and internationally, globalization is becoming more restricted in Indonesia's educational system. This implies that Indonesia must begin at the national level to be prepared to compete in the field of education. There is rivalry in the world of education at all educational levels, including universities, due to globalization. To compete and create qualified products, it is vital to reform and establish a quality culture in response to the significance of enhancing the quality of higher education (graduates). If put to use, university graduates ought to be capable of mastering the knowledge and technology in their professions, using their competencies, possessing sufficient hard and soft skills, working independently and collaboratively, and having logical and practical analytical abilities. According to several government papers, including the GBHN, Repelita, Propenas, and Strategic Plan, one of the government's commitments in the education sector is to improve the quality of education. The National Accreditation Board's (BAN's) study program accreditation system, as well as the functional supervision systems used by the Inspectorate General (Itjen), the Financial and Development Supervisory Agency

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(BPKP), and the Supreme Audit Agency (BPK), felt out of place as a guarantee that students were receiving high-quality instruction from universities.

## 2. METHOD

This kind of research measures the strength of the association between two or more variables using a quantitative causal approach. The method employed in this study is a survey method, which involves gathering as much information as possible about the data supporting the research to learn the status and identify symptoms of the comparable condition by comparing with the standards that have been chosen or established (1). This research aims to describe and explain the characteristics of a condition that existed at the time the research was conducted and look into the reasons for these symptoms. This type of research is known as descriptive, explanatory research. The placement of the variables under study and how they relate to other variables (4).

## 3. RESULTS AND DISCUSSION

### 1. Characteristics

Table 1. Characteristics

Gender	Age group			amount
	18-21	22-24	>24	
Man	125	132	13	270
Woman	207	92	7	306
amount	3332	224	20	576

The table above shows more women than men, 306 women humans (53%), and 270 men humans (47%).

Table 2 characteristics of respondents according to the place of residence

Gender	Status of residence		amount
	With family	Cost / live alone	
Man	58	86	250
Woman	89	87	306
amount	147	173	576

Based on the table above, it can be concluded that there is no difference in house status based on gender. The reputation of the respondent's stylish home is that of a boarding house (342 people (49 percent) of respondents live alone, and 234 people (41 percent) of respondents live with their families.

Table 3 activities in the organization

Gender	Activity in the organization			amount
	Still active	been active	Not Active	
Man	58	8	106	250
Woman	89	87	150	326
amount	147	173	256	576

According to the table above, there are 256 inactive respondents (or 44 percent of all respondents), 173 active respondents (or 30 percent), and 147 active respondents (or 26 percent) currently responding. There are variations in the activities by gender.

Table 4 Characteristics based on the student's residence-area of origin

Status of residence	Student origin			Amount
	Banjarmasin	Outside Banjarmasin, South Kalimantan	Outside South Kalimantan	
With family	173	50	11	234
Cost / live alone	26	267	49	343

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Amount	199	317	60	576
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Based on the table above, it can be seen that the well-known respondents came from outside the city of Banjarmasin, South Kalimantan Province, in particular, 317 respondents (fifty five.03%), observed with the help of respondents from the city of Banjarmasin 199 respondents (34.55%) and 60 respondents (10.42% ) came from outside the province of Kalimantan. South. It can be concluded that there are variations in the population's popularity based on the students' origin.

Table 5 characteristics of respondents living status-working status

Status of residence	working status				total
	Working full time	Working part-time	apprenticeship	Doesn't work	
With family	22	18	14	180	234
Cost / live alone	14	29	19	280	342
Total	36	47	33	460	576

According to the above table, out of 576 pupils, 460 humans do not operate (79.86%), 47 humans work in the time component (8.16%), and 36 humans complete the time (6.25%), and 33 humans complete an apprenticeship (5.73%). In light of this, it can be said that there is a difference in the house's reputation, especially given the degree of painting.

## 2. Analysis

Indicator	choice					average	
	STS	TS	KS	S	SS		
Family environment							
1. Parental support in educating	2 (0.34%)	14 (2.43%)	40 (6.94%)	203 (35.25%)	317 (55.04%)	4.42	Good
2. Relationship with family members	2 (0.34%)	13 (2.25%)	44 (7.64%)	200 (34.73%)	317 (55.04%)	4.42	Good
3. Family economic support	3 (0.52%)	25 (4.34%)	69 (11.97%)	234 (40.63%)	245 (42.54%)	4.20	Good
4. Understanding Parents	2 (0.34%)	15 (2.60%)	69 (11.98%)	256 (44.45%)	234 (40.63%)	4.22	Good
		average				4.31	Good

The average response of respondents to parental assistance in education is 4.20 (correct). The number of respondents was 576 people. 479 respondents (83.16%) stated that parental assistance in education was appropriate, and 97 people (16.84%) said it was not appropriate.

Indicator	choice					average	
	STS	TS	KS	S	SS		
Scientific Aspect							
1. Mastery of theoretical concepts Management science in general	0 (0%)	17 (2.95%)	124 (21.52%)	335 (58.16%)	100 (17.36%)	3.90	Good
2. Mastery of HRM theoretical concepts	1 (0.17%)	16 (2.77%)	111 (19.27%)	344 (59.72%)	104 (18.05%)	3.93	Good
3. Aspects of Attitude and Character Mastery of the	0 (0%)	15 (2.60%)	152 (26.38%)	304 (52.77%)	105 (18.22%)	3.87	Good

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theoretical concepts of financial management								
4. Mastery of the theoretical concepts of Marketing management	2 (0.34%) )	18 (3.12%) )	132 (22.91%) )	317 (55.03%) )	107 (18.57%) )	3.88	Good	
5. Mastery of problem-solving formulations	0 (0%) )	19 (3.29%) )	143 (24.82%) )	329 (57.11%) )	85 (14.75%) )	3.83	Good	
6. Mastery of decision-making based on analysis of information and data	1 (0.17%) )	11 (1.90%) )	100 (17.36%) )	359 (62.32%) )	105 (18.22%) )	3.97	Good	
average						3.89	Good	

According to the table above, the average response of respondents on the scientific aspect was 3.89 (good)

Indicator	STS	TS	choice KS	S	SS	average	Ket
<b>Level of clarity of vision and mission</b>							
1. Availability of Vision and Mission	20 (3.47%) )	33 (5.73%) )	103 (17.88%) )	295 (51.22%) )	125 (21.70%) )	3.82	Good
2. Dissemination of vision and mission	14 (2.43%) )	36 (6.25%) )	95 (16.49%) )	285 (49.48%) )	146 (25.35%) )	3.89	Good
3. Conformity of vision and mission with graduates	26 (4.51%) )	30 (5.20%) )	110 (19.09%) )	276 (47.93%) )	134 (23.27%) )	3.80	Good
average						3.83	Good
<b>Level of Achievement of Vision and Mission</b>							
1. Achievement of the vision and mission of the academic field	21 (3.64%) )	37 (6.42%) )	104 (18.05%) )	318 (55.22%) )	96 (16.67%) )	3.75	Good
2. Achievement of the vision and mission of the non-academic field	19 (3.29%) )	31 (5.38%) )	132 (22.93%) )	293 (50.87%) )	101 (17.53%) )	3.74	Good
3. Achievement of the vision and mission of the field of cooperation	21 (3.64%) )	55 (9.54%) )	109 (18.92%) )	252 (43.76%) )	139 (24.14%) )	3.75	Good
average						3.74	Good
<b>Optimism Level</b>							
1. Academic improvement	21 (3.64%) )	39 (6.77%) )	85 (14.76%) )	292 (50.70%) )	139 (24.13%) )	3.85	Good
2. Improvement in student affairs	25 (4.34%) )	39 (6.77%) )	86 (14.93%) )	292 (50.70%) )	136 (23.62%) )	3.84	Good

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3. Infrastructure improvement	17 (2.95%) )	38 (6.59%) )	91 (15.80%)	289 (50.18%)	141 (24.48%)	3.87	Good	
<b>Confidence Level</b>						average	3.85	Good
1. Confidence in faculty progress.	22 (3.81%) )	31 (5.38%) )	100 (17.36%)	303 (52.61%)	120 (20.84%)	3.81	Good	
2. Confidence will produce quality graduates	20 (3.47%) )	36 (6.25%) )	101 (17.53%)	317 (55.04%)	102 (17.71%)	3.77	Good	
						average	3.79	Good

1. Respond to Clients on Clarity of vision and mission. Of 576 respondents, an Average of 3.80 (Good)
2. Client response to the achievement of the vision and mission Of 576 respondents, an Average of 3.74 (Good)
3. Respond to Clients at the Optimism Level. Of 576 respondents, 3.85 (good)
4. Respond to Clients at the Confidence Level. Of 576 respondents, 3.79 (good)

## DISCUSSION

1. Structural Equation Modeling and SmartPLS 3.0 were used to analyze these variables' interactions.
2. Based on total (Structural Equation Modeling), the SEM version includes five independent variables, namely base management, college governance, dean management, and overall lecturer performance; one determinant variable is the competence of graduates, and one moderator variable is the learning environment. It is stated in further depth as follows:
3. The foundation control variable comprises four dimensions and 12 signs, including three signs from the measuring plan, three signs from the organizational measure, three signs from the direction measure, and three indications from the monitoring measurement.
4. Eight dimensions and 24 signs make up the governance variable; in particular, the dimension of transparency has three marks, the magnitude of the task has three marks, the measure of responsibility has three marks, the measure of independence has three marks, and the dimension of justice has three marks. Three indicators, the dimension of relevance consists of three indicators, the scale of effectiveness and efficiency consists of three signs, and the non-earnings measure includes three indicators.
  - a. The Dean's management variable consists of seven dimensions and twenty-one indicators, including three indicators for each of the following: optimism level, three indicators for measuring the extent of self-confidence, and three for measuring movement speed. The Dean's management variable measures seven dimensions and twenty-one indicators. Dimensions Three signals make up the willingness to delegate authority and the model for the degree of openness to present a function.
  - b. The overall lecturer performance variable has three dimensions and nine indicators: three signs are used to measure coaching and training, three are used to measure knowledge improvement and study, and three are used to monitor network providers.
  - c. In particular, the measurement of the circle of relatives includes four signs, the measurement of the campus environment includes six signs, and learning about the size of the environment includes four signs. The acquisition of knowledge about environmental variables includes three dimensions and 14 indicators.
  - d. The graduate competency variable has four dimensions and sixteen signs, including four indicators for the job element, six for the medical element, three for the managerial component, and three for the attitude and individual element scale.
  - e. The structural version is assessed using the SmartPLS algorithm to determine its applicability, and the influence of the various variables is explained as follows:

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- f. The four dimensions used to characterize the fundamental management variables are planning, organizing, directing, and regulating. Each dimension is defined by taking each measurement individually. The following list illustrates how well each indicator explains how the foundation is managed:
- g. Control base 1 with a coefficient of 0.814, Control foundation 2 with a coefficient of 0.835, and Management base 3 with a fee coefficient of 0.832 make up the planning indicators. The three indicators of the size of the production plan can be continued for further processing because the overhead costs are more significant than the issue loading costs, and their relevance is significantly lower than 0.05.
- h. Controlling foundation number four with a fee coefficient of 0.801, controlling foundation number five with a price coefficient of 0.809, and foundation management number six with a fee coefficient of 0.772 are examples of organizational indications. The three-mark organizing measurement can be continued for further processing because the overhead costs are more than the factor loading costs, and their importance is significantly lower than 0.05.
- i. Controlling Foundation 7 with a fee coefficient of 0.851, managing Foundation 8 with a coefficient value of 0.868, and managing Foundation 9 with a coefficient of 0.701 are examples of the directive's signals. Three Directing size indicators can be processed further since the expenses mentioned above are more significant than the cost of the loading products, and their importance is significantly lower than 0.05.
- j. Management Base 10 has a cost coefficient of 0.796, Management Base 11 has a cost coefficient of 0.845, and Control Base 12 has a cost coefficient of 0.870. These are the monitoring signals. The significance of the above price, which is an addition to the problem loading price and is much less than 0.05, allows for the continuation of the same processing for all three indicators of monitoring measurement.
- k. Each of the structures that make up university governance explains the variable. The following is how evaluation has an impact on governance variables:
- l. Governance 1 has a fee coefficient of 0.696, Governance 2 has a price coefficient of 0.838, and Governance 3 has a coefficient value of 0.822. These are the transparency indicators. The coefficient above has a value more significant than the loading factor's cost and is much less significant than 0.05. According to this, the three Transparency measurement marks can be saved for later processing.
- m. Governance 4 has a fee coefficient of 0.792, Governance 5 has a cost coefficient of 0.819, and Governance 6 has a coefficient value of 0.778. These are the responsibility indicators. Three indicators of accountability dimensions can be maintained for subsequent processes because the cost of the coefficient mentioned above is greater than the cost of the loading component, and its importance is less than 0.05.
- n. Task signs include governance 7 with a coefficient value of 0.826, governance 8 with a coefficient value of 0.845, and governance nine with a contribution coefficient of 0.850. The coefficient value above is greater than the cost of the loading component, and the significance is less than 0.05, which means that all three Governance measurement marks can be passed on for further processing.
- o. The independence indicators include governance 10 with a coefficient value of 0.789, governance eleven with a cost coefficient of 0.854, and Governance 12 with a cost coefficient of 0.765. The cost coefficient above is more than the price of the loading component, and its significance is much less than 0.05. which means the three governance dimensional markers can stand for further processing.
- p. The justice indicators consist of governance thirteen with a cost coefficient of 0.843, governance 14 with a cost coefficient of 0.859, and governance 15 with a price coefficient of 0.812. The above cost coefficient is greater than the cost of the loading component, and the significance is less than 0.05; this means that the 3 dimensions of governance indicators dimensions can be continued for further processing.

- q. Signs of relevance include governance 16 with a price coefficient of 0.762, governance 17 with a price coefficient of 0.769, and governance 18 with a price coefficient of 0.796. The cost coefficient above is greater than the loading aspect price, and its significance is less than 0.05. which means all three governance dimension markers can be continued for additional processing.
- r. Signs of effectiveness and efficiency include governance 19 with a cost coefficient of 0.869, Governance 20 with a fee coefficient of 0.878, and Governance 21 with a price coefficient of 0.829. The coefficient value above is greater than the load value, and the significance is much less than 0.05. which means three signs of Governance measurement can be forwarded for further processing

The Dean's management's formation scale explains the Dean's leadership variable. The following is the evaluation of the Dean's leadership variable: The leadership of dean 1 with a price coefficient of 0.877, dean 2 with a fee coefficient of 0.916, and dean 3 with a coefficient value of 0.894 are indicators of the clarity of vision and effort. The significance is less than 0, and the coefficient value is higher than the loading issue value. 05. This indicates that similar processing can be used to forward the three-dimensional markers of vision and project readability. Dean 4's management, which has a fee coefficient of 0.885, Dean 5's management, which has a coefficient value of 0.887, and Dean 6's management, which has a cost coefficient of 0.866, are indicators of the degree to which the vision and difficulties have been realized. The cost coefficient mentioned above is more than the cost of the loading element and has greater importance than 0.05. As a result, it is possible to process the three indicators of the scale of effort and vision fulfillment in a comparable manner moving forward.

The leadership of Dean seven, with a cost coefficient of 0.898, the leadership of Dean eight, with a cost coefficient of 0.924, and the leadership of Dean nine, with a coefficient of 0 fees, are indicators of the level of optimism. 903. The three indications for determining the optimistic stage can endure further processing because the coefficient price above is larger than the loading factor value, and the significance is less than 0.05. The leadership of the Dean of 10 has a coefficient value of 0.897, the leadership of the Dean of 11 has an honor coefficient of 0.907, and the leadership of the Dean of 12 has a coefficient value of 0.884. These are the indicators of the level of trust. The coefficient above is higher than the loading aspect value and has a significantly lower significance than 0.05. It implies that the three self-assurance indicators can endure further processing.

The leadership of the Dean of thirteen, with a price coefficient of 0.886, the leadership of the Dean of fourteen, with a price coefficient of 0.884, and the leadership of the Dean of fifteen, with a price coefficient of 0, 851, are the signals of the speed of action. The coefficient above is more expensive than the loading component and has a lower significance value than 0.05. Consequently, keeping the three action speed measurement indications for the same processing is possible.

The management of dean 16 with a coefficient value of 0.879, the leadership of dean 17 with a price coefficient of 0.908, and the leadership of dean 18 with a cost coefficient of 0.875 are indicators of the degree of readiness to set an example. The importance is less than 0.05, and the pricing coefficient is higher than the loading issue value. As a result, the same method may be used for the 3-dimensional indicators of readiness to make samples.

The management of dean 19, with a cost coefficient of 0.861, the leadership of dean 20, with a price coefficient of 0.893, and the leadership of dean 21, with a cost coefficient of 0.900, are indicators of the degree of willingness to distribute responsibility. In this case, the cost coefficient is higher than the loading issue value, and the significance level is below 0.05. It implies that the three indicators of delegation readiness can be transmitted and processed comparably. The training tri dharma explains the overall lecturer performance variable. Each element of the tri dharma becomes a metric for assessing the lecturer's effectiveness. The following is an evaluation of lecturer performance variables: The overall performance of lecturer 1 with a coefficient value of 0.419, lecturer 2 with a coefficient value of 0.866, and lecturer 3 with a price coefficient of 0.877 are included in the education and coaching marks. The coefficient above is more expensive than the loading aspect and has a lower significance than 0.05. The three indicators of the scale for coaching and education might therefore remain for the same processing.

Lecturer performance 4 with a cost coefficient of 0.849, lecturer performance 5 with a price coefficient of 0.878, and total lecturer performance 6 with a price coefficient of 0.826 indicate the study

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and improvement of technological knowledge. The three marks from the training and coaching measure can continue to be processed because the above price coefficient is higher than the cost of the loading problem, and its importance is significantly lower than 0.05.

Indicators for community carriers include the performance of seven lecturers overall with a cost coefficient of 0.882, the performance of eight lecturers with a cost coefficient of 0.886, and the performance of nine lecturers with a cost coefficient of 0.889. Three education and teaching measurement indicators can be kept for further processing because the coefficient above values are more significant than the factor loading costs and have importance significantly lower than 0.05. The family, college, and social environments are the three aspects that make up the environmental mastery variable. The following definition applies to the evaluation of the mastering environment: Learning environment 1 with a coefficient value of 0.811, Knowing environment 2 with a cost coefficient of 0.864, Mastering environment 3 with a cost coefficient of 0.784, and Learning Environment 4 with a coefficient of 0.811 are the indicators of the family environment. The four family environment measurement indicators can be maintained for the same processing since the coefficient value above is more than the load value and the importance is less than 0.05

Knowing the environment indicator number five has a coefficient value of 0.718, knowing the environment indicator number six has a coefficient value of 0.762, knowing the environment indicator number seven has a coefficient value of 0.795, learning environment indicator number eight has a coefficient value of 0.832, learning environment indicator number nine has a cost of 0.750, and master the neighborhood indicator number ten has a cost of 0.705. The five university environmental measurement markers may be sent for additional processing because the cost above coefficient is greater than the cost of the loading element and its significance is significantly less than 0.05.

Learning environment 11 with a coefficient value of 0.638, getting to know the environment 12 with a cost coefficient of 0.755, learning about the environment 13 with a cost coefficient of 0.792, and learning environment 14 with a coefficient value of 0.752 are the indicators of the social environment. The cost coefficient mentioned above is greater than the value of the loaded commodities and has a significantly lower significance than 0.05. This indicates that the social environment's four-dimensional indicators can endure the same processing (4).

The graduate competency standards listed in the IQF curriculum are Graduate Competency Variables. The four assessment criteria—particularly the labor, technological, managerial, and attitude components—are referred to by the exact old phrase. The following definition describes how the graduate ability model is evaluated: a. The graduates of competence 1 have a cost coefficient of 0.747, graduates of competence 2 have a cost coefficient of 0.846, graduates of competence 3 have a cost coefficient of 0.788, and graduates of competence 4 have a cost coefficient of 0.778. These graduates make up the sign process component. Four aspect markings of the painting's size can endure additional processing because the cost coefficient above is more than the loading problem price and has a significance considerably lower than 0.05 (5)

Graduates of competency 5 with a coefficient value of 0.757, graduates of competency 6 with a coefficient of 0.781, graduates of competency 7 with a coefficient of 0.743, graduates of competency 8 with a coefficient of 0.769, graduates of competency 9 with a cost coefficient of 0.751, and graduates of competency 10 with a cost coefficient of 0.724 are indications of the scientific component. The price of the coefficient is more than the cost of the loading problem, and its significance is substantially lower than 0.05. This indicates that the six clinical component size markers can endure additional processing. Environmental competence number eleven, with a cost coefficient of 0.777, graduate competence number twelve, with a coefficient of 0.807, and graduate competence number thirteen, with a coefficient of 0.831, are indicators of management issues. The three points on the managerial problem scale can be kept for further consideration because the cost coefficient above is more than the value of the loading factor and its importance is significantly less than 0.05.

Competencies of graduates with grades of 14, 15, and 16 with cost coefficients of 0, 827, 0.833, and 16 with cost coefficients of 0, 833, respectively, are indications of mentality and personality traits. The three indicators of attitude measurements and male or female elements can be sent for further processing

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because the cost coefficient above is more than the loading aspect price, and its importance is less than 0.05.

Examination of the inspiration management hypothesis's results' discussion has a significant and lasting impact on college governance. The foundation's management has a positive and significant impact on university governance, according to archive processing and speculative testing findings. Since foundation management and university governance are closely intertwined, if foundation management is done well, university governance must also be done correctly and vice versa. It is crucial to establish a business organization that is operationally capable of managing foundations and universities effectively and successfully to reap the benefits of foundation control being superior to high school governance. The idea behind good governance is that goals have been achieved by applying science and practicality. Furthermore, good governance aims to prevent waste in the improper use of time and resources already available. (6) Of course, careful planning and inventive, wise, and demanding assistance are required to manage foundations and higher education governance properly. A vision is a realistic depiction of the future and long-term objectives the university aspires to in a reasonable timeline. Imaginative work done to realize future objectives. (7) Again, the university seeks to ensure that universities are charged at a public price range, provide top-notch training in exchange for public support, and bring graduates, research, and offerings following the desires of society and the economic system. The university works to create institutions with autonomy as an excellent way to take advantage of some flexibility to govern. Proper management, correct performance, good administration of public funds, and proper involvement with the general public will result from good governance through autonomy and duty, ensuring that the repercussions are carried out correctly. With the help of Suryarama (2009), these elements were added to Law Number 16 of 2001, revised by Law Number 28 of 2004 regarding Foundations with a solid criminal grounding. 3 The Dean's management's formation scale explains the Dean's leadership variable. The following is the evaluation of the Dean's leadership variable:

The leadership of dean 1 with a price coefficient of 0.877, dean 2 with a fee coefficient of 0.916, and dean 3 with a coefficient value of 0.894 are indicators of the clarity of vision and effort. The significance is less than 0, and the coefficient value is higher than the loading issue value. 05. This indicates that similar processing can be used to forward the three-dimensional markers of vision and project readability. Dean 4's management, which has a fee coefficient of 0.885, Dean 5's management, which has a coefficient value of 0.887, and Dean 6's management, which has a cost coefficient of 0.866, are indicators of the degree to which the vision and difficulties have been realized. The cost coefficient mentioned above is more than the cost of the loading element and has greater importance than 0.05. As a result, it is possible to process the three indicators of the scale of effort and vision fulfillment in a comparable manner moving forward.

The leadership of Dean seven, with a cost coefficient of 0.898, the leadership of Dean eight, with a cost coefficient of 0.924, and the leadership of Dean nine, with a coefficient of 0 fees, are indicators of the level of optimism. 903. The three indications for determining the optimistic stage can endure further processing because the coefficient price above is larger than the loading factor value, and the significance is less than 0.05. (8) The leadership of the Dean of 10 has a coefficient value of 0.897, the leadership of the Dean of 11 has an honor coefficient of 0.907, and the leadership of the Dean of 12 has a coefficient value of 0.884. These are the indicators of the level of trust. The coefficient above is higher than the loading aspect value and has a significantly lower significance than 0.05. It implies that the three self-assurance indicators can endure further processing. The leadership of the Dean of thirteen, with a price coefficient of 0.886, the leadership of the Dean of fourteen, with a price coefficient of 0.884, and the leadership of the Dean of fifteen, with a price coefficient of 0, 851, are the signals of the speed of action. The coefficient above is more expensive than the loading component and has a lower significance value than 0.05. Consequently, keeping the three action speed measurement indications for the same processing is possible.

(9) The management of dean 16 with a coefficient value of 0.879, the leadership of dean 17 with a price coefficient of 0.908, and the leadership of dean 18 with a cost coefficient of 0.875 are indicators of the degree of readiness to set an example. The importance is less than 0.05, and the pricing coefficient is higher than the loading issue value. As a result, the same method may be used for the 3-dimensional indicators of readiness to make samples.

The management of dean 19, with a cost coefficient of 0.861, the leadership of dean 20, with a price coefficient of 0.893, and the leadership of dean 21, with a cost coefficient of 0.900, are indicators of the degree of willingness to distribute responsibility. In this case, the cost coefficient is higher than the loading issue value, and the significance level is below 0.05. It implies that the three indicators of delegation readiness can be transmitted and processed comparably.

The training tri dharma explains the overall lecturer performance variable. Each element of the tri dharma becomes a metric for assessing the lecturer's effectiveness. The following is an evaluation of lecturer performance variables:

The overall performance of lecturer 1 with a coefficient value of 0.419, lecturer 2 with a coefficient value of 0.866, and lecturer 3 with a price coefficient of 0.877 are included in the education and coaching marks. The coefficient above is more expensive than the loading aspect and has a lower significance than 0.05. The three indicators of the scale for coaching and education might therefore remain for the same processing. Lecturer performance 4 with a cost coefficient of 0.849, lecturer performance 5 with a price coefficient of 0.878, and total lecturer performance 6 with a price coefficient of 0.826 indicate the study and improvement of technological knowledge. The three marks from the training and coaching measure can continue to be processed because the above price coefficient is higher than the cost of the loading problem, and its importance is significantly lower than 0.05.

Indicators for community carriers include the performance of seven lecturers overall with a cost coefficient of 0.882, the performance of eight lecturers with a cost coefficient of 0.886, and the performance of nine lecturers with a cost coefficient of 0.889. Three education and teaching measurement indicators can be kept for further processing because the coefficient above values are more significant than the factor loading costs and have importance significantly lower than 0.05. The family, college, and social environments are the three aspects that make up the environmental mastery variable. The following definition applies to the evaluation of the mastering environment: Learning environment 1 with a coefficient value of 0.811, Knowing environment 2 with a cost coefficient of 0.864, Mastering environment 3 with a cost coefficient of 0.784, and Learning Environment 4 with a coefficient of 0.811 are the indicators of the family environment. The four family environment measurement indicators can be maintained for the same processing since the coefficient value above is more than the load value and the importance is less than 0.05

Knowing the environment indicator number five has a coefficient value of 0.718, knowing the environment indicator number six has a coefficient value of 0.762, knowing the environment indicator number seven has a coefficient value of 0.795, learning environment indicator number eight has a coefficient value of 0.832, learning environment indicator number nine has a cost of 0.750, and master the neighborhood indicator number ten has a cost of 0.705. (10) The five university environmental measurement markers may be sent for additional processing because the cost above coefficient is greater than the cost of the loading element and its significance is significantly less than 0.05. Learning environment 11 with a coefficient value of 0.638, getting to know the environment 12 with a cost coefficient of 0.755, learning about the environment 13 with a cost coefficient of 0.792, and learning environment 14 with a coefficient value of 0.752 are the indicators of the social environment. The cost coefficient mentioned above is greater than the value of the loaded commodities and has a significantly lower significance than 0.05. This indicates that the social environment's four-dimensional indicators can endure the same processing.

The graduate competency standards listed in the IQF curriculum are Graduate Competency Variables. The four assessment criteria—particularly the labor, technological, managerial, and attitude components—are referred to by the exact old phrase. The following definition describes how the graduate ability model is evaluated: a. The graduates of competence 1 have a cost coefficient of 0.747, graduates of competence 2 have a cost coefficient of 0.846, graduates of competence 3 have a cost coefficient of 0.788, and graduates of competence 4 have a cost coefficient of 0.778. These graduates make up the sign process component. Four aspect markings of the painting's size can endure additional processing because the cost coefficient above is more than the loading problem price and has a significance considerably lower than 0.05.

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Graduates of competency 5 with a coefficient value of 0.757, graduates of competency 6 with a coefficient of 0.781, graduates of competency 7 with a coefficient of 0.743, graduates of competency 8 with a coefficient of 0.769, graduates of competency 9 with a cost coefficient of 0.751, and graduates of competency 10 with a cost coefficient of 0.724 are indications of the scientific component. The price of the coefficient is more than the cost of the loading problem, and its significance is substantially lower than 0.05. This indicates that the six clinical component size markers can endure additional processing.

Environmental competence number eleven, with a cost coefficient of 0.777, graduate competence number twelve, with a coefficient of 0.807, and graduate competence number thirteen, with a coefficient of 0.831, are indicators of management issues. The three points on the managerial problem scale can be kept for further consideration because the cost coefficient above is more than the value of the loading factor and its importance is significantly less than 0.05. Competencies of graduates with grades of 14, 15, and 16 with cost coefficients of 0, 827, 0.833, and 16 with cost coefficients of 0, 833, respectively, are indications of mentality and personality traits. The three indicators of attitude measurements and male or female elements can be sent for further processing because the cost coefficient above is more than the loading aspect price, and its importance is less than 0.05.

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Again, the university seeks to ensure that universities are charged at a public price range, provide top-notch training in exchange for public support, and bring graduates, research, and offerings following the desires of society and the economic system. The university works to create institutions with autonomy as an excellent way to take advantage of some flexibility to govern. Proper management, correct performance, good administration of public funds, and proper involvement with the general public will result from good governance through autonomy and duty, ensuring that the repercussions are carried out correctly. With the help of Suryarama (2009), these elements were added to Law Number 16 of 2001, revised by Law Number 28 of 2004 regarding Foundations with a solid criminal grounding. 3

### **Base Of Management Has A Huge And Significant Impact On The Dean's Management**

It is perfectly possible to conclude that the management of inspiration has a significant and far-reaching impact on the management of the Dean based solely on the study's information processing and speculation test findings. Leadership and management overlap because management and leadership both exist inside control. Management is defined as an integrated collection of actions to build the company's business as a socio-economic-technical engine. A device is a dynamic unit, similar to the interconnected parts that power an academic institution. For the full implementation of the authority transferred to the people he leads, management is the nature of the leader's conduct in carrying out his obligations morally and legally. The foundation's management and the Dean's leadership have a mutually influential relationship, which means that without inspirational control, the Dean's leadership will not function well and vice versa.

The reflection departs from the philosophical aspirations of the existing order for the following reasons, in particular: (1) It is challenging to define what social activity is. Does the definition of social entertainment include education? It is commonly believed that decent education costs a lot of money, but in reality, many educational institutions exist to make money. In America, a non-public university is typically the institution of choice. Fewer prospective students from Indonesia than from wealthy backgrounds are recruited by them, in addition to brilliant prospective students. As a result, it might be challenging to define precisely

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what constitutes a social activity that is genuinely social entertainment and wholly unrelated to the industrial component. (2) All deviations are grounded in statutory rules. Provisions that demand the completion of activity by the employer can be seen in various laws and regulations.

Essential leadership has a significant impact on lecturers' overall success.

The management of inspiration has a practical and significant impact on teacher performance in private universities in the principal city of Banjarmasin, according to the results of information processing and research hypotheses testing. Overall academic success is highly correlated with effective management. For the growth of a university, the lecturer performs a crucial and strategic role. As a result, the foundation's vision serves as a guide for college painting software that takes the form of fabric and helps realize the performance of robust and environmentally conscious lecturers following university tasks. However, the directive measure has the lowest average cost in the flagship class. This will be clarified using the respondents' responses to inspire students, communicate the inspiration's goal to the educational community, and order the foundation's tasks. Accordingly, if the foundation supports research scale and health improvement in terms of research costs, the total performance of lecturers will rise quickly. The influence of the foundation's control on lecturers can be pretty significant. According to calculations and checks on muse management, overall academic success is more heavily weighted toward community-based organizations. Performance is a trait of potential and motivation. The professor must demonstrate a high degree of willpower and positive levels of ability to finish a task or process (3).

**The university's governance has profoundly and significantly impacted the Dean's leadership.**

A successful university governance system demonstrates the Dean's leadership. Dean management refers to the Dean's capacity to inspire others to pursue their goals ardently. A trailblazer must be aware of his subordinates' desires, be open to new ideas, and assist in putting the most recent innovations into practice to lead and inspire them. Good governance ideas are generated through appropriate college administration ideas software and go beyond simply adhering to applicable laws and norms. Article sixty-three of Regulation No. 12 of 2012 Concerning Better Education states that higher education management must be based on standards of transparency, duties, duties, independence, fairness, sufficient guarantees, effectiveness, and performance, and now not for financial gain. The current government must consider these ideas. One of the tools used to measure university achievement is determined with the aid of efficient university governance, adequate facilities, and infrastructure, and accompanied by dependable teaching methods and high standards. The enhancement of first-rate academic and non-educational services can help nurture the value added to college and high competitiveness through the consistent and continuous application of ideal college governance concepts. In contrast to independence, non-income, and transparency, the accountability dimension has the best overall value (right category), as can be seen from the respondents' responses to the variable of university governance. It indicates that all of the scales that make up university governance are appropriately proportioned and emphasize accountability, efficiency, and performance with the support of a feeling of duty.

**The performance of lecturers is significantly impacted by university governance.**

The university's governance will significantly influence the effectiveness of professors; therefore, if the institution's governance is sound, so will the lecturers' performance. If adequate higher education governance is not in place, professors will not perform to their full potential. The level of knowledge and problem-solving skills of lecturers affect their overall performance. As a result, an individual's or organization's overall performance always reflects their success in realizing their established objectives or aspirations. The task dimension has the best overall cost and is included in the correct category, as shown by the respondent's responses to the variable of higher education governance (legal status quo, university performance audited and posted, and crew evaluations). This indicates that PTNs in the metropolitan area of Banjarmasin are correct because they already have legal legality, especially those with operational permits; their performance is audited and published in the majority of cases; in addition, audit crews who audit the implementation of university obligations are employed; and audit outcomes are used as a basis for ongoing improvements. Duties to ensure that their capabilities, implementation, and obligations are carried out suitably and effectively.

While the measure of independence and non-profit organizations is the lowest governance variable, these documents are still promoted by activities taking place off campus. They cannot be separated from

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the foundation's influence. The foundation no longer exerts significant influence on university management, university rules are developed freely without any outside pressure, and the influence of outsiders on those norms is still not consistently significant. The measurement of education and instruction is the best general cost, based on the impact of respondents' responses.

### **Dean's Management Positive and significant impact on lecturers' overall performance**

According to the information processing and research hypothesis testing results, the Dean's administration has a positive and significant influence on the performance of lecturers at private universities in Banjarmasin. The Dean's leadership directly influences a college's success or failure. The way he communicates assigns duties, gives commands, inspires, uplifts the spirits of his subordinates, and takes decisions reveals his managerial position and thinking. The Dean is the head of the organization, and as such, he must be exemplary and uncompromising in his attitude if he wants his subordinates to be able to follow whatever is being done. This leadership role will therefore have an impact on all actions or activities. The Dean resolved the issue.

Teachers can be used as one of the critical variables in sustaining continuity and establishing a favorable environment for college because they are professional educators who can judge what is best for college students based on professional considerations. The responses to research instruments (questionnaires) on the Dean's leadership variable, where the dimensions of imaginative and prescient readability and initiative have the best average cost, will be used to determine this (same class). It indicates that the Dean is prepared to share their vision and academic assignments with students, that they have a firm grasp of their goals and challenges, and that they are capable of inspiring the academic community to acknowledge the Dean's leadership's future goals and challenges. Both public and private universities must require projects and inventive and wise thinking. Each college, based on the objectives to be accomplished through their separate colleges, has a unique and perceptive imagination and effort. Vision is the ability to see ahead or sketch out the benefits an organization expects. Visions predict future conditions that are realistic, believable, and provide magnificence. While the mission is actual for a reason, it can also define creative and forward-thinking strategies to attain it. All lecturers must be aware of, comprehend, and uphold universities' innovative and perceptive efforts to perceive these visions and problems.

The focus of leadership in achieving organizational vision and challenges has shifted from departmental-moving activists to external parties. Based on observations, it has been determined that the proper organizational lifestyle and effective management can foster acceptance as truth with permanent lecturers at the foundation at PTN in Banten Province. Colleges use the organizational way of life as an approach to optimize teacher acceptance as truth; better training lessons are also provided.

According to the Hughes (2) principle, management is strongly tied to performance and ideas. In particular, management should provide inspirational and foresightful imagination to increase HR commitment, ultimately leading to smoother and higher productivity.

Four eventually depend on the competitiveness and income level. The Dean at a private university in Banjarmasin plays a significant part in raising academic standards at the Faculty of Economics. The Dean's role is to support lecturers in pursuing academic degrees as a leader in administration and teaching. The Dean's role in enhancing academic performance can be seen in the following ways: (a) the Dean's role as a drafter; The Dean contributes to the formulation of creative and perceptive university activities. Because a better application of the Tridharma of Schooling cannot be separated from the problems of the Faculty of Economics, namely strengthening education, research, and service networks, the performance of the academic community as a whole is intimately tied to the school's vision and business. The Dean also plays the role of a fashion designer for implementing the dharma of education and training, as evidenced by the fact that he assigns coaching duties to teachers each semester that must carry a minimum weight of 6 credits. (b) The Dean serves as a motivator; this function is demonstrated by the fact that the Dean gives advice and training to lecturers so they can conduct research, education, and community service at every meeting, prepares the desired learning facilities using academics, encourages teachers to advance their qualifications to a higher level of education/S3, and motivates lecturers to attend workshops, national, and international seminars. Academics who do not follow disciplined learning methods in beauty, do not submit lecturers' performance reports on time and do not submit the overall undergraduate scores for each department receive written sanctions (sanctions) from the Dean as

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motivation. (c) The Dean plays a role in decision-making. Three models—the choice with authority model, the long-term selection model, and the brainstorming version—are used to implement the dean election version. (d) The Dean serves as a dynamist and catalyst in modifying and enforcing the Tridharma of Better Schooling. The Dean of Higher Education has taken the initiative to establish cooperation by granting MOUs with environmental governments, various universities, and institutions both domestically and abroad. The Dean also looked at programs and departments, particularly the Tarbiyah faculty's PGRA program and teacher preparation. (e) The faculty dean serves as a supervisor, as evidenced by the Dean's participation in the BKD assessment process. However, it is still far from being implemented in the form of monitoring reports or information at the tri dharma of higher education, particularly those relating to the dharma of education and training. Deans at non-public universities in Banjarmasin have not assisted with supervision in the form of direct visits through deans or assessors to classrooms to assess mastery way activities or direct visits to research sites to filter studies of academics and network providers.

Graduate competency and lecturers' overall effectiveness are closely related. Well-qualified lecturers will fulfill their commitments and responsibilities. Similar to graduates, the quality of graduates is greatly influenced by teacher performance. Because of this, graduates who want to be certified must significantly focus on their academics throughout the teaching and mastery phase. This is evident from the respondent's response to the question about the overall lecturer performance variable, which shows that compared to the dimensions of research and advancement of science and network providers, the size of training and teaching has the most significant average cost (top category). It implies that graduates' competency will increase due to lecturers' ability to instruct, direct academics, provide counseling, and provide clear direction to students.

The lecturer's behavior in how to recognize, notably how the lecturer arranges to learn, incorporates activities to acquire knowledge, and assesses the results of mastery, is the form of lecturer behavior that best characterizes his entire performance. Four dimensions make up the graduate competency variable. Focuses primarily on the significant impact of four-dimensional computations on graduate competency factors. It is clear from these 4 dimensions that graduates' competency performance in scientific measurement is more significant than their size of mindset and character.

#### **The basis of control significantly affects how the Dean manages the university through governance.**

It is clear from the findings of statistical analysis and experimental speculative studies that leadership in higher education governance is significantly influenced by muse control, which is of a high caliber. Leadership and control have many characteristics. Both motivate others, collaborate with others, and realize organizational objectives. In a business or authority, a leader who has mastered management skills is typically supported by his subordinates who have mastered control skills. However, subordinates (managers) develop their management skills at a given point. As a byproduct of GCG, higher education governance serves as one of the essentials for enabling institutions to grow and be successful over the long term while outcompeting competitors globally. Governance at the institution, dean management, and the basis of control all have various effects because effective management of this basis will impact the Dean's leadership, which in turn will impact the governance of the appropriate college. Able to create work apps for vision and mission. Superior college governance can be built on the application of foundation work in the form of materials in university initiatives. The scale of independence, non-profit, and transparency has the lowest overall score, which can be interpreted as meaning that college policies are governed independently, that outsider intervention in college management is a foundational aspect of college management, and that the role of outsiders in directing college guidelines is still unreliable. Next in line is proper university governance. And trustworthiness is not currently met. As a result, there is still room for improvement regarding effective university governance in the non-revenue and transparency dimensions.

The Dean of vision management and assignments' degree of readability has the best overall rating. In other words, the Dean can motivate academic networks to recognize the school's vision and the Dean's leadership efforts in the future. They also have a powerful choice in achieving the vision and difficulties. Critical mission and vision statements for both public and private universities. Depending on the goal that has to be realized with each institution's assistance, each college has its vision and mission. A vision is a prediction of where a firm might go or a representation of the values it hopes to realize. The vision depicting this excellent destiny position is believable, persuading, and beautiful. While making an effort, an intention

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might become genuine and can offer a clear path to develop their imagination. A complete academic network must acknowledge, recognize, and support the college's vision and activities if it is to realize a creative and intellectual vision and mission.

The implementation of better education must adhere to the principles outlined in regulation 12 of 2012 regarding better education, which states in article sixty-three that the management of higher education must be based on the principles of transparency, accountability, obligation, independence, fairness, first-class assurance, effectiveness and performance, and no longer looking for favors. One of the metrics used to assess the success of higher education is based on effective governance of higher education, suitable facilities and infrastructure, and the application of trustworthy identification techniques and demanding standards. Excellent educational and non-academic services can be enhanced by consistent and unwavering use of proper college governance standards, increasing the institution's cost and boosting its competitiveness.

### **Base supervision through university governance has a positive and extensive impact on lecturer performance**

Based on statistical analysis and assessment of study hypotheses, it can be said that base management at non-public universities in Banjarmasin significantly impacts lecturers' overall performance through university governance. The supervision of the foundation and the professors' performance are closely associated, so if the foundation is well-supervised, the lecturers' performance must also be appropriate, and vice versa. A synergy between the control of inspiration and the performance of the academic community is required if it is to achieve the intended goals through the management of inspiration and the teachers' performance. Proper foundation control is also necessary to support the overall sound performance of lecturers. Governance at the university is impacted by conscious foundation control. That is, the governance of higher education can be carried out appropriately if the foundation's management has completed its features.

Therefore, it is impossible to separate and disentangle the university's governance from the foundation's management and the instructors' overall performance. The responses to the muse management variable show that the planning dimension has the highest average value compared to the directing and organizing dimensions. This implies that motivating goals, academic missions, and cloth-bound university painting applications can all result in stellar grads. At the same time, the agency's and the route's dimensions have reduced overall cost. (3) reviewed the role of foundations in running school areas at private universities and concluded that PTS managers should be in charge of inspiration control because they were hired and fired through muse control. Foundation administrators are crucial to the operation of private universities. The fundamental steering function in collaborating with individual universities may be highly prominent, even though there are already leaders of higher education institutions and the ranks beneath them. Several foundation directors indicated that they had different ideas from PTS managers. The division of responsibilities and power between the management of inspiration and the control of higher education appears to be out of balance because the management of the muse plays a crucial role in managing the operations and finances of private universities, one of the factors contributing to these differences. He suggested in his research that private institutions should be left to manage their administration, finances, and educational programs. The people in charge of the foundation should be more knowledgeable about the guidelines for enhancing its operations. The separation of powers is crucial to prevent conflicts between the foundation management and PTS managers (3).

### **Building management has a significant and favorable impact on the lecturers' overall performance, thanks to the Dean's guidance**

Based on statistical analysis and testing of research hypotheses, it can be said that the Dean of a private institution has a significant and widespread impact on managing inspiration, affecting total teacher performance. The basis of control and the lecturer's performance is very tightly associated, so if the basis of control is perfect, the lecturer's total performance must also be perfect, and vice versa. It is essential to develop a business that is functionally capable of efficiently and efficiently controlling foundations and universities to achieve goals to benefit from the proven trade-off between inspiring management and teacher performance. The basis of control is intimately tied to the lecturers' overall performance. Academics are defined as professional educators and scientists to modify, expand, and distribute

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technologies, eras, and works of art through teaching, research, and community service. One of the elements required to increase the competency of university graduates is the caliber of the human resources, which includes academics. The ability of a dean to inspire others to pursue their goals with zeal is a critical component of dean leadership. The Dean's management must be open to new ideas, aware of their subordinates' requirements, and supportive of new developments if they are to influence and motivate their staff.

This may be understood by how respondents responded to the foundation management variable. The plan size has the best similarity value compared to the directions and organizational dimensions. It implies that creative thinking, inspirational insight, academic effort, and college work bundles structured in cloth can all result in good grades. The lowest overall costs are even found in the size of the enterprises and roadways. This suggests that because inspiration is not shared and is not displayed in the application room, the muse rarely offers encouragement and explains the sources of inspiration to students and the academic community. Additionally, muse coaches focus less on prioritizing the foundation's obligations, and students and academic networks are unaware of the muse's organizational structure. Academics play a crucial strategic role in the growth of an institution.

Teachers are skilled educators who can decide what is best for college-age students based primarily on their professional judgment, making them one of the most significant factors in sustaining continuity and providing a positive atmosphere for schools. The presence of teachers highly influences the first level of education and graduates born through the college itself. The supremacy of the university will likewise be excessive if the instructor excels excessively, and vice versa.

A corporation's success in realizing its goals, including a business in the field of education, is mainly influenced by the caliber of management present in the relevant agency. Leadership style is one of the management elements that is valued highly. Management style refers to the methods leaders employ to influence and change followers to help them accomplish corporate objectives. The management approach taken by managers is also influenced by various organizational factors, especially organizational culture, success motivation, and dedication to business enterprises, all of which are highly desirable in guiding the performance of organizational contributors since individuals demonstrate overall performance. Employers can influence whether the organization as a whole realizes its goal. (11) Management no longer happens naturally and isn't truly a result of people being given power or authority. There are some management skills to be learned, just as there is the possibility to assume practical leadership responsibilities. People in high positions inside the organization are not the only ones who desire management expertise (and, incidentally, they frequently desire assistance in human management talent, which is distinct from the firm's leadership competencies). The company's alignment, engagement, and commitment to achieving its goals will decide success or failure; therefore, knowing the subject of human management should be a critical component of the entire organization down to the crew level. The statement corroborates this that management capability has a significant impact on raising and influencing lecturer performance, indicating that management capability has a significant and widespread impact on lecturer performance.

#### 4 CONCLUSION

It is possible to conclude that university governance has a more significant, high-quality impact on the overall performance of lecturers at private institutions in Banjarmasin based mainly on archival processing and attempted research hypothesis results. The effectiveness of lecturers is closely correlated with top university governance. That is, professor performance can be optimal provided university governance is perfect. The Dean's leadership must be appropriate in addition to the lecturers' general strong performance, and vice versa. University Southeast Asian nations (like Indonesia) are struggling between the aforementioned extremes and are generally searching for a first-class shape. Lecturer performance will suffer in the absence of solid dean leadership. The Dean will get more electrified when he wants to influence others or achieve a particular objective. Because there is the superior of the superior and must have a strong work ethic to inspire his subordinates to follow his lead, his management style will impact all academic or athletic endeavors. In contrast to independence, non-income, and transparency, the accountability component has the lowest standard cost, as observed from the respondents' responses to the university governance variable. This indicates that the scales that comprise college governance are all

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of a good size and emphasize performance, accountability, and effectiveness before placing a strong emphasis on obligation. The fact that independence, non-earning, and openness impact graduates' competency less than the legality of the current quo, the university's efforts to create top graduates, and the audit team. The scale of independence, non-profit, and openness have the lowest average costs. This indicates that transparency, non-income, and independence are still on a low scale. In other words, private colleges in the principal city of Banjarmasin are unable to enforce rules on their own, are still far from being governed by foundation interference, and rules are still under the supervision of outsiders.

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