



Achievement motivation mediates the influence of knowledge management and compensation on lecturer performance

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ABSTRACT

This research aims to determine and analyze the mediating role of achievement motivation with knowledge management and compensation on the performance of lecturers at XYZ College. Quantitative research methods were used in this research with a sample of 62 permanent lecturers divided into several study programs using proportional random sampling from a total population of 165 lecturers. The data collection technique uses a questionnaire in the form of closed answers on an interval scale of 1-10 with the help of an online questionnaire which is then processed and compiled into data frequency tabulations which are then analyzed using the SmartPLS 3.2.9 program. The research results are based on direct and indirect hypothesis testing that (1) Knowledge management has a significant positive effect on lecturer performance (2) Compensation has no effect on lecturer performance (3) Knowledge management has a significant positive effect on achievement motivation (4) Compensation has a significant positive effect on achievement motivation (5) Achievement motivation has a significant positive effect on lecturer performance (6) Achievement motivation positively and significantly mediates knowledge management on lecturer performance (7) Achievement motivation significantly positively mediates compensation on lecturer performance.

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1. INTRODUCTION

Higher education is a significant moral force for society and the Indonesian government. Of course, higher education is needed that has high moral integrity and national commitment. To achieve this integrity and commitment, higher education management is required that refers to the quality of effective and efficient management, which in carrying out its duties as a moral force builds and develops competent human resources in the fields of science and technology at regional and global levels (Hanafiah et al., 2021).

In order to achieve the targets and goals of universities to participate in producing superior human resources, serious efforts are needed from leaders to improve the performance of their organizations. Apart from the need to increase the quantity and

quality of infrastructure in order to achieve organizational targets and goals, it is also necessary to improve the quality of human resources in the organization. An important aspect that should be paid attention to is the performance of lecturers. According to Kridaningsih, (2020), effective lecturer performance remains one of the main determinants of every educational process in higher education because on it lies the success or failure of the education system. Lecturers have responsibility for the teaching and learning process (Rusdin, 2018). Therefore, lecturers are an important element in the educational process, especially in higher education in improving the quality of education. In Article 1 paragraph 2 of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, lecturers are defined as professional educators and scientists with the main responsibility of transforming, developing and disseminating science, technology and art through education, research and community service.

Knowledge management is an important enabler in achieving higher education performance. Conceptually, knowledge management is an organizational activity in managing knowledge as an asset. It requires efforts to distribute the right knowledge to the right people and in a short time, so that they can interact with each other, share knowledge and apply it in their daily work in order to improve organizational performance. Knowledge management can help the management of higher education institutions adapt to all kinds of conditions, especially in maintaining the performance of lecturers in implementing education (Wahyudi & Sunarsi, 2021).

Hakim, (2011) in (Saputra, 2020) explains that compensation is one of the motivational factors that can influence lecturer performance. Posuma's research (2013) in (Saputra, 2020) states that compensation given according to performance will be able to improve employee performance. High achievement motivation contributes to improved performance. A lecturer who has high achievement motivation tends to show better performance than others (Waluyo et al., 2023).

This research focuses on the performance of XYZ college lecturers. To become a highly competitive higher education institution, it is necessary to have adequate human resources (HR) both in terms of quality and in terms of appropriate quantity. Lecturers are an important part of higher education institutions. According to their duties, lecturers are people who work in the fields of education and teaching, research, community service and administrative activities. To improve the quality of the lecturers themselves to society, XYZ College is expected to play a role by cultivating the best human resources and actively participating in connecting current and future conditions, a real need for the world of science, technology and arts as well as society, including regions and country. Every university must have lecturer performance targets. Data regarding the assessment of lecturer performance is described as follows: In 2020 the Faculty of Engineering obtained an Average Score of 87.3, Faculty of Economics, Business and Education of 85.8, Vocational of 86.4, Faculty of Social, Political and Legal Sciences of 88.0 with each description in the good category. In 2021 the Faculty of Engineering obtained an Average Score of 83.5, the Faculty of Economics, Business and Education of 83.6, Vocational of 85.6, the Faculty of Social, Political and Legal Sciences of 88.9 with each description in the good category. In 2022 the Faculty of Engineering obtained an Average Score of 81.2, the Faculty of Economics, Business and Education of 81.7, Vocational of 83.9, the Faculty of Social, Political and Legal Sciences of 86.3 with each description in the good category.

Based on the recap of the work performance assessment list (DP3) of lecturers at XYZ College, it is known that from 2020 to 2022, all faculties received good assessments. However, it can be seen that there has been a decline in the period from 2020 to 2022 in several existing faculties, except for the engineering faculty and the faculty of social, political and legal sciences in the period 2020 – 2021. The Lecturer Performance Implementation Assessment List or what is usually called DP3 Lecturer is carried out by

the Chancellor and carried out by the Advisory and Development Council with an assessment period from January 1 to December 31 each year. Elements assessed in this DP3 include; (a) Loyalty (b) Work Performance (c) Responsibilities (d) Obedience (e) Honesty (f) Cooperation (g) Initiative (h) Leadership.

from the explanation in the previous paragraph, it can be concluded that although the performance of lecturers at XYZ College received good ratings in each faculty, there was a decline in the average score. So it is necessary to find out what can improve the lecturer's performance so that they are able to get better grades in order to achieve organizational goals and also increase competitiveness with other universities.

Apart from the problems that occur in the field, there are research gaps in previous research, namely the inconsistency of research on knowledge management and compensation for lecturer performance. Referring to research conducted by Kridaningsih, (2020); Rusilowati et al., (2021); Zulpriyadi et al., (2022), knowledge management has an influence on lecturer performance. Meanwhile, research by Masa'deh et al., (2017); Pragiwani et al., (2018) proves that knowledge management has no effect on lecturer performance. In the compensation variable research conducted by Kurniawan, (2022); Saputra, (2020); Zumali et al., (2021), compensation influences lecturer performance. Meanwhile, Bustomi et al., (2020); Rianda & Winarno, (2022); Zainuri & Mundakir, (2018) stated that compensation has no effect on lecturer performance. Based on business phenomena and research gaps, the author tries to create a new concept by providing intervening variables. In this research the author wants to use the achievement motivation variable as an intervening variable. In this case, achievement motivation is considered capable of improving performance. Waluyo et al., (2023), stated that high achievement motivation contributes to improving performance. A lecturer who has high achievement motivation tends to show better performance than others. Research identifies and explores factors that may hinder lecturers' performance, as well as providing an overview of performance changes over time so as to provide a holistic understanding of higher education management, especially in the context of lecturers' performance.

2. RESEARCH METHOD

Quantitative research methods were used in this research with a sample of 62 permanent lecturers divided into several study programs using proportional random sampling from a total population of 165 lecturers. The data collection technique uses a questionnaire in the form of closed answers on an interval scale of 1-10 with the help of an online questionnaire which is then processed and compiled into data frequency tabulations which are then analyzed using the SmartPLS 3.2.9 program. In this research, data analysis uses the Partial Least Square (PLS) approach. Structural Model Equation Model-Partial Least Square (SEM-PLS) is used to test the statistical significance of path coefficients, validity tests, reliability tests, inner model and outer model tests, as well as analysis of mediation effects.

3. RESULTS AND DISCUSSIONS

First, in using PLS-SEM we build a path model that connects variables and constructs based on theory and logic (Hair et al., 2019). When creating a path model, attention needs to be paid to distinguishing construction locations and the relationships between variables. The measurement model is used to assess the validity and reliability of indicators in the research model. Testing of the measurement model in this research was carried out on 62 permanent lecturers. Based on the data processing that has been carried out, the outer loading and AVE values can be seen in the following image:

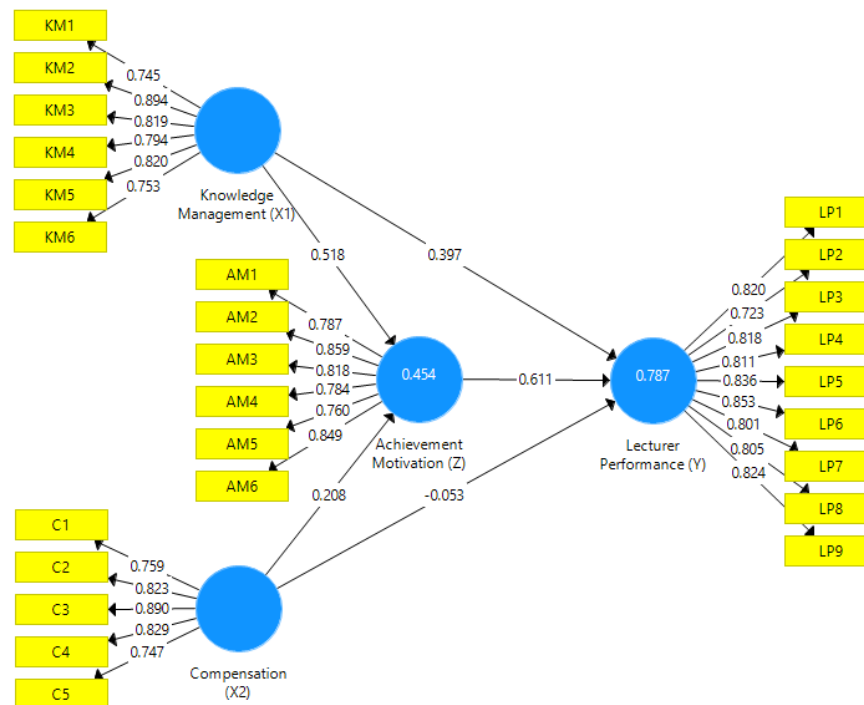


Figure 1. Outer model test results
Source: Output SmartPLS 3.2.9, 2023

From Figure 1, it can be seen that all the indicators measured have an outer loading > 0.7 . Thus the measurement model has been declared to meet the assumption of convergent validity. To be sure, the next stage is to measure discriminant validity by looking at the Average Variance Extracted (AVE) value as follows:

Table 1. Average Variance Extracted (AVE) dan Construct Reliability

Matrix	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Lecturer Performance (Y)	0.935	0.937	0.945	0.657
Knowledge Management (X1)	0.891	0.895	0.917	0.649
Compensation (X2)	0.869	0.873	0.906	0.658
Achievement Motivation (Z)	0.895	0.901	0.920	0.656

A research variable is said to be valid if it has a variance extraction (AVE) value > 0.5 (Ghozali, 2014). From Table 1 above, it can be seen that the variables in this research, namely knowledge management, compensation, achievement motivation, and lecturer performance, all get an average AVE value greater than 0.5, thus indicating that all variables meet the criteria for good discriminant validity in measurement model. The image above also shows the construct reliability value and Cronbach's alpha > 0.7 . In this way, the elements of construct validity and reliability have been fulfilled (Ghozali, 2014). Next, the measurement analysis can proceed to the structural model analysis (inner model) stage.

3.1 Structural Model Test Results (Inner Model)

In this research, a primary model test was carried out to determine how big the relationship between variables is and the ability of each exogenous variable to influence endogenous variables. The R Square and path coefficient values from the internal survey model are used as a summary for testing the structural model.

Table 2. R-Square Value

Variabel	R Square
Achievement Motivation (Z)	0,454
Lecturer Performance (Y)	0,787

From table 2. above, the R Square value shows that Achievement Motivation has an influence of 45.4% ($0.454 \times 100\%$) in influencing lecturer performance and the remaining 54.6% ($0.546 \times 100\%$) is influenced by other variables not studied. in this research. Furthermore, this also shows that the variables of knowledge management, compensation and achievement motivation amounting to 78.7% ($0.787 \times 100\%$) can influence lecturer performance. Apart from that, lecturer performance variables can be influenced by other variables not examined in this research by 21.3% ($0.213 \times 100\%$).

Next, it is important to recognize the scope of influence and direction of the relationship for each variable considered in the hypothesis which can be explained from the value of the path coefficient with the following results:

Table 3. Path Coefficient

No	Hyphotesis	Original Sample (O)	P Values	Direct of Relationship
1	KM (X1) → LP (Y)	0,397	0,001	Positive (+)
2	C (X2) → LP (Y)	-0,053	0,439	Negative (-)
3	KM (X1) → AM (Z)	0,518	0,000	Positve (+)
4	C (X2) → AM (Z)	0,208	0,025	Positive (+)
5	AM (Z) → LP (Y)	0,611	0,000	Positive (+)

Based on the data in Table 3 above, the analysis of the inner model structural model test results can be explained as follows: (1). It is known that knowledge management → lecturer performance obtained a path coefficient of 0.397. These results show that knowledge management has a positive influence on lecturer performance of 0.397 units. (2). It is known that compensation → lecturer performance obtained a path coefficient value of -0.053. These results show that compensation has a negative influence on lecturer performance of -0.053 units. (3). It is known that knowledge management → achievement motivation has a path coefficient of 0.518. These results show that knowledge management has a positive influence on achievement motivation of 0.518 units. (4). It is known that compensation → achievement motivation is obtained at a path coefficient of 0.208. These results show that compensation has a positive influence on achievement motivation of 0.208 units. (5). It is known that achievement motivation → lecturer performance is obtained at a path coefficient of 0.611. These results show that achievement motivation has a positive influence on lecturer performance of 0.611 units.

3.2 Hypothesis Testing

This research hypothesis testing was carried out by looking at the obtained t statistical values and p values in the bootstrapping test. The research t table value obtained was > 1.960 at a significance level < 0.05 . Based on the data processing carried out, the following hypothesis test results were obtained:

Table 4. Hypothesis Testing

Hypothesis	Original Sample (O)	T Statistics	P Values	Result
KM (X1) → LP (Y)	0,397	3,212	0,001	positive, significant.
C (X2) → LP (Y)	-0,053	0,775	0,439	negative, not significant.
KM (X1) → AM (Z)	0,518	5,444	0,000	positive, significant
C (X2) → AM (Z)	0,208	2,247	0,025	positive, significant
AM (Z) → LP (Y)	0,611	5,285	0,000	positive, significant

Based on the table above, the results of hypothesis testing can be interpreted as follows: (Hypothesis 1). The influence of knowledge management on lecturer performance. having a t statistical value obtained (3.212) > t table (1.960) and p value (0.001) < sig (0.05) explains that the influence of knowledge management on lecturer performance is significant. This means that knowledge management has a positive and significant effect on lecturer performance. (Hypothesis 2). The effect of compensation on lecturer performance has a statistical t value of (0.775) < t table (1.960) and p value (0.439) > sig (0.05), indicating that the effect of compensation on lecturer performance is not significant. This means that compensation has no effect and is not significant on lecturer performance. (Hypothesis 3). The influence of knowledge management on achievement motivation has a t statistical value obtained (5.444) > t table (1.960) and p value (0.000) < sig (0.05) explaining that the influence of knowledge management on achievement motivation is significant. This means that knowledge management has a positive and significant effect on achievement motivation. (Hypothesis 4). The effect of compensation on achievement motivation has a statistical t value of (2.247) > t table (1.960) and p value (0.025) < sig (0.05), explaining that the effect of compensation on achievement motivation is significant. This means that compensation has a positive and significant effect on achievement motivation. (Hypothesis 5). The influence of achievement motivation on lecturer performance has a statistical t value of (5.285) > t table (1.960) and p value (0.000) < sig (0.05), explaining that the influence of achievement motivation on lecturer performance is significant. This means that achievement motivation has a positive and significant effect on lecturer performance.

3.3 Indirect Effects

In the structural equation model of this research, achievement motivation acts as a mediating variable between knowledge management on lecturer performance and compensation on lecturer performance. To ensure the mediating effect of achievement motivation in the research model, it is necessary to know the value of the indirect effect on lecturer performance.

Table 4. Specific Indirect Effect

Indirect Effect	Original sample	Sample Mean	Standard Deviation	T Statistics	P Values
KM (X1) → AM (Z) → LP (Y)	0,316	0,323	0,087	3,632	0,000
C (X2) → AM (Z) → LP (Y)	0,127	0,132	0,060	2,118	0,035

The influence of knowledge management on lecturer performance through achievement motivation can be seen from the original sample value of 0.316 with a positive sign. Because the t-statistic value (3.632) > t-table (1.960) and p-value (0.000) < sig (0.05), then these results indicate that achievement motivation as an intervening variable plays a role in mediating knowledge management and lecturer performance. Thus, achievement motivation behavior can mediate the relationship between knowledge management and the performance of lecturers from XYZ College. The influence of compensation on lecturer performance through achievement motivation can be seen from the original sample value of 0.127 with a positive sign. Because the t-statistic value (2.118) > t-table (1.960) and p-value (0.035) < sig (0.05), then these results indicate that achievement motivation as an intervening variable can mediate compensation on lecturer performance. Thus, achievement motivation behavior can mediate the relationship between compensation and lecturer performance at XYZ College.

a. Mediation Analysis

Mediation analysis is carried out to determine the extent to which intervening variables can mediate latent variables. To begin a mediation analysis, we need to ensure

that all construct measures are appropriately reliable and valid and that the structural model meets all quality criteria. Referring to the mediation analysis process diagram sourced from Zhao et al., (2010) which can be seen in the image below:

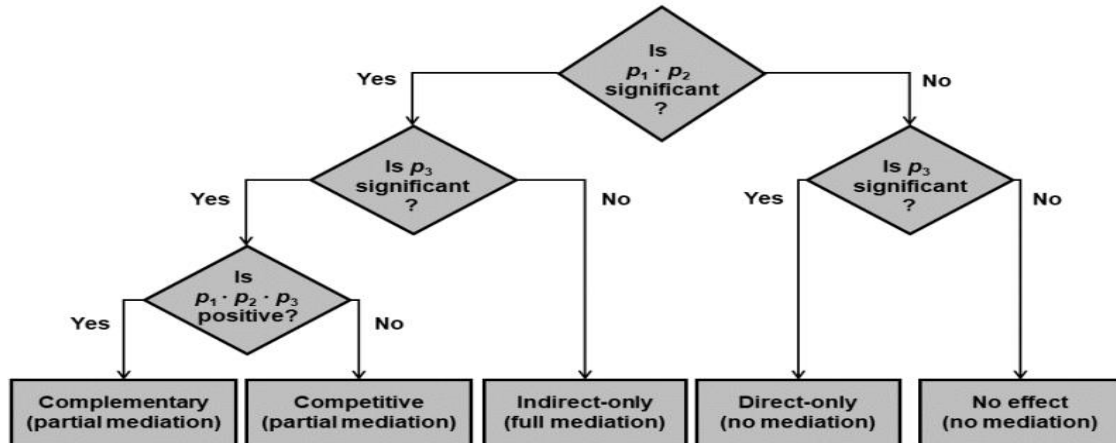


Figure 2. Mediation Process Diagram by Zhao et al., (2010)

Source: Hair et al., (2021)

symbol description:

- $p_1 \cdot p_2$ is an indirect effect,
- p_3 is a direct effect

The mediation analysis in this research can be interpreted as follows: (1). The indirect influence of achievement motivation between knowledge management and lecturer performance has a significant effect ($p_1 \cdot p_2 = \text{significant} = \text{Yes}$). And the direct influence of knowledge management on lecturer performance has a significant effect ($p_3 = \text{positive, significant} = \text{Yes}$). So the mediation analysis of achievement motivation with knowledge management on lecturer performance has a complementary or partial mediation effect. (2). The indirect influence of achievement motivation between compensation and lecturer performance has a significant effect ($p_1 \cdot p_2 = \text{significant} = \text{yes}$). Meanwhile, the direct effect of compensation on performance does not have a significant effect ($p_3 = \text{Negative, not significant} = \text{No}$). So the mediation analysis of achievement motivation with compensation on lecturer performance has an indirect only or full mediation effect, which means that the exogenous latent variable influences or plays a role in the endogenous latent variable due to the mediator variable.

3.4 Discussion

a. The Influence of Knowledge Management on Lecturer Performance

The results of hypothesis 1 testing show that knowledge management has a significant influence with a positive relationship on lecturer performance. This is based on the original sample value in the form of a positive number (0.397) and the statistical t value ($3.212 > t \text{ table } 1.96$) and also the P value ($0.01 < 0.05$). The original sample value of 0.363 shows the magnitude of the relationship between knowledge management and lecturer performance, which states that if there is an increase in knowledge management, lecturer performance will increase by 0.397 units.

This study shows that lecturers' performance is positively influenced by knowledge management, which means that lecturers have high enthusiasm in carrying out systematic processes, strategies and coordination whose function is to share and manage knowledge assets owned by universities in an effort to carry out their duties and

can increase productivity and improve the performance of lecturers, so that they can solve existing problems in an organization to gain a competitive advantage.

Findings in the field show that universities provide training and learning opportunities for lecturers in terms of implementing the Tri Dharma of Higher Education, such as writing quality articles, how to manage journals and teaching methods that can make students understand lecture material better, as well as increasing lecturer competence according to their scientific field. The university also encourages lecturers to share knowledge, work experience and discussions about university progress between fellow lecturers in sharing sessions which are usually held every week. By having a sharing session, lecturers will have broader insight regarding knowledge in carrying out their duties according to their field, so that this can make the knowledge management process at the university run well.

Apart from the above, lecturers in carrying out their duties make extensive use of technology that can support skills and knowledge. Such as the use of SPADA (Networked Learning System) and the SISTER application system (Integrated Resource Information System). SPADA is a system developed by the university to help the lecture process between lecturers and students be carried out online. As for the use of the SISTER application, this is a program from the Ministry of Education and Culture whose use is a system source containing the portfolios of teaching staff in Indonesia. This application allows each service to be connected to each other so that access to lecturer portfolios, formal data such as lecturer activities, teaching history, research and community service can be seen, which ultimately makes it easier to plan lecturer competency and career development.

This research is in line with the opinion of Ramadhani et al., (2020) which states that knowledge management is an effort to create, store, disseminate and apply knowledge to improve performance. Findings that support this research were conducted by Hasballah, (2021); Rusilowati et al., (2021); Younus & Zaidan, (2022) which proves that there is a positive and significant influence between knowledge management on lecturer performance.

b. The Effect of Compensation on Lecturer Performance

Hypothesis 2 test results show that compensation has a negative and insignificant effect on lecturer performance. This is based on the original sample value in the form of a negative number (-0.053) and the statistical t value ($0.775 < t$ table 1.96) and also the P value ($0.439 > 0.05$). shows that compensation is not able to improve lecturer performance significantly.

Findings in the field indicate that existing compensation in the university environment is still considered unsatisfactory from a financial perspective, namely salary and incentives. Where lecturers are asked to make good contributions but the acceptance given to lecturers is still deemed unsatisfactory. It is felt that the salary received by lecturers is still not appropriate, but this is different for lecturers who have structural positions. Apart from the incentive aspect, when lecturers carry out tasks outside of their obligations, such as event committees, the incentives given are felt to be inconsistent with the effort they have given.

Apart from that, it is also felt that compensation in terms of allowances, facilities and appreciation still cannot satisfy all lecturers at the university. Although in terms of the allowances and facilities provided by the university it can be said to be good, such as providing health insurance for allowances, the existing facilities have provided private lecture rooms, fast internet and supporting learning media in the classroom. Finally, in terms of appreciation, what is felt to be lacking is that the awards given are only incentives.

Basically, it is a private XYZ college which was established under the auspices of the Foundation. Regarding compensation within the university, everything is stated in the AD/ART and annual fund allocation. But again, the compensation given must also look at the capabilities of the Foundation itself, where the Foundation must have a policy regarding compensation in accordance with its capabilities. The hope is that the Foundation can adjust the compensation provided within the university environment so that all people within the university environment can be more prosperous, especially lecturers. Findings that support the results of this research were conducted by Bustomi et al., (2020); Rianda & Winarno, (2022); Zainuri & Mundakir, (2018) which proves that compensation has no significant effect on performance.

c. The Influence of Knowledge Management on Achievement Motivation

The results of hypothesis 3 testing show that knowledge management has a significant influence with a positive relationship on achievement motivation. This is based on the original sample value in the form of a positive number (0.518) and a statistical t value of 5.444 > t table 1.96 and also a P value (0.01) < 0.05. The original sample value of 0.518 shows the magnitude of the relationship between knowledge management and achievement motivation, which states that if there is an increase in knowledge management, achievement motivation will increase by 0.518 units.

Lecturers who apply knowledge management well and are supported by high achievement motivation can improve performance optimally. The relationship between knowledge management and achievement motivation can encourage a lecturer to use their ability to manage knowledge coupled with a spirit of achievement to always try to give their best and achieve success in their work.

Previous research that supports this hypothesis has been conducted by Haras et al., (2023); Nurhayati, (2023); Widodo et al., (2020) that knowledge management has a significant influence on achievement motivation.

d. The Influence of Compensation on Achievement Motivation

Hypothesis 4 test results show that compensation has a positive and significant influence on achievement motivation. This is based on the original sample value in the form of a positive number (0.208) and the statistical t value (2.247) > t table 1.96 and also the P value (0.025) < 0.05. shows that compensation can increase achievement motivation significantly. The original sample value of 0.208 shows the magnitude of the relationship between compensation and achievement motivation, which states that if there is an increase in compensation, achievement motivation will increase by 0.208 units.

The compensation received is a factor that can influence achievement motivation in carrying out one's work. There are many factors in compensation that can increase achievement motivation, a small example is when someone is given a reward in the form of incentives for good work, then that person will be more motivated to be able to excel in other jobs.

Previous research that supports this hypothesis was conducted by Adrika Putra et al., (2022); Prasetya & Yuniawan, (2016); Singhvi et al., (2018) stated that compensation can have a positive and significant influence on achievement motivation.

e. The Influence of Achievement Motivation on Lecturer Performance

The results of hypothesis 5 testing show that achievement motivation has a positive and significant influence on lecturer performance. This is based on the original sample value in the form of a positive number (0.611) as well as the statistical t value (5.285) > t table 1.96 and also the P value (0.000) < 0.05. shows that achievement motivation can significantly improve lecturer performance. The original sample value of

0.611 shows the magnitude of the relationship between achievement motivation and lecturer performance, which states that if there is an increase in achievement motivation, lecturer performance will increase by 0.611 units.

Findings in the field show that achievement motivation among lecturers is able to remind individuals to have a sense of desire to succeed and be successful in their work. A lecturer who has high achievement motivation will prefer challenges in his work and is willing to accept criticism. Apart from that, lecturers who have high achievement motivation in their work will be able to work together and have targets to achieve in order to improve their performance.

Previous research that supports this hypothesis has been conducted by Ibrahim et al., (2019); Sinaga et al., (2022); Waluyo et al., (2023) prove that achievement motivation can influence lecturer performance.

4. CONCLUSION

Knowledge management is proven to have a positive impact on the performance of XYZ College lecturers, so hypothesis 1 is accepted. This can mean that improving knowledge management can improve lecturer performance. These results are supported by research by Hasballah (2021); Rusilowati et al. (2021); Younus & Zaidan (2022). The author suggests improving the indicator with the lowest index value in knowledge management so that lecturers' performance can improve by improving the process of sharing knowledge and work experience between lecturers so that the knowledge management process can be even better. This can be done by holding a more intensive sharing session agenda, with this lecturers will have broader insight regarding knowledge in carrying out their duties according to their field, so that this can make the knowledge management process at the university run well. By implementing these sharing sessions, it is hoped that lecturers can improve their performance to be better based on the knowledge management that is carried out.

Compensation is not able to improve the performance of XYZ College lecturers, so hypothesis 2 is rejected. This indicates that compensation cannot significantly influence lecturer performance. The results of research stating that compensation does not have a significant effect on lecturer performance have been carried out by Bustomi et al., (2020); Rianda & Winarno, (2022); Zainuri & Mundakir, (2018). The author suggests increasing compensation in terms of financial and non-financial aspects so that lecturer performance can increase. Universities need to reward lecturers for the efforts they make in carrying out their duties. Awards should be given as soon as possible after the task is completed and conveyed sincerely by the chairman. When determining compensation for lecturers, it should be done fairly. This is done by conducting a job analysis to determine the value of each job so that internal justice is achieved. Then conduct a salary survey for the same job elsewhere to ensure external fairness. By fulfilling the principle of fairness in determining compensation, this will help maintain lecturer performance

Knowledge management is proven to have a positive impact on achievement motivation in XYZ College lecturers, so hypothesis 3 is accepted. This can be interpreted as improving knowledge management can increase achievement motivation in XYZ College lecturers. The research results that support this research have been carried out by Haras et al., (2023); Nurhayati, (2023); Widodo et al., (2020). The author suggests that universities continue to support and facilitate lecturers in implementing knowledge management well so that lecturers can have high achievement motivation so that lecturers can improve their performance optimally.

Compensation is proven to have a positive impact on achievement motivation in XYZ College lecturers, so hypothesis 4 is accepted. This can be interpreted as increasing compensation being able to increase achievement motivation in XYZ College lecturers.

The research results that support this research have been conducted by Adrika Putra et al., (2022); Prasetya & Yuniawan, (2016); Singhvi et al., (2018). Therefore, the author suggests that universities increase the compensation received by lecturers, because this is a factor that can influence achievement motivation in carrying out their work. There are many factors in compensation that can increase achievement motivation, a small example is when someone is given a reward in the form of incentives for good work, then that person will be more motivated to be able to excel in other jobs.

Achievement motivation is proven to have a positive impact on the performance of XYZ College lecturers, so hypothesis 5 is accepted. This can be interpreted that increasing achievement motivation can improve lecturer performance. These results are supported by research by Ibrahim et al., (2019); Sinaga et al., (2022); Waluyo et al., (2023). The author suggests improving the indicator with the lowest index value on achievement motivation so that lecturers' performance can improve by providing direction to lecturers to be more willing to accept criticism, whether from superiors or colleagues. This is intended so that lecturers can understand the assessment of their work from other people's perspectives in order to work better, so that this will make the achievement motivation process among lecturers even better.

Achievement motivation has been proven to be able to mediate the relationship between knowledge management and compensation and lecturer performance at XYZ College. Mediating achievement motivation with knowledge management on lecturer performance has a complementary or partial mediation effect and mediation of achievement motivation with compensation on lecturer performance has an indirect only or full mediation effect, which means that the exogenous latent variable influences or plays a role in the endogenous latent variable due to the mediator variable.

This research highlights the importance of improving the quality of human resources, especially lecturers, as the main pillar in the higher education process. Governments and educational institutions can use these findings as a basis for formulating or improving human resource management policies in higher education. Future research can analyze the relationship between internal factors (for example organizational culture or work environment) and external factors (for example changes in government policy) on lecturer performance.

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