

The Moderator Role of Information Technology: Specific Determinants of Competence on Lecturer Performance in Seafarer Private Vocational Schools in Indonesia

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Abstract— We analyze the specific determinants of competence on lecturer performance as a moderator of information technology. The sampling method used is non-probability sampling that is 99 lecturers who work at 11 Seafarers Private Vocational Schools in Indonesia. The analysis used in hypothesis testing is Structural Equation Modeling (SEM) with the help of WarpPLS Software version, 6.0. The results proved that the pedagogical competence (PDC) has a significant influence in improving lecturer performance (LCP), Personality or personal competence (PSC) is proven to increase lecturer performance (LCP). Social competence (SCC) has a significant positive effect on lecturer performance (LCP). Lecturers have the ability to manage learning while in the classroom; this is indicated by the ability of lecturers to master student characteristics so that they can present the material well. Professional competence (PFC) negative and no significant on lecturer performance (LCP). Seafarer technical competence (STC) negative insignificant effect on the lecturer performance (LCP), The Mastery of Information Technology (ITC) roles as a moderator can only be proven in testing the effect of Pedagogical competence (PDC) effect on lecturer performance (LCP), mean while in the other testing is not proven.

Index Terms—Competence, lecturer performance, information technology.

I. INTRODUCTION

One of the national problems faced by the Indonesian people today is handling the low quality of human resources. A large amount of human resources if used effectively and efficiently, this will be beneficial to support the pace of sustainable national development. The abundance of existing human resources requires thinking carefully, namely how to optimally utilize human resources. So that the community has reliable human resources, quality education is needed, the provision of various social facilities, adequate employment. Weaknesses in providing these various facilities will cause social unrest which will have an impact on community security. Currently the ability of human resources is still low both in terms of intellectual abilities and technical skills they have [1].

Lecturers are professional educators and scientists with

the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service [2]. Based on this understanding, the lecturer has a very important role as the spearhead of the overall education process. Lecturers are responsible for the teaching and learning process, therefore in an effort to improve the quality of higher education lecturers play a key role and position in the whole educational process especially in higher education [3].

Performance in carrying out its functions does not stand alone, but is related to job satisfaction and reward levels, influenced by the skills, abilities and individual traits. The Porter and Lawler model [4], individual performance is basically influenced by factors: (a) expectations regarding rewards, (b) motivation, (c) abilities, needs and traits, (d) perceptions of duties, (e) internal and external rewards, (f) perceptions of levels of reward and job satisfaction [5]. In this study the researchers limited the antecedents of faculty performance on factors competence and mastery of information technology, this is done with the consideration that the millennial era of factors of competence and mastery of information technology is a factor which contributes more than in the other performance antecedents [6,7].

Human resource competencies that must be possessed for all employees are expertise in management, mastering staffing information management systems, high achievement motivation, creative, innovative, mature personality, mental with good emotional intelligence [8]. Competence is an individual characteristic that underlies work performance or behavior in the workplace. Job performance at work is influenced by; (a) knowledge, abilities and attitudes, (b) work style, personality, interests / interests, basics, attitude values, beliefs and leadership style [9].

The performance of qualified lecturers is needed by higher education institutions in order to improve the quality of academies, so that lecturer performance is achieved, lecturers should get satisfaction in working first. When lecturers feel satisfaction in working, lecturers will tend to carry out and complete assignments with all their abilities without knowing the time and calculating their strings attached to working diligently.

Observations indicate that there are major problems for Private Seafaring Education Institutions in Indonesia, namely the limited availability of teaching materials which is highly determined by the ability of lecturers to transfer knowledge in written form. Presentation of information through textbooks, text books, handouts, clear and systematic modules will affect the information transfer process. Another thing shows the number of lecturers in conducting

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research both by each lecturer (individually) and in groups is still low. The available data shows that the causes of the low level of research are thought to be influenced by the following factors: (a) Weak ability of lecturers to prepare research proposals, (b) The relevance of the research is not in accordance with the needs of the community, so the research conducted cannot contribute to solving problems in the community. Will have difficulty finding funding from sponsors, (c) Lack of funds from education providers, (d) Inadequate research facilities, including the internet, literature and laboratories, (e) Weak culture of lecturers in conducting research.

The development of information technology has forced universities to utilize it in various aspects including staffing information systems (SIPEG), Research and Community Service Information System (SIRIP), Asset and Facilities Management Information System (SIMAF), Library Automation and Digital Archives (SILONTAR), Student Evaluation of Lecturers (EDOM), Evaluation of Study Programs Based on Self Evaluation (EPSBED) and Academic Information Systems (SIA). The provision of academic services is not only used for students but also for all stakeholders including prospective students, parents of students, local and central government including relevant ministries, partner institutions and labor search agencies. This requires universities to constantly develop in the academic service area by using information systems.

High performance must be supported by competence and also professionalism. However, professionalism of lecturers is not always directly proportional to work professionalism [10]. Many are pointed out that lecturers do not yet have professional abilities. Professional quality of lecturers is still low [11]. The level of professionalism of lecturers is generally not optimal [12, 13]. In the lecturer class is the main actor so students are dominantly passive [14,15]. Individual performance can be maintained or further enhanced by including task-technology compatibility factors and information system utilization [16,17].

II. LITERATURE REVIEW

A. Lecturer Performance

Work performance or performance is the result of the work of people in quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to them within a specified time period [18]. Performance is influenced by three factors: (a) Individual factors which include abilities, expertise, background and demographics; (b) Psychological factors consist of perception, attitude, personality, learning and motivation; (c) Organizational Factors consist of resources, leadership, appreciation, structure, job design and organizational culture [19,20].

In Indonesia the status of lecturers consists of permanent lecturers and non-permanent lecturers, so the performance of the lecturers referred to in this study is the performance of permanent lecturers. What are meant by permanent lecturers are lecturers who work full time with the status of permanent teaching staff in certain higher education units. While non-permanent lecturers are part-time lecturers with non-permanent teaching staff in certain higher education units. The performance of lecturers in Indonesia is measured by teaching, research and community service [2]. The performance of lecturers is measured using 4 (four)

indicators, namely; (a) teaching (TCH), (b) research (RSC), (d) community service (CSC), and (d) support (SPP), but only 3 (TCH, RSC, CSC) that meet the validity testing criteria and instrument reliability ($\alpha > = 0.60$).

B. Competence

Competence is a basic trait of a person which is itself related to the implementation of a job effectively or very successfully. Competence is defined as the personal aspect of the individual that enables him to achieve superior work performance. Personal aspects including nature, motives, value systems, attitudes, knowledge and skills. Owned competence will direct behavior, while behavior will produce work performance [21,22].

Competence based on Government Regulation of the Republic of Indonesia Number 100 Year 2000 is the ability and characteristics possessed by a civil servant in the form of knowledge, skills and / or behavioral attitudes required in the implementation of his job duties. Competencies in relation to performance can be classified into 2 (two) types, namely: (a) Threshold competencies, namely the minimum and essential criteria needed or demanded from a position and must be fulfilled by each position holder to be able to work carry out the work effectively. (b) Differentiating competencies are criteria that can distinguish between people who always achieve superior performance and people who only average performance [23].

Competencies include: (a) Technical competence: knowledge and expertise to achieve agreed outcomes, the ability to think about problems and find new alternatives. (b) Conceptual competence: the ability to see the big picture, to test various presuppositions and perspective changers. (c) Competence to live in an interdependence ability effectively with others, including the ability to hear, communicate, get a third alternative, create a win-win agreement and try to reach a third alternative solution, the ability to see and operate effectively in an organization or system complete [24].

Lecturers are professional educators with the main task, educating, teaching, guiding, directing, training, assessing and evaluating students in early education through formal, primary and secondary education. A lecturer is said to be competent if he has mastered four basic competencies, namely pedagogical competence, personal competence, social competence and professional competence [2].

Pedagogic competence [25] is the ability of a teacher to manage the learning process of students. This pedagogical competence includes understanding students, designing learning, evaluating learning outcomes and developing students to actualize their various potentials. Personality competence means that teachers must have a steady personality attitude, so that they can become a source of intensification as a subject [26].

Personality competence is a personality ability that is steady, stable, mature, wise and wise, authoritative, noble, becomes an example for students and the community, evaluating one's own performance and developing them independently and sustainably. Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, other teachers, parents / guardians and the surrounding community [27].

Social competence is the ability of educators as part of and the community to communicate and socialize effectively with students, fellow educators, education personnel, parents

/ guardians of students and the community. Social competence is the ability of teachers and lecturers in fostering and developing social interaction both as professionals and as members of the community. Professional competence is the ability to master teaching material widely and deeply [2].

This study analyzes competency by using the break-down dimension technique by making it a variable so that the competencies in this study are analyzed through; (1) pedagogic competence (PDC) which is explained by 9 (nine) statements as well as acting as an indicator (but only 4 (four) that meet the validity testing criteria and reliability of alpha instruments ≥ 0.60). (2) Personality competence (PSC) is explained by 5 (five) statements as well as acting as an indicator (but only 4 (four) that meet the criteria for testing the validity and reliability of alpha instruments ≥ 0.60). (3) Social competence (SCC) is explained by 5 (five) statements as well as acting as an indicator (but only 3 (three) that meet the validity testing criteria and reliability of alpha instruments ≥ 0.60). (4) Professional competence (PFC) is explained by 4 (four) statements as well as acting as indicators (but only 2 (two) that meet the validity testing criteria and reliability of alpha instruments ≥ 0.60). Finally, (6) Seaman Technical Competence (STC) is explained by 8 (eight) statements while acting as an indicator (but only 7 (seven) that meet the validity testing criteria and reliability of alpha instruments ≥ 0.60).

C. Mastery of Information Technology

Information is data that has been processed in such a way, so as to increase the knowledge of someone who uses it. Information is data that has been processed into a form that is meaningful to the recipient, and useful in making decisions now or in the future [28,29]. Information system is a combination of people, technology facilities, media, procedures and controls aimed at obtaining important communication lines, processing certain types of routine transactions, giving signals to management and others for important internal and external events. And provides a basis for clever decision making. Regarding the concept of information systems, an information system collects, processes, stores, analyzes, and disseminates information for specific purposes [30,31,32].

The role of information technology in human activity at this time is indeed so great. Information technology has become the main facilitator for business and education activities that contribute to changes in fundamental changes in the structure, operations and management of the organization (Radjab & Idayanti, 2010). This variable is measured using 4 (four) indicators, namely (1) access (ACS), (2) facilities (FCL), (3) program (PRG), and (4) integration between parts (ISI) and overall (ACS), FCL, PRG, ISI) have met the criteria for testing the validity and reliability of alpha instruments ≥ 0.60 .

III. RESEARCH METHOD

This study was conducted in 11 (eleven) Seafarers Private Vocational Schools representing Seafarers Private Vocational Schools in Indonesia. The research period is four months, from October 2017 to January 2018. The sample used in this study is the Permanent Lecturers of the Foundation at 11 (eleven) Private Seafaring Higher Education Colleges in Indonesia with a total sample of 99

lecturers. The instrument for data collection was a self-administered questionnaire, which consisted of lecturer perspective. All the questions were measured on a 5-point Likert scale ranging from 1 with Strongly Disagree to 5 to Strongly Agree. The data analysis was conducted in Factor-based the structural equation modeling was performed in WarpPLS version 6.0

IV. RESEARCH RESULTS

A. Goodness of fit

The p-value for average path coefficient (APC) and ARS and Average R-squared (ARS) values ≤ 0.05 or significant. In addition, the Average full collinearity VIF (AFVIF) as an indicator of multicollinearity ≤ 5 . For that it can be shown in the following table:

TABLE I: GOF

Measurement	Value
Average path coefficient (APC)	0.155 → P= <0.027
Average R-squared (ARS)	0.526 → P= <0.001
Average adjusted R-squared (AARS)	0.472 → P= <0.001
Average block VIF (AFVIF)	3.862, acceptable if ≤ 5 , ideally ≤ 3.3

The overall measurements (see the Table 1) in explaining the feasibility of the Goodness of fit model met the required criteria, that the results of the model's conformity test (*Goodness of fit model*) were met, that the Average path coefficient (APC), Average R-squared (ARS), and Average adjusted R-squared (AARS) has p-value ≤ 0.05 and Average full collinearity VIF (AFVIF) as an indicator of multicollinearity has a value ≤ 5 [34].

B. Outer model

TABLE II: COMBINED AND CROSS-LOADINGS

Model	Peda-gogical	Person-ality compe-tence	Soc-ial	Profes-sional	Sea-farer technical	Mastery of Information Technology	lecturer performance
	PDC	PSC	SCC	PFC	STC	ITC	LCP
PDC1	(0.862)	0.078	-4.164	-0.166	3.549	0.558	-0.197
PDC2	(0.844)	-0.099	11.369	-0.282	-10.423	-0.988	0.147
PDC8	(0.860)	-0.018	12.470	0.416	11.334	0.946	0.190
PDC9	(0.727)	0.043	6.493	0.032	-5.519	-0.634	-0.161
PSC1	-0.082	(0.812)	-3.011	0.187	2.943	0.367	0.158
PSC2	-0.048	(0.847)	-2.731	0.205	2.139	0.391	-0.149
PSC4	0.144	(0.765)	15.683	-0.886	-13.799	-1.647	0.064
PSC5	-0.004	(0.634)	-1.412	0.556	10.017	0.995	-0.082
SCC2	-0.054	-0.013	(0.751)	0.850	3.506	-0.434	0.064
SCC3	-0.003	0.000	(0.917)	0.040	5.169	-0.020	0.003
SCC4	0.050	0.012	(0.859)	-0.786	-8.585	0.401	-0.059
PFC3	0.054	0.013	2.468	(0.902)	-3.506	0.434	-0.064
PFC4	-0.054	-0.013	-2.468	(0.902)	3.506	-0.434	0.064
STC1	-0.003	0.000	-4.222	0.040	(0.947)	-0.020	0.003
STC2	0.050	0.012	9.160	-0.786	(0.848)	0.401	-0.059
STC4	-0.054	-0.013	-2.468	0.850	(0.717)	-0.434	0.064
STC5	-0.003	0.000	-4.222	0.040	(0.947)	-0.020	0.003
STC6	0.050	0.012	9.160	-0.786	(0.848)	0.401	-0.059

STC7	-0.054	-0.013	-2.468	0.850	(0.717)	-0.434	0.064
STC8	-0.003	0.000	-4.222	0.040	(0.947)	-0.020	0.003
ACS	0.095	-0.044	9.536	-1.024	-10.505	(0.815)	-0.070
FCL	-0.001	0.000	1.974	0.019	-0.976	(0.968)	0.001
PRG	-0.058	0.016	-9.054	0.705	8.961	(0.916)	0.050
ISI4	-0.023	0.022	-1.404	0.172	1.313	(0.990)	0.010
TCH	0.139	0.009	5.372	-0.136	-4.607	-0.514	(0.898)
RSC	-0.308	-0.089	-1.529	0.402	10.078	1.074	(0.750)
CSC	0.110	0.060	3.987	-0.187	-3.568	-0.359	(0.961)

Outer model is validity and reliability construct showing the results of convergent validity testing of measurement instruments (questionnaires). Combined Loading and cross-loadings indicate that there are no constructs that do not meet the standard with convergent validity > 0.70, so that this causes the overall absence of indicators that must be excluded from the model (Kock, N., 2011).

C. Discriminant validity

Discriminant validity test is the degree to which the measurement results of a concept are able to distinguish themselves from the measurement results of other concepts theoretically must be different [35]. Discriminant validity is also part of the outer model. The requirement to fulfill this discriminant validity requirement is that the results in view combined loading and cross-loadings show that loading to other constructs (cross-loading) is lower than loading to the construct.

TABLE III: DISCRIMINANT VALIDITY

Model	Peda-gogical	Person-ality compe-tence	Soc-ial	Profes-sional	Sea-farer tech-nical	Mastery of Information Technology	lecturer performance
	PDC	PSC	SCC	PFC	STC	ITC	LCP
PDC1	(0.870)	0.011	-0.568	-0.023	0.484	0.076	-0.027
PDC2	(0.642)	-0.005	0.589	-0.015	-0.540	-0.051	0.008
PDC8	(0.798)	-0.001	-0.603	0.020	0.548	0.046	0.009
PDC9	(0.492)	0.004	0.611	0.003	-0.520	-0.060	-0.015
PSC1	-0.017	(0.544)	-0.613	0.038	0.599	0.075	0.032
PSC2	-0.013	(0.604)	-0.752	0.056	0.589	0.108	-0.041
PSC4	0.006	(0.712)	0.661	-0.037	-0.582	-0.069	0.003
PSC5	-0.000	(0.752)	-0.621	0.030	0.545	0.054	-0.004
SCC2	-0.007	-0.002	(0.444)	0.110	0.454	-0.056	0.008
SCC3	-0.000	-0.000	(0.477)	0.006	0.774	-0.003	0.000
SCC4	0.004	0.001	(0.422)	-0.057	-0.618	0.029	-0.004
PFC3	0.007	0.002	0.319	(0.655)	-0.453	0.056	-0.008
PFC4	-0.007	-0.002	-0.319	(0.533)	0.454	-0.056	0.008
STC1	-0.000	-0.000	-0.632	0.006	(0.493)	-0.003	0.000
STC2	0.004	0.001	0.660	-0.057	(0.417)	0.029	-0.004
STC4	-0.007	-0.002	-0.319	0.110	(0.424)	-0.056	0.008

STC5	-0.000	-0.000	-0.632	0.006	(0.493)	-0.003	0.000
STC6	0.004	0.001	0.660	-0.057	(0.417)	0.029	-0.004
STC7	-0.007	-0.002	-0.319	0.110	(0.424)	-0.056	0.008
STC8	-0.000	-0.000	-0.632	0.006	(0.493)	-0.003	0.000
ACS	0.006	-0.003	0.568	-0.061	-0.626	(0.487)	-0.004
FCL	-0.001	-0.000	0.895	0.009	-0.442	(0.457)	0.001
PRG	-0.004	0.001	-0.646	0.050	0.640	(0.509)	0.004
ISI4	-0.008	0.008	-0.508	0.062	0.475	(0.479)	0.004
TCH	0.017	0.001	0.642	-0.016	-0.551	-0.061	(0.533)
RSC	-0.017	-0.005	-0.655	0.023	0.572	0.061	(0.810)
CSC	0.018	0.010	0.662	-0.031	-0.592	-0.060	(0.612)

The table shows that the discriminant validity has been fulfilled, which is shown the loading value to other constructs is lower than the value of loading to the construct itself in the same column

D. Reliability construct

The results of the reliability construct test can be shown by the output latent variable coefficient, as in the following table:

TABLE IV: VALIDITY AND RELIABILITY TEST

Measurement	PDC	PSC	SCC	PFC	STC	ITC	LCP
R-squared coefficients							0.526
Adjusted R-squared coefficients							0.472
Composite reliability coefficients	0.895	0.851	0.882	0.898	0.951	0.959	0.906
Cronbach's alpha coefficients	0.842	0.765	0.796	0.772	0.938	0.941	0.840
Average variances extracted	0.681	0.591	0.714	0.814	0.737	0.855	0.764
Full collinearity VIFs	1.647	2.094	1.804	8.093	1.491	37.095	2.316
Q-squared coefficients							0.576

The higher R-squared shows a good model. From the results of the latent variable coefficient output shows the R-squared of 0.526 means that the variance of lecturer performance can be explained by 52.60% by the variance of competence and mastery of information technology in explaining lecturer performance. Composite reliability and Cronbach alpha values have fulfilled the reliability requirements which is > = 0.70. The above output also shows that the average variance extracted (AVE) > = 0.50 which means that it meets the convergent validity requirements (Kock N., 2011). Q-squared value shows a result greater than zero that is 0.576 means that the estimation of the model shows good predictive validity. The coefficient of determination (R-squared) that shows what percentage of variance in the endogenous construct / criterion can be explained by the construct hypothesized to

influence it. Based on the results of the measurement model (outer model) the reflective construct on the analyzed data is stated to have met the data testing requirements.

E. Model and Hypothesis Testing

Hypothesis testing results show that, among the 5 (five) causality between variables (direct effect) built in this model, there are two causality between variables in the rejected direct effect test, namely STC (p-value = 0.071 > 0.05) and ITC (p-value = 0.071 > 0.05). In the testing section there are 5 (five) causality between variables (moderating effect), namely ITC * PDC (p-value = 0.037 < 0.05), ITC * PSC (p-value = 0.207 > 0.05), ITC * SCC (p-value = 0.280 > 0.05), ITC * PFC (p-value = 0.267 > 0.05), ITC * STC (p-value = 0.381 > 0.05), the following results are presented in the form of images below:

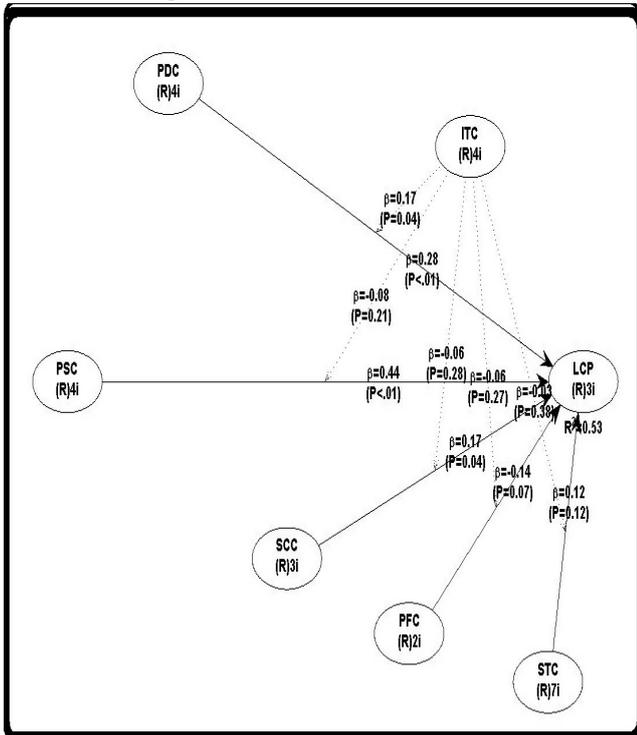


FIGURE I: RESULTS MODEL

H₁ : Pedagogical competence (PDC) on lecturer performance (LCP)

Impact of Pedagogical competence (PDC) on lecturer performance (LCP) based on beta / standardized path coefficient of 0.284 in a positive direction. Beta / standardized path coefficient marked positive explains that Pedagogical competence (PDC) is at a high level, with p-value = 0.001 < 0.05 so that it can be stated that the PDC contributed significantly to the increase in LCP. The results of hypothesis testing prove that Pedagogical competence (PDC) has a significant positive effect on lecturer performance (LCP), thus the hypothesis proposed (H₁) is proven to be accepted.

Lecturers have the ability to manage learning while in the classroom, this is demonstrated by the ability of lecturers to master student characteristics so that the delivery of lecture material can work well. The ability of lecturers to master learning theory and educational principles that are useful for developing strategies for delivering lecture material to students and what methods should be used and systematic

lecture material to be provided as well as other matters. The ability of lecturers to develop curriculum that is represented by the ability to compile a syllabus and lesson plan (Lesson plan) tailored to the needs of students. A lecturer is expected to be able to apply the theory of learning that has been mastered in the classroom so as to create an atmosphere of learning that is not only effective but also educational. Potential Development of students, a lecturer is also expected to be able to guide the development of student potential. The ability of lecturers to communicate with students is the key to good and effective learning. Finally, the ability of lecturers in the assessment and evaluation of the final stage of a teaching and learning process so that with 7 (seven) pedagogical abilities possessed by lecturers proved to be able to improve lecturer performance.

H₂ : Personality competence (PSC) on lecturer performance (LCP)

Impact of Personal competence (PSC) on lecturer performance (LCP) based on beta / standardized path coefficient of 0.440 with a positive direction. Beta / standardized path coefficient marked positive explains that Personal competence (PSC) is at a high level, with p-value = 0.001 < 0.05 so that it can be stated that the PSC contributes significantly to the increase in LCP. The test results prove that the hypothesis Personal competence (PSC) significant positive effect on lecturer performance (LCP), so the hypothesis (H₂) was acceptable.

Personality competence is the ability of personal dose that reflects a steady, stable, mature, wise, and authoritative personality, being a role model for students, and having good character. This competency is a measure to become a good lecturer, which includes personal abilities related to self-understanding, self-acceptance, self-direction, and self-realization of lecturers. Implementation of the personal abilities of lecturers can be demonstrated through; (1) knowledge of customs both social and religious, (2) knowledge of culture and traditions, (3) knowledge of the core of democracy, (4) knowledge of aesthetics, (5) having appreciation and social awareness, (6) having an attitude who is true to knowledge and work, (7) faithful to human dignity and dignity. With high personal competence and shown by lecturers, proven to provide a real contribution in improving lecturer performance.

H₃ : Social competence (SCC) for lecturer performance (LCP)

Impact of Social Competence (SCC) on lecturer performance (LCP) based on beta / standardized path coefficient of 0.167 with a positive direction. Beta / standardized path coefficient marked positive explains that the p-value = 0.042 < 0.05 so that it can be stated that the SCC contributed significantly to the increase in LCP. The test results prove that the hypothesis Social competence (SCC) significant positive effect on lecturer performance (LCP), so the hypothesis (H₃) was acceptable.

Social competence is the ability of a lecturer to communicate and interact effectively and efficiently with students, student guardians and surrounding communities. This means that social competence is related to the ability of lecturers as social creatures to interact with others. As social beings lecturers behave politely, are able to communicate and interact with the environment effectively and

attractively have a sense of empathy for others. The ability of lecturers to communicate and interact effectively and attractively. The competency is demonstrated through; (1) the ability to communicate verbally, in writing and in cues, (2) using communication and information technology functionally, (3) associating effectively with students, fellow lecturers, parents / guardians of students, (4) ability to socialize politely with the community around. A lecturer who has social abilities and is shown through these four abilities is proven able to remind lecturer performance (LCP)

H₄ : Professional competence (PFC) for lecturer performance (LCP)

Contributions Professional competence (PFC) Against lecturer performance (LCP) based on beta / a standardized path coefficient of -0.143 with a negative direction. Beta / standardized path coefficient marked negative explains that Professional competence (PFC) is at a low level, with p-value = 0.071 > 0.05 so it can be stated that PFC is not able to make a significant contribution to the increase in LCP. The test results prove that the hypothesis Professional competence (PFC) no significant negative effect on the lecturer performance (LCP) so the hypothesis (H₄) shall be rejected.

The professional competence of lecturers is shown by the ability and special expertise of lecturers in their field of expertise so that lecturers can carry out their duties and functions as the professionalism then directs lecturers to produce good achievements. Professionalism of lecturers is low and shown by the non-optimal academic and non-academic abilities of lecturers, such as; low lecturer skills to teach well, limited lecturer insight, limitations in mastery of the curriculum, limitations in mastering learning media, limitations in mastering technology, inability to be a good role model (student) for students so that it becomes a negative cause of insignificant influence of Professional competence (PFC) Against lecturer performance (LCP).

H₅ : Seafarer technical competence (STC) on lecturer performance (LCP).

Contribution of Seafarer technical competence (STC) to lecturer performance (LCP) based on beta / standardized path coefficient of 0.115 with a positive direction. Beta / standardized path coefficient marked positive explains that Seafarer technical competence (STC) is at a high level, with p-value = 0.119 > 0.05 so it can be stated that a high STC has not been able to contribute significantly to the increase in LCP. Hypothesis testing results prove that the Seafarer technical competence (STC) no significant negative effect on the lecturer performance (LCP) so the hypothesis (H₄) shall be rejected.

Lecturers who work at Seafaring Higher Education have the ability to know the name and function of shipping safety equipment, understand the supervision of the loading and unloading process, lashing, stability, handling passengers / goods, understand the implementation of The International Safety Management (ISM-Code), as part of the mandate International Maritime Organization (IMO), has a seafaring expertise certificate, has a seafaring basic skills certificate (Basic safety training), has a seafarer special skills certificate, has a nautical skill, has a technical skill, has a training certificate of trainer (TOT) 609, and has a diploma

training of trainers (TOT) 312. High ability and possessed by lecturers is not able to improve their performance.

H₆ : The Role of Moderation Mastery of Information Technology (ITC) in analyzing the influence of Pedagogical competence (PDC) on lecturer performance (LCP)

The moderation role of Mastery of Information Technology (ITC) in analyzing the influence of Pedagogical competence (PDC) on lecturer performance (LCP) based on beta / standardized path coefficient of 0.173 with a positive direction. Beta / standardized path coefficient marked positive explains that the role of the Mastery of Information Technology (ITC) is at a high level, with p-value = 0.001 < 0.05 so that it can be stated that the role of the Mastery of Information Technology (ITC) as a moderating contributes significantly markedly improved LCP. Hypothesis testing results prove that the Mastery of Information Technology (ICT) as a moderating shown to explain the influence of Pedagogical competence (PDC) to the lecturer performance (LCP), so the hypothesis (H₆) was acceptable.

H₇ : The Role of Moderation Mastery of Information Technology (ITC) in analyzing the influence of Personal Competence (PSC) Against lecturer performance (LCP)

The moderation role of the Mastery of Information Technology (ITC) in analyzing the influence of Personal competence (PSC) Against lecturer performance (LCP) based on beta / standardized path coefficient of -0.081 with a negative direction. Beta / standardized path coefficient that is negative indicates that the role of Mastery of Information Technology (ITC) is at a low level, with p-value = 0.207 > 0.05 so that it can be stated that the role of the Mastery of Information Technology (ITC) as a moderating cannot provide real contribution to the improvement of LCP. Hypothesis testing results prove that the Mastery of Information Technology (ICT) as a moderating not proven to explain the influence of Personal competence (PSC) to the lecturer performance (LCP), so the hypothesis (H₇) be rejected.

H₈ : The Moderation Role of Mastery of Information Technology (ITC) in analyzing the influence of Social Competence (SCC) on lecturer performance (LCP)

The moderation role of Mastery of Information Technology (ITC) in analyzing the influence of Social Competence (SCC) on lecturer performance (LCP) based on beta / standardized path coefficient of -0.058 with a negative direction. Beta / standardized path coefficient that is negative indicates that the role of the Mastery of Information Technology (ITC) is at a low level, with p-value = 0.280 > 0.05 so that it can be stated that the role of the Mastery of Information Technology (ITC) as a moderating cannot provide real contribution to the improvement of LCP. Hypothesis testing results prove that the Mastery of Information Technology (ITC) as a moderator is not proven to explain the effect of Social Competence (SCC) on lecturer performance (LCP), thus the hypothesis proposed (H₈) is rejected.

H₉ : The Role of Moderation Mastery of Information Technology (ITC) in analyzing the influence of Professional Competence (PFC) Towards lecturer performance (LCP).

The moderation role of the Mastery of Information Technology (ITC) in analyzing the influence of Professional competence (PFC) Against lecturer performance (LCP) based on beta / standardized path coefficient of -0.062 with a negative direction. Beta / standardized path coefficient that is negative indicates that the role of the Mastery of Information Technology (ITC) is at a low level, with p-value = 0.267 > 0.05 so that it can be stated that the role of the Mastery of Information Technology (ITC) as a moderating cannot provide real contribution to the improvement of LCP. Hypothesis testing results prove that the Mastery of Information Technology (ITC) as a moderator is not proven to explain the effect of Professional Competence (PFC) to the lecturer performance (LCP), so the hypothesis (H₉) is rejected.

H₁₀ : The Moderation Role of Mastery of Information Technology (ITC) in analyzing the effect of Seafarer technical competence (STC) on lecturer performance (LCP)

The moderation role of Mastery of Information Technology (ITC) in analyzing the effect of Seafarer technical competence (STC) on lecturer performance (LCP) based on beta / standardized path coefficient of -0.030 with a negative direction. Beta / standardized path coefficient which is marked negative explains that the role of Mastery of Information Technology (ITC) is at a low level, with p-value = 0.381 > 0.05 so that it can be stated that the role of the Mastery of Information Technology (ITC) as a moderating cannot provide real contribution to the improvement of LCP. Hypothesis testing results prove that the Mastery of Information Technology (ITC) as a moderator is not proven to explain the effect of Seafarer technical competence (STC) against lecturer performance (LCP), thus the hypothesis proposed (H₁₀) is rejected.

V. CONCLUSION

Pedagogical competence (PDC) has a significant influence in improving lecturer performance (LCP). Lecturers have the ability to manage learning while in the classroom, this is indicated by the ability of lecturers to master student characteristics so that the delivery of material. High personal competence (PSC) is proven to be able to improve lecturer performance (LCP), lecturer knowledge about customs both social and religious, and knowledge of aesthetics as well as having the right attitude towards knowledge and work, being a determining factor in improving lecturer performance. Social competence (SCC) has a significant positive effect on lecturer performance (LCP), this condition is supported by the ability of a lecturer to communicate and interact effectively and efficiently with students, student guardians and surrounding communities.

Competence Professional competence (PFC) lecturers demonstrated by the ability and expertise of lecturers in the field of expertise so that faculty can perform the duties and functions as the later with the professionalism of the directing faculty produce a good achievement. The low professionalism of lecturers and shown by the non-optimal academic and non-academic abilities of lecturers, is a

negative cause of the insignificant influence of Professional Competence (PFC) on lecturer performance (LCP). Seafarer technical competence (STC) has insignificant negative effect on lecturer performance (LCP), dseners who work at Seafaring Higher Education have high ability. Peran Mastery of Information Technology (ICT) as a moderating only be proven in testing the effect of Pedagogical competence (PDC) to the lecturer performance (LCP). While in other moderating results is not proven

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