The Effect of Communication and Work Motivation on the Achievement of Non-Permanent Lecturer Performance in the Technological Digital Era

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Abstract. Communication and job motivation are two critical factors in determining a person's performance achievement. The purpose of this study is to investigate the impact of communication and work motivation on the performance of non-permanent lecturers in carrying out the three commitments of higher education in the Technological Digital Era. This study employs a quantitative technique with a correlational design. There were 30 non-permanent lecturers in the group. Questionnaires and documentation are used to collect data."SPSS.25" was used to analyze the research data. To verify the validity and reliability of the data collection method for communication and work motivation, a questionnaire with a Likert scale is used. According to the findings, communication has an impact on the performance of non-permanent lecturers in the technological digital era, with the value of tcount> ttable, i.e., 3,978 > 2,048. Similarly, there is an effect of job motivation on non-permanent lecturers' performance, with grades tcount> t-table of 2,669 > 2,048. Communication and job motivation have a simultaneous (combined) influence on teacher performance, with Fcount> Ftable values of 12.848 > 3.350.The study has ramifications. for efforts to improve lecturer performance by streamlining communication between leaders and lecturers and increasing work motivation in running the three obligations in higher education, which are carried out professionally and proportionally.

Keywords: Communication, Motivation on the achievement, Lecturer performance, Technological digital era

1 Introduction

The rapid advancement of information media in the era of digital technology has made humans have a new lifestyle that relies heavily on electronic devices. The era of digital disruption makes informatics and telecommunications technology a means that functions to process, design, produce, store, communicate, and or convey the information needed in education[1]. The field of information technology has evolved as a

result of this phenomenon, becoming a tool that can assist with many human needs, including making tasks and jobs simpler to do[2].Technology has a significant influence in the development of a novel and challenging civilization., in the form of replacing the role of humans working from manual to automation, shifting the role of humans more dependent on technology, and changing human activities to be faster, more precise and simple simultaneously[3].

Information and communication technology (ICT) is crucial in all spheres of life and has transformed interpersonal communication, the way we find the information needed, work, interact, and manage our social life[4].In the academic world, the existence of technology also has a significant impact on the ease of carrying out daily tasks and work. This means that technology facilities are expected to improve performance in the higher education environment, especially in the aspect of achieving targets and fulfilling the tri dharma of higher education. However, not a few academics who have the status of lecturers can take advantage of technology for performance achievement as required in filling out the monthly performance sheet (LKB) of lecturers.

This phenomenon gives the assumption that the existence of technological means has not been able to fully improve a person's performance. Because the existence of technology of any kind is just a tool that must be driven by humans[5].Meanwhile, an impulse must be supported by other factors related to motivation and communication. These two factors, according to Joseph, are the thrust and lighter of people's enthusiasm to do work both according to target and exceeding the target[6]. Motivation is the internal energy that propels a person's conduct and causes them to take action. The magnitude of the level of ability from within a person to perform tasks can be seen from the magnitude of his level of motivation. Management experts concur that motivation is a series of attempts to change other people's behavior by anticipating their motivations. However, a person's moves can also be due to two reasons, namely: ability and motivation[7]. Ability is influenced by habits gained from experience, education, and training as well as from biological and psychological reflex movements that become human nature, while motivation is related to job input and job rewards so motivation becomes a vital factor that functions to regulate job relationships between one another in an institution and organization[8]. Communication is not only a process of conveying information in the form of verbal and nonverbal but is also related to the process of conveying information as a whole that enters the physical and psychic organs to obtain joint feedback[9]. That is why communication in the realm of education is related to four functions, namely: informative, regulative, persuasive, and integrative functions [10]. Meanwhile, the application of leadership communication concerning lecturer performance can be seen from two perspectives, namely: 1) Cognitive perspective, which is related to mental activity and similarity of perceptions to work according to job targets, 2) Behavioral perspectives, related to efforts to do something beyond the target or the opposite[11].

The role of a lecturer is not only as a professional educator but also as a scientist who can produce research and service works. To achieve all that, a lecturer is required to always follow the latest scientific and technological developments[12]. The performance achievements of lecturers are largely determined by their expertise in transforming, developing, and disseminating science, and technology, through education,

research, and doing service to the wider community. Based on the guidelines for lecturer performance in universities, lecturers regardless of status have the same task in carrying out the tridharma of higher education, while producing quality lecturers must be in line with the vision and mission of the university which can be done by evaluating and assessing the performance of lecturers[13].

Non-permanent lecturers are part-time lecturers with the status of non-permanent educators in specific higher education units. However, the obligation of lecturers who have a National Lecturer Identification Number have a full-time obligation equivalent to non-PNS lecturers who are required to carry out a tri dharma of higher education of at least 12 credits per semester, which is regulated in the employment agreement. Against that obligation, non-permanent lecturers, get what rights, basic salary, functional benefits, meal allowances, and performance incentives are regulated by decision. This means that the status of lecturers is not fixed in terms of performance the same as lecturers with the status of civil servants, who work as educators, researchers, and service providers in the institutions where they work for a certain period.

Based on field observations, the phenomenon of the performance of lecturers with irregular status at IAIN Sultan Amai Gorontalo is currently still less than optimal, especially in the use of technology in teaching, research, and service tasks. There are still many lecturers who work just to abort obligations, so the results of the monthly work assessment on the LKB fill list show the expected value. Data on the assessment of non-permanent lecturer performance for one semester on average only reached 56%.This can be seen in their low skills in utilizing technology in the form of tools and hybrid learning-based applications in lectures, scientific publications with a concentration on informatics technology have not produced research results published nationally, which are needed in increasing the property right index in the accreditation process of departments and institutions. Sudarmanto put forward the concept of performance into three levels, namely: 1) Organizational performance, which is the achievement of results (outcomes), 2) Process performance, which is the performance at the staging process in utilizing facilities to serve and work productivity, 3) Individual/work performance, is an achievement or effectiveness at the employee or work level[14]. The performance indicators of lecturers in universities consist of two items, including 1) Conducting technology-based education and teaching, 2) Developing knowledge and technology in learning, 3) Conducting research and development, 4) Conducting service and 5) performing additional tasks inherent in the competence and needs of the institution[15].

Management theory also states that performance achievement with aspects of leadership communication and motivation are three components that influence each other. When communication in the workplace is conveyed to minimize employee stress levels, employee performance will also be positively correlated. The need for communication has a lot to do with planning. Every message that will be conveyed to lecturers certainly contains elements of good news and bad news. One way that can be used to improve the performance of these employees is by providing motivation. Newstrom stated that there are several indicators of motivation, including Engagement, Commitment, Satisfaction, and Turnover[15].The four indicators are very im-

portant because they are igniters of enthusiasm that can cause, channel, and support the behavior of lecturers so that they are eager to work harder to achieve maximum work results. This means that work motivation can provide energy to move all the potential of lecturers so that they can help the organization in achieving its goals. The issue of motivation in an organization should be made a serious concern in the management of its human resources. Today's modern organizations must make employees an asset, no longer just a means of production.

This research aims to determine the influence of leadership communication and work motivation on the achievement of non-permanent lecturer performance through the use of digital technology to fulfill the duties of the tri dharma of higher education, in the IAIN Sultan Amai Gorontalo environment, so that the significance of this research is to contribute to the improvement of performance following the duties and functions of the lecturer and give a positive effect on the achievement of the main performance indicators (IKU) of higher education.

2   Methodology

This study employed a quantitative research design with a survey technique [16]. This study's variables are leadership communication (X1) and work motivation (X2). as free variables and non-fixed lecturer performance (Y) as bound variables. Research location at IAIN Sultan Amai Gorontalo. The population in this study was 125 lecturers. A sample of 30 professors meeting inclusion criteria was obtained using the sampling technique. Questionnaires and observations were used to obtain data. To assess the performance of Non-Fixed Lecturers, the research instrument employs a Likert scale. This Likert scale has four possible responses: always (weight 5), frequently (weight 4), occasionally (weight 3), seldom (weight 2), and never (weight) [17]. Data analysis techniques are carried out in three ways, namely; (1) data quality test, assumption test, and hypothesis test [18].

In calculating the validity of the author's data using the Statistical Product and Service Solution (SPSS) media Version 24.0 for Windows. From the results of the analysis of the SPSS calculation, a total score of each statement item is obtained. Validity testing is performed by comparing the total score with the price of the correlated table Product Moment. R table used at a rate of 5% for N = 30 (number of respondents). To find out whether the instrument result is valid or not ther count first consulted with r table at the level of significance0.05or5%then obtained r tabel of the number of respondents 30 is 0.361 and decide by comparing r count with r table. If r count > r table then the item is declared valid, fixed if rcount< rtable, then the item is declared invalid. (2)The classical assumption test is in the form of a normality test and a linearity test. The data normality test in this study aims to determine the distribution of the variables used. Data that is normally distributed is good data.In this study, the normality test was performed using a P-P Plot graph in the form of dots spreading not far from the diagonal line.The linearity test is also carried out to determine the form of the relationship between the free variable and the bound variable using the linearity test, based on the decision of the value of Sig. If the value of Sig. Deviation from

linearity> 0.05, then there is a linear relationship between the free variable and the bound variable; otherwise, there is no linear link between the free variable and the bound variable.(3) Using the formula (y= a + b1 x1+b2 x2), test the multiple linear regression hypothesis, partial regression coefficient (t-test) to measure a separate contribution arising from each free variable to the variable bound by the value formula$_{tabel}$= n-2 t_{table}= 30 – 2 = 28 t_{table}= 2.048 (two-party test) and regression coefficient simultaneously (test f) to determine the influence simultaneously or jointly between free variables(X1 dan X2) to bound variables(Y) with formula f_{table}= df1 (2), df2 (30-2-1) f_{table}= df1 (2), df2 (27) f_{table}= 3.35.

3   Results and Discussion

Table 1. Data Quality Test Results, Leadership Communication, Work Motivation, and Non-Permanent Lecturer Performance

Question Item	Variabel X1			Variabel X2			Variabel Y		
	R_{table}	R_{count}	Ket	R_{table}	R_{count}	Ket	R_{table}	R_{count}	Information
1	0.361	0.780	Valid	0.361	0.459	Valid	0.361	0.818	Valid
2	0.361	0.927	Valid	0.361	0.388	Valid	0.361	0.917	Valid
3	0.361	0.899	Valid	0.361	0.390	Valid	0.361	0.929	Valid
4	0.361	0.929	Valid	0.361	0.533	Valid	0.361	0.946	Valid
5	0.361	0.930	Valid	0.361	0.619	Valid	0.361	0.922	Valid
6	0.361	0.958	Valid	0.361	0.196	Invalid	0.361	0.958	Valid
7	0.361	0.950	Valid	0.361	0.413	Valid	0.361	0.890	Valid
8	0.361	0.930	Valid	0.361	0.401	Valid	0.361	0.948	Valid
9	0.361	0.871	Valid	0.361	0.651	Valid	0.361	0.948	Valid
10	0.361	0.940	Valid	0.361	0.622	Valid	0.361	0.833	Valid
11	0.361	0.863	Valid	0.361	0.760	Valid	0.361	0.391	Valid
12	0.361	0.397	Valid	0.361	0.737	Valid	0.361	0.378	Valid
13	0.361	0.400	Valid	0.361	0.846	Valid	0.361	0.708	Valid
14	0.361	0.948	Valid	0.361	0.728	Valid	0.361	0.941	Valid
15	0.361	0.893	Valid	0.361	0.850	Valid	0.361	0.422	Valid
16	0.361	0.922	Valid	0.361	0.785	Valid	0.361	0.891	Valid
17	0.361	0.930	Valid	0.361	0.819	Valid	0.361	0.885	Valid
18	0.361	0.181	Invalid	0.361	0.846	Valid	0.361	0.601	Valid
19	0.361	0.872	Valid	0.361	0.627	Valid	0.361	0.929	Valid
20	0.361	0.948	Valid	0.361	0.488	Valid	0.361	0.937	Valid

Table 1 displays the results of the X1 variable questionnaire validation test(leadership communication) obtained 19 valid statements and one invalid statement item, namely question number 18. Validation test findings (work motivation) produced 19 valid statements and one invalid statement item, specifically at item number 6. In variable Y (performance of non-permanent lecturers), the results of 20 statement items were declared valid because all items reached the predetermined significance value of 0.05 (r count> r table).

From the test results, the communication variable (X1) influences the performance of non-permanent lecturers.This means that if there is higher or good communication, the influence on the performance of non-permanent lecturers will also be higher.This is supported by the result that the communication variable has a valuet_{count}>t_{table}that

is3.978>2.048and has a significant degreeof 0.000<0.05.Communication variables (X1) known from Rsquare have an influence of 35.2% on the performance of non-fixed lecturers, Meanwhile, the remaining 64.8% was influenced by other variables not examined in this research.

According to the data, communication is a highly essential and useful aspect in determining the performance of non-permanent lecturers.The results showed that the higher or better the communication in the school environment, the higher or better the performance of non-permanent lecturers will also be higher or increase. On the other hand, if communication is poor, the performance of lecturers will not remain low or decrease.

Table 2. Results of the Questionnaire Reliability Test

ReliabilityStatistics Variable X1		ReliabilityStatistics Variable X2		ReliabilityStatistics Variable Y	
Cronbach'sAlpha	N of Items	Cronbach'sAlpha	N of Items	Cronbach'sAlpha	N of Items
.950	19	.925	19	.930	20

Based on the output of SPSS 24.0 table Reliability Statistics, The Crombach Alpha value, as observed, gives information about the reliability statistics value of variable X1. (Communication) of 0.950 this result shows that the 6 statements on the research instrument are reliable because>0.60.Based on the output of SPSS 24.0 table Reliability Statistics, it can be seen that the Crombach Alpha value provides information on the reliability statistics value of variable X2 (Work Motivation) of 0.925 this result shows that 12 statements in the research instrument are declared reliable because>0.60.Based on the output of SPSS 24.0 table Reliability Statistics, The Crombach Alpha value, as observed, offers information about the reliability statistics value of variable Y. (Lecturer Performance) of 0.930 this result shows that12 statements in the research instrument are declared reliable because>0.60.

The data above shows that work motivation is a very important factor in influencing the performance of non-permanent lecturers. The results showed that the higher or better the work motivation in an institution, the performance of non-permanent lecturers will also be higher or increase. On the other hand, if communication is poor, the performance of lecturers will not remain low or decrease.

A normality and linearity test were performed in the classical assumption test portion. The normality test determines whether or not the data is regularly distributed. The P-P Plot graph is used in this study for the normalcy test. As shown in the graph below, normal data is data that creates dots that spread not far from thediagonal line.
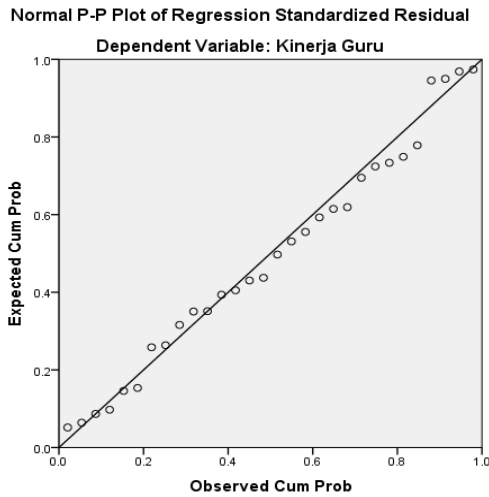
Fig. 1. Diagonal Graph Normality Test

The results of utilizing the P-P Plot graph to test the normalcy data above reveal that the data is not far from the diagonal around the day. This signifies that the regression is already regularly distributed, and the regression model fits the normality condition, allowing it to proceed to the next level of research.

A linearity test is also performed to determine the form of the relationship between free variables and bound variables. The linearity test was employed in this study with the following decision-making basis: a) If the value of Sig. Deviation from linearity is more than 0.05, then the free variable and the bound variable have a linear relationship. If the value of Sig. Deviation from linearity is less than 0.05, there is no linear relationship between the free variable and the bound variable.

Table 3. Linearity Test Results

ANOVA table			Sumof Squares	d	Mean Squar	F	Sig.
Lecturer	Betwe	(Combined)	2288.217	17	134.601	4.037	.009
Performance	Group	Linearity	947.484	1	947.484	28.419	.000
Communica-tion		Deviation from Linearity	1340.732	16	83.796	2.513	**.066**
		WithinGroups	400.083	12	33.340		
		Total	2688.300	29			

Table 3, obtained the significance value of deviation from linearity=0.066>0.05. So it can be concluded that the relationship between free variables and spoken varia-bles is Linear.

Based on the test results, the work incentive variable (X2) influences lecturer per-formance and is not fixed. This means that the higher the work motivation, the higher the performance of the lecturer will be higher.This is supported by the result of the work motivation variable having a value of tcount>ttablethat is2.669 >2.048 and has a significant degreeof 0.013 < 0.05.Work motivation variables(X2) which are known from R square have an influence of 18.7% on the performance of lecturers, while the remaining 81.7% is influenced by other variables that were not studied in this study.

Table 4. Results of multiple linear regression analysis tests

| | | Coefficients[a] | | | | |
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	14.481	13.447		1.077	.291
	Communication	.507	.127	.552	3.978	.000
	Work Motivation	.399	.149	.370	2.669	.013

Table 4 shows the multiple linear regression equation can be arranged as follows: Y = α+ bX1+ bX2. Y= 14.481 + 0.507 X1+ 0.399 X2. The above multiple linear regres-sion equation is1) Constant value(α)positive value of 14,481.This shows that if the variables of communication and work motivation if considered fixed(0),then the level of lecturer performance is 14,481. 2) if the regression coefficient of the communication variable(bX1)positive value of 0.507.This means that increasing the communication variable by one unit while maintaining the record that the communication variable is deemed constant will raise the level of lecturer performance by 0.507. 3)The work motivation variable's regression coefficient (bX2) is positive 0.399.This means that increasing the work motivation variable by one unit, while keeping in mind that the work motivation variable is deemed constant, will raise the level of lecturer perfor-mance by 0.399.

Table 5. T or Partial Test Results

| | | Coefficients[a] | | | | |
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	14.481	13.447		1.077	.291

Communication	.507	.127	.552	3.978	.000
Work Motivation	.399	.149	.370	2.669	.013

Table 5 shows the t and sig columns. get the following results: 1) Communication variables have values $t_{count}>t_{table}$ that is 3.978>2.048 with levels sig.0.000 < 0.05hence this means that the hypothesis test accepts Ha and rejects H0,so that partially the communication variable (X1) has a significant effect on the performance of non-permanent lecturers. 2) Variable work motivation value $t_{count}>t_{table}$ that is 2.669> 2.048 with sig levels. 0.013<0.05 then means that the hypothesis test accepts Ha and rejects H0, As a result, work motivation has a major influence on lecturer performance.

Table 6. F or Simultaneous test results

ANOVA[a]

Model		Sumof Squares	Df	Mean Square	F	Sig.
1	Regression	1310.866	2	655.433	**12.848**	**.000**[b]
	Residual	1377.434	27	51.016		
	Total	2688.300	29			

Table 6 shows the F and sig columns. obtained the magnitude of the Fcount>Ftable value of 12,848>3,350 with a sig.0.000<0.05 level, so it shows that the hypothesis test accepts Ha and rejects H0 so that simultaneously the variables of communication and work motivation affect the performance of lecturers is not fixed.

Table 7. Koefisien Determinasi

ModelSummary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698[a]	.488	.450	7.143

a. Predictors:(Constant), Work Motivation, Communication

Table 7 shows that the Summary Model of multiple linear regression tests, correlating value/relationship (R)=0.698 means it has a strong influence. A sign of influence is + (positive) which means that it has a positive influence on communication and work motivation on the performance of lecturers. The magnitude of the R Square value is 0.488 thus the magnitude of the influence of communication variables and work

motivation on lecturer performance is 48.8%. The remaining 51.2% was influenced by other factors that were not studied in this study.

Based on the test results together show that variables (X1 and X2) affect variable Y.Communication and work motivation affects the performance of non-permanent lecturers as can be seen from the magnitude of the valueF_{count}>F_{table}i.e. 12,848> 3,350 with sig levels. 0.000 <0.05 and together the variables of communication and work motivation have a significant effect on the performance of non-permanent lecturers. While the R Square value is 0.448. So the variables of communication and work motivation have an influence on the performance of non-permanent lecturers by 48.8% or the remaining 51.2% is influenced by variables outside this study.

The work motivation of non-permanent lecturers at IAIN Sultan Amai Gorontalo is quite good, it's just that it is less than optimal in supporting the achievement of employee performance. This can be seen from several negative things about the work motivation of non-permanent lecturers, namely: some lecturers consider that there is no guarantee of a future of work, so they do not have the obligation to come and go home on time, because allowances in the form of food and professional allowances are not intended for those who have non-civil servant status.In addition, communication and coordination skills are factors that have been quite supportive in improving employee performance. However, the percentage value of responses is not optimal because it has several disadvantages, including lecturers' lack of communication about work intensely with leaders and colleagues, besides that the communication function in the regulative, persuasive, and integrative aspects has not been simultaneously carried out between the leadership and the led.

Although the status of lecturers does not remain recorded and is a support for increasing accreditation of study programs, the achievement of the desired performance by the leadership has also not shown a significant increase. This is related to the existence of lecturers who do not have scientific research, besides that the use of informatics technology for the development of research-based learning has not been carried out much, so the internal assessment of lecturers finds that the performance of lecturers is not fixed only more focused on one aspect, which is on the implementation of education and teaching, As for other lecturers, it has not been optimally biased.

4   Conclusion

This research resulted in several conclusions, namely: 1) Based on the value of t count and t table can be seen the effect of communication on lecturer performance, the value of t count = 3,978 > t table = 2,048 with a significant level of 0.000 < 0.05. This value explains that communication carried out with lecturers does not still affect the performance of lecturers in carrying out assignments. Meanwhile, the R square value for the communication variable (X1) influences the non-fixed lecturer performance variable of 35.2%, while the remaining 64.8% is influenced by other variables that were not studied in this study. This means that the assumption of communication is of a fixed value (unchanged), then every increase in communication by 1 unit will increase the performance of non-fixed lecturers by 14,481.This result is significant on Alpha

5% of the t-test results.2)Based on the calculation and t-table values, it can be seen the influence of work motivation on the performance of non-permanent lecturers, the calculation value = 2,669 >t_{table} = 2,048 with a significant level of 0.000 < 0.05.This value explains that the motivation of work done by lecturers does not still affect the performance of non-permanent lecturers in carrying out tasks. Meanwhile, the R square value for the work motivation variable (X2) influences the non-fixed lecturer performance variable of 18.7%, while the remaining 81.7% is influenced by other variables that were not studied in this study. This means that the assumption that work motivation is of a fixed value (unchanged), then every increase in work motivation by 1 unit will increase the performance of non-fixed lecturers by 0.507. This result is significant on Alpha 5% of the t-test results. 3) The simultaneous influence (together) between communication and work motivation on the performance of lecturers is not fixed based on the F_{count}>F_{table} value of 12,848 > 3,350 with a sig level. 0.000 < 0.05 which means that together communication and work motivation affect the perfor-mance of non-permanent lecturers.

Meanwhile, the R Square value of 0.448 shows the magnitude of the influence of communication and work motivation carried out together on lecturer performance by 48.8%. Based on the data above, this study recommends several things, namely: 1) For clarity on guaranteeing the future of non-permanent lecturers, university leaders need to issue policies regarding the career patterns of non-permanent lecturers, along with providing awards for performance achievements that support accreditation pro-grams at the department, faculty and institutional levels. b) To motivate non-permanent lecturers, they should be given equal opportunities in obtaining research and service grants. c) To improve the competence of non-permanent lecturers, they should always be involved and assigned specifically to take part in a variety of infor-mation technology-based training and training.

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