



Perception of Work Motivation in Talent Management and Its Impact on the Performance of Lecturers in Private Maritime Colleges in the Province of DKI Jakarta

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Abstract. The aim of this study is to investigate and analyze the perception of talent management, work motivation, and their implications on lecturers' performance. The study population comprised 208 lecturers from Private Maritime Colleges in the DKI Jakarta Region. A descriptive and explanatory survey method was employed, with a sample size of 208 respondents selected through saturated sampling. The study revealed three key dimensions of lecturer performance in Private Higher Education of Maritime Sciences in DKI Jakarta, namely education and training, research, and community service. Among these dimensions, research was perceived most positively, with an average score of 4.27, indicating a relatively high perception level. Specifically, respondents highly rated research-related indicators, such as producing scientific reports for each research project. On the other hand, community service was the dimension with the lowest perceived performance, scoring an average of 4.14. This lower perception was attributed to the integration of community service with academic courses. Overall, lecturers at Private Maritime Colleges in DKI Jakarta received an average total score of 4.19, falling within the range of 3.41 to 4.20. These results suggest that respondents consider the overall performance of teachers from private maritime science universities in DKI Jakarta to be relatively high, placing them in the relatively high category.

Keywords: *Talent Management, Work Motivation, Lecturer Performance*

1. INTRODUCTION

Establishing a maritime subculture, safeguarding and managing marine resources, enhancing maritime infrastructure and connectivity, strengthening maritime diplomacy, and recognizing Indonesia's pivotal location as a maritime nation are fundamental elements in advancing the maritime axis (East Asian Summit, 2014). [10].

The discourse on marine governance and maritime development constitutes an integral aspect of the global maritime axis. Components such as Marine Culture, Human Resources, as well as Marine Science and Technology form the basis of marine and maritime governance. These components encapsulate perspectives, paradigms, and

cultural aspects that manifest through observable practices such as maritime customs and traditions, scientific and technological expertise, and the capacity of human resource (BAPPENAS, 2016). [6].

According to specific records, there are still several issues within the nationwide maritime region that require attention (Dewa, Izza, Indah, 2017) [9]. Firstly, ports play a crucial role in enhancing the national economy. However, current events indicate that Indonesia lacks a port that is highly esteemed by its users in terms of administration (Bappenas, 2017) [7]. Secondly, as per the Bappenas report, Indonesian maritime transportation currently represents only 4% of the total transportation in the country, a relatively small percentage for an archipelagic nation. Thirdly, Indonesia's position in the Global Competitiveness Index (GCI) is noteworthy. The GCI, an assessment by the World Economic Forum, focuses on 12 key areas: 1. Institutional Framework; 2. Infrastructure; 3. Macroeconomic environment; 4. Health and primary education; 5. Higher education and training; 6. Goods market efficiency; 7. Labor market efficiency; 8. Financial market development; 9. Technological readiness; 10. Market size; 11. Business sophistication; and 12. Innovation. Out of 189 countries, Indonesia ranks 50th in the GCI pillars, alongside countries like Brunei Darussalam, Singapore, Malaysia, Thailand, Vietnam, Cambodia, and Laos. Education is a fundamental means through which a state nurtures its most valuable human resources. Therefore, apart from enhancing training quality and education, fostering human excellence also necessitates advancing education. Education and training are pivotal as they transform highly skilled individuals into the driving force behind national development towards becoming a highly competitive nation (Amirudin, 2019) [2]. Higher education stands as one of the primary catalysts and metrics of a country's advancement and competitive strength. Higher education equips individuals for diverse professional careers, generates and advances various forms of knowledge, and concurrently initiates numerous national dynamics. Nations globally have a vested interest in maintaining and enhancing the quality of their higher education institutions. As per Law No. 12 of 2012 concerning Higher Education, higher education encompasses educational institutions that provide postsecondary education and can manifest as universities, institutes, colleges, polytechnics, academies, or community colleges [20].

The ranking of universities in region III DKI Jakarta, specifically the Maritime Colleges operated by private entities, indicates a relatively low level of competitiveness, evidenced by the universities' accreditation statuses remaining comparatively low. Study programs and institutions of higher education are evaluated for accreditation through a process established by the National Accreditation Board University in 2019[5]. The primary goal of accreditation is to assess the quality and sustainability of academic programs and tertiary education according to national standards, ensuring excellence not only academically but also in non-academic aspects to support students' extracurricular activities and networking. The Private Maritime College in DKI Jakarta comprises four colleges, with 75% of them holding a C accreditation in 2021, while one college remains unaccredited. Among the four accredited universities, there are twelve study programs offering Diploma 3 and Diploma 4 programs, with accreditation levels distributed as 67% for B accreditation and 33% for C accreditation.

Competitive competitiveness and a relatively low level of accreditation are also evidenced in the higher education clustering data, as depicted in Table 1 below.

Table 1. Cluster of Private Maritime College in DKI Jakarta

No	College Name	Human Resource	Management	College Student	Research & Publication	Total Score	Rank	Cluster
1	Sekolah Tinggi Ilmu Maritim AMI	0.04	2.4	0.0	0.0	0.731	1104	4
2	Akademi Maritim Djadajat	1.26	2.4	0.0	0.0	1.099	1.099	3
3	Akademi Maritim Pembangunan	2.40	0.0	0.0	0.0	0.720	1146	4
4	Akademi Maritim Nasional Jaya	1.26	1.6	0.0	0.0	0.859	890	4

The low accreditation status of institutions and the aforementioned statistics highlight the underperformance of the Private Maritime College in DKI Jakarta. The insufficient performance of educators, particularly lecturers, is a key factor contributing to the low institutional clustering. This is evident from the clustering outcomes, which are predominantly confined to cluster groups 3 and 4, signaling a deficiency in human resources, notably instructional staff like lecturers and internal management within these institutions (Higher Education).

Furthermore, the inadequate overall performance of professors at the Private Maritime College in DKI Jakarta is underscored by the evaluation findings of lecturers' workloads, encompassing their teaching and research activities, which are still notably low. As per Article 1, paragraph (14) of the Republic of Indonesia's Minister of Education and Culture Regulation, Range 3 of 2020 (Permendikbud No. 3 of 2020) on national academic standards, lecturers are recognized as professional educators and scholars entrusted with the primary responsibility of generating, advancing, and disseminating knowledge through teaching, research, and community engagement [5].

The observations made by researchers in 2021 offer further evidence regarding the insufficient performance of professors at Private Maritime College in DKI Jakarta. These findings suggest that there are deficiencies in the research output, ideas, and concepts put forth by the lecturers.

Table 2. Research Data of Private Maritime College Lecturers in DKI Jakarta

Research Result	Target Achievement	Realization	Achievement
Produce scientific works / writings	10 works	2 works	20%
Scientific publications	3 scientific magazines	1 scientific magazines	33,33%

Research Result	Target Achievement	Realization	Achievement
Results of writing in scientific magazines	2 books	-	0,00%
Translating/adapting scientific books	1 works technology	-	0,00%
Create and design technological works	1 art works	-	0,00%
Writing Books, Dictates, Articles	15 books /dictates /articles	5 dictates	33,33% (No realization of Books & Articles)

The information presented in Table 2 is sourced from Permendikbud No. 3 of 2020, emphasizing the necessity for enhanced training nationwide. Specifically, Article 48, paragraph (2) stipulates that research endeavors should comply with systematic scientific methodologies and regulations in accordance with academic norms and scientific independence [15]. The achievement of research results, concepts, or research output falling below the designated 50% benchmark is highlighted.

According to several findings of the study, it is suggested that a lack of motivation among lecturers at the Private Maritime College in DKI Jakarta significantly contributes to their underperformance. This is evidenced by their approach to various responsibilities, such as the insufficient effort put into developing lesson plans and frequent tardiness. It should be noted that these observations are grounded in the policy of the minister of education, culture, research and technology No. 3 of 2020, which highlights the necessity for enhanced training at a national level. Specifically, Article 48, paragraph (2), emphasizes the importance of conducting research activities following systematic scientific protocols and regulations consistent with academic norms and scientific independence [15]. Moreover, issues identified include inadequate completion of learning assignments in practical settings, high levels of faculty absenteeism, failure to meet assignment deadlines (e.g., delayed submission of exam results midway or at the end of the semester), and inadequate research output and scientific publications within stipulated timeframes.

As indicated by Bethke-Langenegger Pamela, Mahler Philippe, and Staffelbach Bruno (2011: 1), skill control encompasses the art of preserving and enhancing skills, encompassing motivation, enjoyment in an activity, dedication, and those in positions of authority. Moreover, advanced management strategies emphasizing corporate strategy have a statistically significant positive influence on organizational outcomes [8]. Ignatius, Jeffrey, and Wenty, Febrianti (2018: 749) argue that employee performance is intricately and profoundly influenced by salary, competence, and skill control concurrently [12]. Nevertheless, Ignatius, Jeffrey, and Wenty Febrianti (2018: 749) contend that although competency does not impact overall employee performance, compensation and skill control do significantly and positively affect worker performance [12]. Educators operating in the domain of record generation, according to Mahiswaran Selvanathan et al. (2019: 257), must effectively manage their proficiency in updating information, skills, and competencies [14]. Talent management,

as described by Yesni Riana Damanik, Prihatin Lumbanraja, and Sukaria Sinulingga (2020: 486), exerts a favorable and substantial influence on productivity [22].

Several of the aforementioned studies demonstrate that ineffective talent management is often the underlying cause of low work motivation and poor performance among instructors at the Private Maritime College in DKI Jakarta. This is logical because the precise management, development, and retention of talents aligned with the skills possessed by lecturers from the institution is a key factor influencing their performance. Lecturers are valuable assets in enhancing a university's reputation. Therefore, universities should carefully assess each lecturer's potential and talents when recruiting and nurturing them. When there is alignment between instructors' expectations and talent management practices, talent is managed effectively in universities. Moreover, high motivation levels can drive lecturers to fulfill their roles and responsibilities based on their personal aspirations. The relatively limited response of lecturers to institutional policies, such as the absence of performance evaluations, misalignment between lecturers' talents and roles, inadequate needs assessments and development opportunities, and the lack of talent evaluations, further indicates deficiencies in talent management at the Private Maritime College in DKI Jakarta.

This study examines various theories to determine and evaluate how talent management is perceived in relation to work motivation and how that perception impacts the performance of lecturers at a Private Maritime College in DKI Jakarta. Lecturer Performance, also known as task performance or genuine overall performance, refers to the result of diligent effort and the amount of work completed by an employee in fulfilling their duties in accordance with the assigned tasks (Mangkunegara, 2012: 67) [1]. According to Mangkunegara (2012: 75), performance can be categorized into organizational performance and human performance. Organizational performance represents the collective performance of each employee and the organization as a whole, whereas individual performance reflects each employee's output in terms of quantity and quality based on predetermined job criteria. The factors influencing performance as outlined by Mangkunegara (2012: 67) include the Ability Factor and the Motivation factor. The Ability Factor encompasses cognitive skills (knowledge and abilities) and practical skills (IQ), with employees possessing an IQ between 110 and 120, having received appropriate training, and demonstrating proficiency in their daily tasks more likely to meet performance expectations. Hence, employees should be allocated to roles that align with their skill set. On the other hand, the Motivation factor is shaped by an employee's attitude towards work conditions and drives actions aimed at achieving organizational goals or work objectives. Academics are professional educators and researchers whose primary objective is to generate, expand, and disseminate knowledge through teaching, research, and community service. This definition is stipulated in Article 1, paragraph (14) of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 (Permendikbud No. 3 of 2020) regarding National Standards for Higher Education. Meanwhile, lecturer performance, as defined by Trisnaningsih (2011: 85), refers to the ability of lecturers to fulfill their duties and meet their responsibilities. The capacity of each faculty member to meet their obligations in accordance with predetermined standards is referred to as lecturer performance. Lucky & Yusoff (2015: 37) suggest that a lecturer's overall performance is influenced by their ability to research, learn, and teach (teaching & learning). They further point out that a lecturer's effectiveness is determined by

various factors such as teaching experience, educational qualifications, level of expertise, student numbers, and overall performance [13].

According to Sedarmayanti (2017: 154), motivation is the driving force behind an individual's actions, influenced by internal and external factors, whether positive or negative, and guided by leadership resilience [16]. McClelland's theory presents a motivational framework closely intertwined with the concept of learning, suggesting that many needs are culturally derived. Fundamentally, an individual's motivational factors are rooted in three primary needs: Firstly, the Need for Achievement, where an individual constantly seeks success in life, viewing success as a means to fulfill all their needs, including potential success in personal relationships. Secondly, the Need for Power, indicating a desire to influence and control others. Individuals with a high-power orientation are less inclined to prioritize tasks that do not contribute to expanding their sphere of influence. Thirdly, the Need for Affiliation, highlighting the importance of cooperative environments within organizations, emphasizing the necessity of fostering a welcoming atmosphere. A person's affiliation needs naturally lead them to avoid environments that may instigate competition, although this does not hinder their potential for career success, as effective collaboration is a key component of

A literature review examining previous studies on the correlation between work motivation and lecturer performance, carried out by Win Narasuci, Margono Setiawan, and Noermijati (201: 8), suggests the presence of a potentially significant and influential relationship between job satisfaction, work environment, work motivation, lecturer performance, and educational settings. Nevertheless, the personal enjoyment of educators does not significantly impact students' academic attainment. Assessments, creative tasks, and motivational factors all play a role in mediating the influence of the work environment on lecturer performance. However, job satisfaction does not serve as a mediator for the influence of the work environment on lecturer performance [21].

Essentially, talent management is a human resource development strategy that emphasizes talent (Eunike Prapti, 2013: 4). [11]. Expertise control is a crucial tactic that goes beyond hiring, scheduling, fulfilling tasks, providing training, and placing people in the appropriate roles at the appropriate times (Ashton & Morton, 2015). [4].

The talent management process, involving the identification (including the assessment process), development, and retention of talent within an organization, is fundamentally elucidated by talent management models developed by the Boston Consulting Group (2008), Accenture Model (2007), and General Electric Model (2008). This process involves three key steps: first, Talent Identification Process, which is assessed by mapping indicators based on professors' experience, profiles, and qualifications, as well as considering capabilities, preparedness, and potential for a position. Second, Talent Development, which is measured by indicators providing opportunities for sharing ideas, training, workshops, formal education, achievements, and skill development. Third, Retaining Talent, evaluated using metrics that include offering personal growth opportunities, fair compensation, recognition of innovative approaches, support for career progression, ensuring a comfortable work environment, providing workspace, and promoting positive peer interactions.

The findings of a previous study conducted by Mahiswarn Selvanathan, Nisha Nair Surendran, Thilageswary Arumugam, Sri Jeyanthirar Subramaniam, and Noraini Mohamad Yusof (2019) underscore the importance of talent management for information technology professors to stay abreast of the latest developments in their

fields. University professors or lecturers who fail to achieve this without organizational support and encouragement may struggle to remain employed, potentially impacting the retention and transfer of knowledge to college students [14].

2. METHODOLOGY

The research team utilized a descriptive explanatory strategy employing a survey method. Techniques for descriptive explanation were utilized to collect data concerning lecturer performance, work motivation, and talent management. Aimed at providing a comprehensive outline of the characteristics of the variables in question and their relationships with real-world situations through lecturers' evaluations of talent management, work motivation, and lecturer performance, the research design is classified as descriptive research. The primary data sources for the study were the permanent instructors at the Private Universities of Shipping Science in DKI Jakarta. Secondary data sources included reports or documents obtainable from the relevant institution. Data collection techniques involved the distribution of questionnaires to gather primary data through a series of questions provided to respondents, as well as observational methods such as direct observation to obtain additional information that cannot be quantified. Population, as defined by Sugiyono (2013: 61), is a conceptual domain encompassing specific attributes and characteristics that researchers have identified as requiring examination before drawing conclusions. The population under scrutiny comprises 208 permanent lecturers at the Private Maritime College in DKI Jakarta.

Sugiyono (2013) stated that the sample of sixty-two individuals reflects the diversity and characteristics of the population. The sampling methodology for this study utilized a non-probability sampling approach with saturation sampling strategies (census). According to Sugiyono (2013: 65), saturation sampling (census) is a sampling method that involves including every member of the population in the sample. Therefore, 208 respondents were included in the sample for this investigation [18].

This study utilizes quantitative data processing techniques. Arikunto (2006: 12) defines quantitative studies as a research methodology frequently employed that entails the use of numerical data in various stages, such as data collection, information interpretation, and the final presentation of findings [19].

lecturer performance, job motivation, and talent management. The responses of participants to each research variable were examined through a descriptive analysis, providing insights into each variable. The essential characteristics of respondents' responses to the three variables were determined through descriptive analysis. Frequency distribution, a statistical technique, was utilized in the descriptive analysis of this study to organize, summarize, and interpret the collected field data.

3. DISCUSSION

Respondent Profile

At this juncture, as delineated in the initial section of the questionnaire, an examination of respondent profiles and supplementary research data—particularly concerning instructors at a Private Maritime College in DKI, Jakarta—was undertaken.

Guided by the questionnaire inquiries, a systematic analysis was undertaken, followed by engaging with the data provided by the respondents. The respondent profile analysis comprised five distinct characteristics: (1) Gender; (2) Functional Position; (3) Highest Level of Education Attained; (4) Maritime Professional Certification; (5) Teaching Qualifications; and (6) Years of Experience.

Characteristics of respondents by gender

After analyzing the response data based on the respondents' ages, it was revealed that 31.25% of educators at the Private Maritime College in DKI Jakarta were female, whereas 68.75% were male. This illustrates the prevailing male representation among faculty members at the Private Maritime College in DKI Jakarta, reflecting the broader male dominance within the maritime industry.

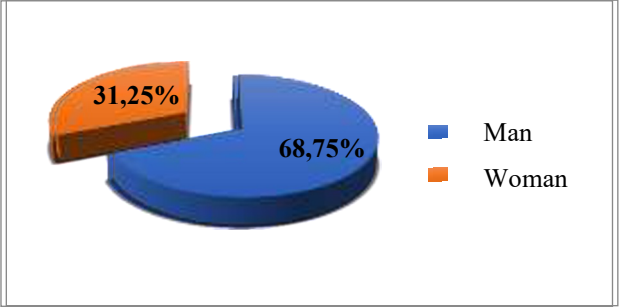


Figure 1. Characteristics of Respondents by Gender

Characteristics of respondents by functional position

According to the data processing results, obtained from an analysis of the functional positions of the participants, it is evident that a significant portion of lecturers at a Private Maritime College in DKI Jakarta hold the functional title of Assistant Professor (Lektor), representing 56.50% of the total lecturer population. The position of Asisten Ahli, or assistant professor, comes next at 30.50%, while lecturers with the rank of associate professor account for 2.50%. Furthermore, 10.50% of the surveyed individuals working as lecturers do not have an explicitly defined functional role.

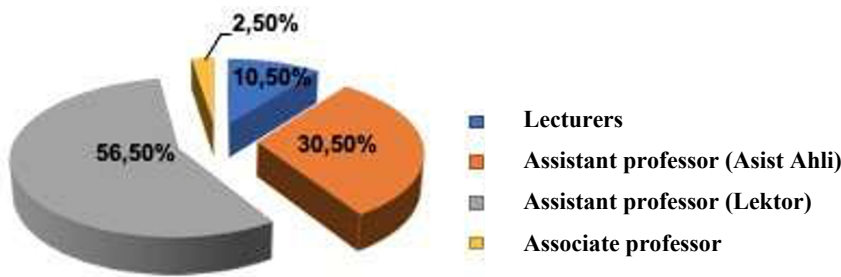


Figure 2. Characteristics of Respondents by Functional Position

Characteristics of respondents based on recent education

The majority of respondents at Private Maritime College in DKI Jakarta were professors who had attained their most recent degree at the post-graduate (S2) level, comprising 60.00% of the participants. This was followed by individuals who had completed their last degree at the Bachelor (S1 / DIV) level, accounting for 21.0%. Lecturers holding the most recent PhD degree (S3), at a mere 19.00%, represented the least numerous groups of respondents.

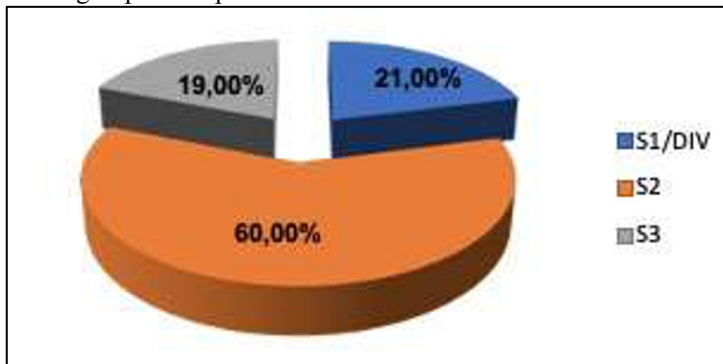


Figure 3. Characteristics of Respondents Based on Recent Education

Characteristics of Respondents Based on Seafarers' Certificate of Expertise

After analyzing the data obtained from the participants in relation to their seafaring certification, it was revealed that a significant portion of the instructors at the Private Maritime College in DKI Jakarta possessed Certificates of Competence (COC) I, constituting 37.00% of the overall total. This was trailed by Certificates of Competence (COC) II and III, representing 26.50% and 21.50% of the total, respectively. A minority of respondents, less than 15.00%, were identified as professors who did not hold a seafaring expertise certificate.

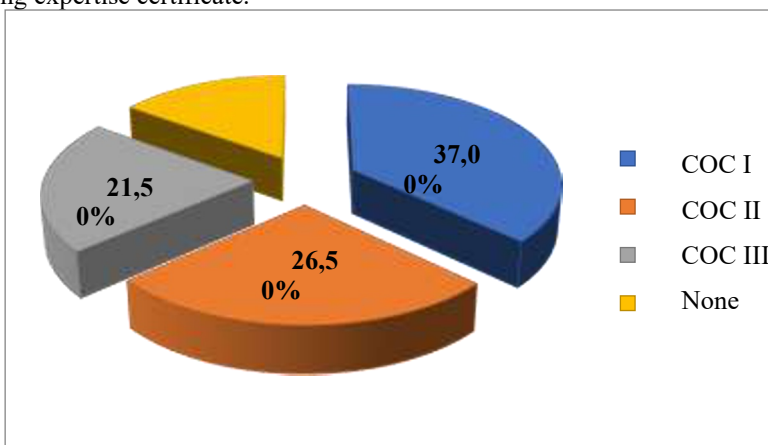


Figure 4. Characteristics of Respondents Based on Seafarer Certificate

Characteristics of respondents based on lecturer certificates

Based on the lecturer certificates possessed by each respondent, the data processing results reveal that 65.50% of the lecturers at Private Maritime College in DKI Jakarta currently possess lecturer educator certificates, whereas 34.50% of the lecturers do not hold certificates at present.

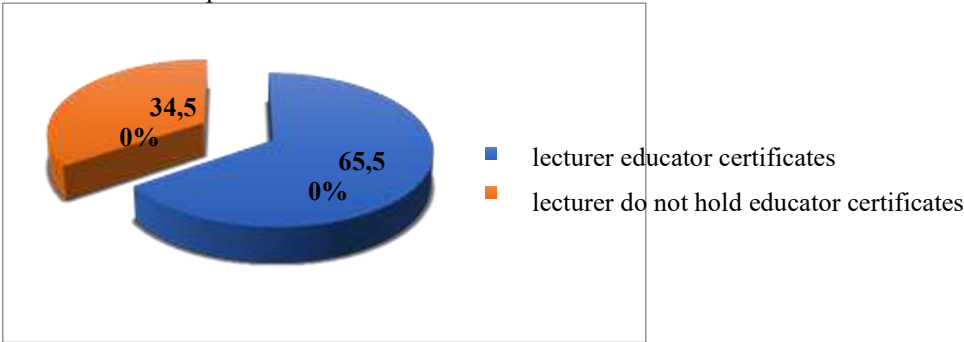


Figure 5. Characteristics of Respondents Based on Lecturer Certificates

Characteristics of respondents based on length of work

The predominant proportion of respondents among the faculty members at Private Maritime College in DKI Jakarta comprises individuals who have served for a duration of six to ten years (36.0%), succeeded by those with eleven to fifteen years of service (32.0%). In contrast, academics with over 15 years of experience represent merely 9.50% of the total. Lecturers within the tenure of one to five years, comparatively, account for a higher percentage at 22.50%.

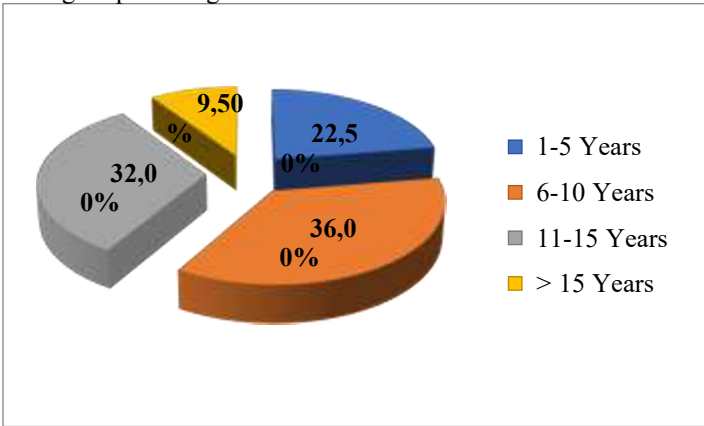


Figure 6. Characteristics of Respondents Based on Length of Work

Description of Research Variables

To conduct a descriptive analysis of each research variable, the intervals within each of the five categories are established by calculating the score and the mean of the total

score for each variable. Data transformations are employed to determine intervals across categories. As stated by Zikmund, William G., et al. (2010: 494), the distribution of responses indicates a bimodal pattern, with "peaks" present within the distribution at both ends of the scale. The variable closely resembles a specific category due to the fact that a large majority of respondents—80% = $(5-1)/5$ —expressed strong disagreement or agreement. Customers are seen to strongly disagree and strongly consider the announcement. The distribution of responses demonstrates a bimodal pattern, with "peaks" present in the distribution at both extremities. Given that a significant majority of respondents—80%, or 5–1% of the total—indicated strong disagreement or agreement, the variables closely resemble category variables. According to public opinion, respondents either strongly disagree with the statement or strongly consider it. Thus, the C language variety, as determined by the equation above, is as follows: as per Zikmund, William G., et al. (2010): 494, the range interval = $(5-1) : 5 = 0.8$. The interval range at each level of the interval class is summed, and the interval class is computed from the lowest to the highest using a range value of 0.8 [23]. Based on the description provided, the variable's category values are depicted in Table 3 below:

Table 3. Range and Category Values

Score	Interval Score	Category
1	1.00-1.80	Very Low/ Very Not Good
2	1.81-2.60	Low/ Not Good
3	2.61-3.40	High Enough/ Good Enough
4	3.41-4.20	High/ Good
5	4.21-5.00	Very High/ Excellent

Description of talent management variables

Maintaining knowledge, developing talent, and identifying talent are the three dimensions of talent management for lecturers at Private Maritime College in DKI Jakarta, as evidenced by an analysis of perception data obtained from respondents' questionnaire responses. The facet of retaining talent, with an average score of 4.13, is perceived most positively and falls within the "relatively good" classification. The provision of work facilities, with seven talent management factors rated highly by respondents, serves as a significant indicator in this regard. According to the Seafarers' Schooling and Schooling Instructional Statistics Device, individuals in maritime education, higher education, Jakarta environs, and other related professions accounted for 61.41 percent of the total. This data could greatly streamline the process of maintaining records for maritime higher education and facilitate all information management activities pertinent to maritime education [29]. On the other hand, talent development, with an average score of 4.04, emerges as the least emphasized aspect within talent management. The respondents' diminished perception of workshop

opportunities significantly contributes to the lower evaluation of talent development, which comprises six key indicators. Furthermore, the talent management assessment of instructors at Private Maritime College in DKI Jakarta, with an overall average score of 4.10, ranges from 3.41 to 4.20. This range signifies that respondents generally regard the talent management practices for instructors at Private Maritime College in DKI Jakarta as relatively strong, falling within the category of "quite high" and "pretty good."

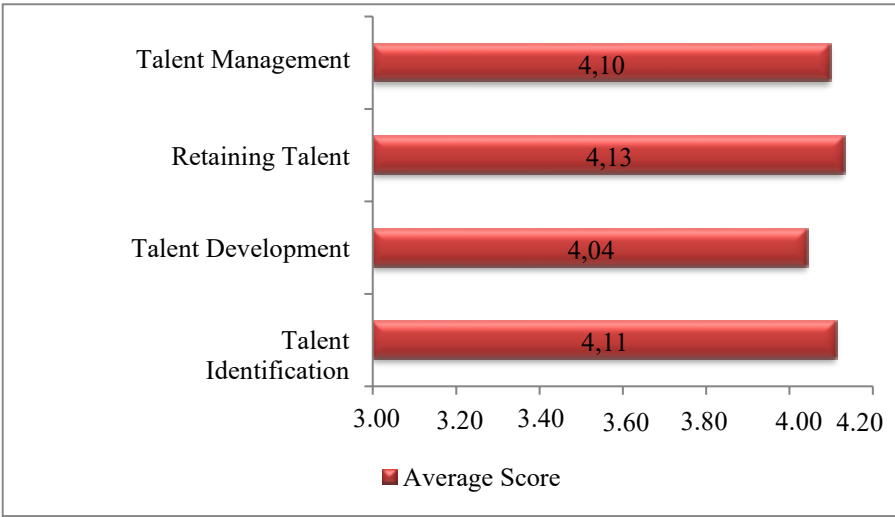


Figure 7. Talent Management Lecturer Private Maritime College in DKI Jakarta (n=208)

Decription of work motivation variables

The study conducted at Private Maritime College in DKI Jakarta identified three key dimensions of work motivation among lecturers: the need for achievement, the need for power, and the need for affiliation. These dimensions were derived from an analysis of perception data obtained through questionnaire responses. The dimension with the highest average score of 4.25 was the need for achievement, categorizing it as reasonably very high. This strong perception was reflected in four indicators associated with the need for achievement, particularly emphasizing the importance of recognition and rewards. In contrast, the dimension of the need for affiliation received the lowest average score of 4.15, indicating it was the least emphasized aspect of job motivation among respondents. The lack of importance placed on seeking acknowledgment from others by the respondents was highlighted as the primary reason for this relatively low perception within the five-indicator's associated with the need for affiliation. Overall, the average work motivation score of lecturers at Private Maritime College in DKI Jakarta was 4.19, falling within the range of 3.41 to 4.20. This suggests that respondents perceived the level of work motivation among teachers at the institution to be reasonably high, classifying it in the pretty high category. In summary, respondents rated the work motivation of lecturers at Private Maritime College in DKI Jakarta as relatively high, placing it in the fairly high category.

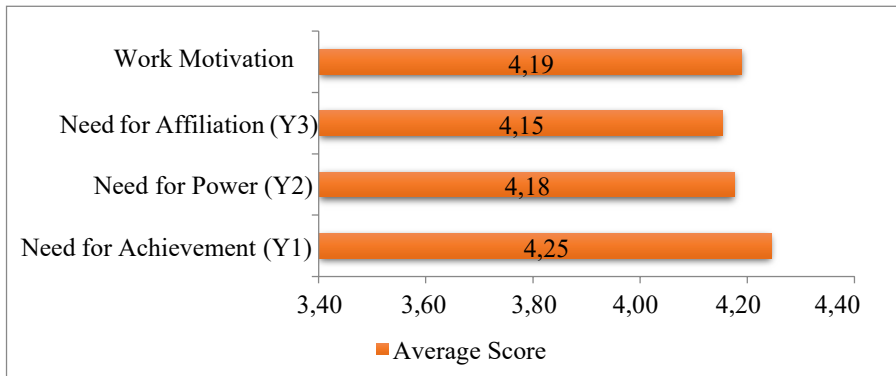


Figure 8. Work Motivation of DKI Jakarta Private Maritime College Lecturers (n = 208)

Description of lecturer performance variables

Three dimensions of lecturer performance are pinpointed at the Private Maritime College in DKI Jakarta: education and teaching, research, and community service. These results are derived from the analysis of perception data gathered from respondents' questionnaire responses. The research aspect attains the highest score of 4.27, categorizing it within the significantly high range. Particularly notable is the respondents' positive perception concerning the criteria for generating scientific research reports, which led to the identification of six key indicators. Conversely, with an average score of 4.14, the community service component of lecturer performance is deemed the least favourable. The study highlights the respondents' limited appreciation for the incorporation of community service within the curriculum, as evident from the five specific service indicators. Furthermore, with an overall average score of 4.19, the faculty's performance at the Private Maritime College in DKI Jakarta falls within the range of 3.41 to 4.20. This signifies that respondents perceive the average lecturer performance at the Private Maritime College in DKI Jakarta as reasonably high, positioning it within the upper echelon of performance levels.

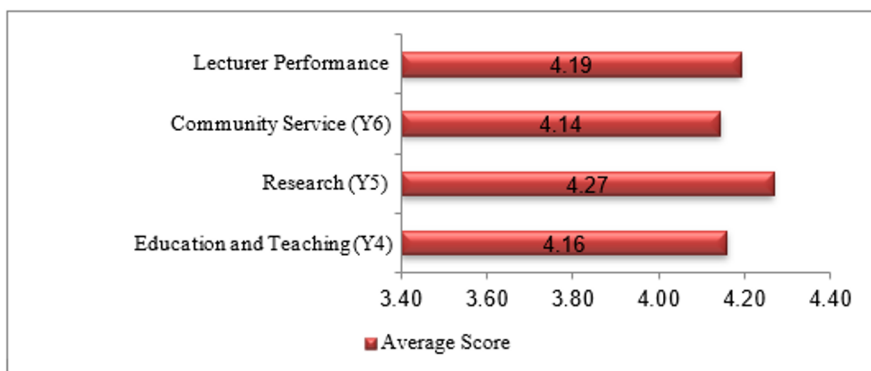


Figure 9. Lecturer Performance of DKI Jakarta Private Maritime College Lecturers (n = 208)

4. CONCLUSION

The lecturers at the Private Maritime College in DKI Jakarta exhibit a strong inclination towards talent management practices, especially in the realm of talent retention, with a notable emphasis on providing conducive work environments. Conversely, talent development initiatives, particularly concerning skill enhancement through workshops, are perceived less favourably. These lecturers prioritize the need for achievement as the foremost driver of work motivation, with a particular focus on indicators related to motivation in the workplace. In contrast, the significance of affiliation is considered less crucial, especially concerning the need for external recognition. Furthermore, the lecturers at the Private Maritime College in DKI Jakarta are highly esteemed for their research contributions, particularly in developing criteria for scholarly paper presentations following each research endeavour. However, their engagement in community service activities is viewed less positively, notably in terms of integrating service initiatives with academic coursework.

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