

Original Article

Analysis of Personality, Ability and Motivation and Its Effects on Job Performance Lecturers in Higher Education in the Environment of Binaniaga Foundation

Ismulyana Djan¹

¹Department of management, STIE Binaniaga, Bogor, Jawa barat, Indonesia

Abstract - The focus of this research is to analyze the job performance of lecturers in private tertiary institutions in the Binaniaga Foundation, which is directly influenced by Personality, Ability, and Motivation variables, and Job Performance which is influenced indirectly by personality and abilities through motivation.

The research methodology used in this study is to use a survey method with a causal technique, and to analyze the presence or absence of influence between one variable with another variable, using path analysis. In analyzing research data fully using the help of SPSS Software (statistical product and service solutions) including descriptive statistical analysis, prerequisite tests of statistical data analysis, and hypothesis testing. The results showed that there was a positive direct effect on Personality on Job Performance (ρ_{41} : 0.314), Ability on Job Performance (ρ_{42} : 0.2246), Motivation on Job Performance (ρ_{43} : 0.366), Personality on Motivation (ρ_{31} : 0.643) positive direct effect of ability on motivation (ρ_{32} : 0.278).

Keywords - Personality, Ability, Motivation, and Job Performance.

I. INTRODUCTION

In the world of higher education which is currently becoming a serious concern of the Indonesian government, especially with regard to the plan of the Minister of Research and Technology to import the Chancellor of State and private universities, it becomes an interesting discussion as well as criticizing how an intellectual and other great people who are in the university are still it needs serious attention until it has to import its leader or chancellor like something is wrong that needs to be corrected. Rector is the title of leader as the highest structural position in a university type of university, the chancellor is a career that is a bonus for outstanding lecturers. As we know, the highest lecturer career is a professor. The issue of foreign chancellors is a form of disappointment of policymakers about the performance of tertiary

institutions which do not enter the top 100 tertiary institutions in the world through QS world university rankings, as we all know that the performance of tertiary institutions is almost certainly strongly influenced by the performance of lecturers at these tertiary institutions. Higher education will be measured by tri dharma of higher education which is also an indicator of lecturer performance, this can be seen from the six criteria required to be able to compete in the world ranking are (1) academic reputation, (2) graduation reputation, (3) faculty ratio and students, (4) citations of scientific journals, (5) international faculties and (6) international students. If you see these provisions, then almost the largest portion of the assessment is the performance of lecturers at tertiary institutions.

We understand together that the main task of tertiary institutions is clear, both as an institution and the instruments in it, including educators (lecturers) and education staff, staff and other structural elements must focus on the tri dharma of higher education, education, research and community service. This means that all elements, especially lecturers as the foremost part of realizing higher education institutions in their academic activities in tertiary institutions including lecturers and students must succeed in focusing their work on the tri dharma of the tertiary institutions.

One important element that cannot be separated from the Lecturer, in order to realize better education in the future is the job performance of the lecturer himself, in order to help the institutions that shelter change towards a better (continuous quality improvement) with all the abilities and responsibilities as an inseparable part of the institution itself.

Job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. This definition of job performance includes the behaviors that are within the control of employees, but it places a boundary on which are relevant (and are not) relevant to job performance.



II. LITERATURE REVIEW

The results are significant with a negative correlation between job stress and job performances and show that job stress significantly reduces the performance of an individual. The results suggest that organizations should facilitate supportive culture within the working atmosphere of the organization (Bashir et al, 2010). Hence, it reflects ability as it represents skills and knowledge related to the action. Finally, supportive supervision reflects an opportunity to perform, as opportunity denotes the invitation to participate and take part, or get involved. Leaders with their behavior (Collings & Mellahi, 2009) can create an opportunity to encourage employees' personal and professional growth (Contino, 2004), enable employees' skill development (Deci & Ryan, 1987), and create opportunities to participate.

Motivation can be defined in many different ways, and there are advantages in general definitions and theories of motivation. In Naylor, Pritchard, and Ilgen's (1980) theory, for example, the target of motivated behavior is the maximization of anticipated affect. Most motivation researchers in I-O psychology, however, have been concerned with a more specific direction of behavior, namely the motivation to perform (Locke, 1997). Indeed, three of the most commonly investigated. Trost et al. (2016) revealed that the effect of collective efficacy on team innovation was weaker when high levels of supportive supervision and proactivity moderated this relationship. When teams perceived lower levels of collective efficacy, team proactivity, and supportive supervision were more important for achieving higher levels of team innovation than they were when teams perceived lower levels of motivation. We discuss theoretical and practical implications.

Barkhi and Wallace (2007) conducted a study of online shopping by using the MBTI to test its effect on TAM constructs. In this study, personality traits extroversion, intuition, thinking, and perception are used as independent variables that affect TAM constructs. Barkhi and Wallace (2007) built the hypothesis that a positive thinking effect on perceived usefulness and intuitive personality has a positive effect on perceived ease of use. These results indicate that personality has a positive correlation to perceived convenience and perceived usefulness.

In the findings section Nuckcheddy (2018), the review determined that personality has an influence on motivation through personal emotional stability, level of aggression, and extrovert or introvert characteristics of workers. It was also found that personality has a significant effect on organizational behavior by influencing organizational tolerance, work environment, and work ethics. It was concluded that personality is an important topic that should be considered by management as they strive to improve

the motivation of workers and optimize organizational behavior at the workplace. (Helleman et al, 2016), argues that consideration needs to be given to the fact that different psychological working conditions, especially pleasure at work, are necessary depending on a worker's age, as well as prevention action for improving workability. (Wolbring, 2013) certain ability expectations and ableism are responsible for (a) the invisibility of disabled people in ecological health discourses; (b) the standoff between anthropocentric and biocentric/ecocentric approaches to health; and (c) the application of scientific and technological advancements to address problems arising out of current relationships between humans, animals, and environments. Tjosvold et al (2003), These results were interpreted as suggesting that Chinese managers and employees could develop effective leader relationships by strengthening their traditional values and orienting them to promoting applying abilities for mutual benefit.

III. RESEARCH METHOD

This research was conducted at the Bogor Binaniaga Foundation as a holding agency for four Private Universities, namely Economics College of Binaniaga (STIE), Binaniaga College of Computer Science (STIKOM), Bogor Computer Information Management Academy (AMIK), and BBC Sukabumi Polytechnic, with the population being all temporary lecturers in the PTS totaling 151 people. The research method uses survey methods with causal techniques, and to analyze the presence or absence of influence between one variable with another variable, using path analysis.

Determination of the number of samples in this study, using the Slovin formula (Husein Umar 2004: 107), were from a population of 151 lecturers obtained a sample of 102 people.

Data collection techniques were carried out using a questionnaire. Measurement of data available in the questionnaire using a rating scale (rating scale) with 5 rating scales. The instrument was designed and developed through theoretical analysis to determine to construct validity (construct validity), which is based on underlying theories and then synthesized in the form of indicators of personality, ability, and motivation variables and their effect on job performance.

In data analysis, research fully uses the help of SPSS Software (statistical product and service solutions) including descriptive statistical analysis, prerequisite test statistical data analysis, structural model testing, and hypothesis testing. While the

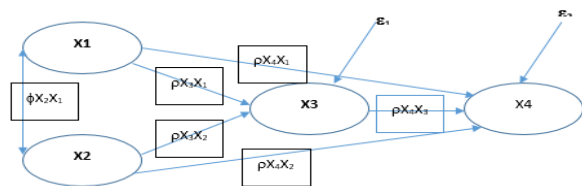


Fig. 1 Research Constellation Model

Based on Figure 1 above, the path equation can be made as below:

Path 1 : $X_3 = \rho_{X_3X_1}X_1 + \rho_{X_3X_2}X_2 + \epsilon_1$; **Path 2 :** $X_4 = \rho_{X_4X_1}X_1 + \rho_{X_4X_2}X_2 + \rho_{X_4X_3}X_3 + \epsilon_2$

IV. RESULT

Based on the results of the analysis of research data, several analysis results are obtained including descriptive statistical analysis and path analysis, as well as some parametric statistical tests such as data normality, significance, regression, and linearity tests, which are carried out before hypothesis testing.

A. Analysis of Research Data Description

Description of research data serves to describe or provide an overview of the object under study through sample data as it is, without analyzing and making conclusions that are generally applicable, some descriptions of research data that can be stated include: mean, median, mode, std deviation, variance, skewness, kurtosis, range, minimum, maximum, sum, and percentages of each study variable.

While the variables studied include; personality (X1), ability (X2), motivation (X3), and job performance (X4). The data comes from the results of a questionnaire that has been tested for validity and reliability, which were distributed and collected 102 samples from non-permanent lecturer respondents at universities under the auspices of the Binaniaga Foundation, namely STIKOM Binaniaga, STIE Binaniaga, AMIK Bogor, and BBC Polytechnic Sukabumi.

Based on the results of descriptive statistical analysis for the four variables studied namely; personality (X1), ability (X2), motivation (X3), and job performance (X4), with description data that can be expressed including; the number of samples, average, mean, mode, standard deviation, variance, skewness, flattening, range, minimum value, maximum value, and total data, can be summarized in detail as shown in Table 1. Summary of Descriptive Statistics Analysis on four variables.

Table 1. Summary of Descriptive Statistics Analysis on Four Variables.

		Personality	Ability	Motivation	Job Performance
N	Valid	102	102	102	102
	Missing	0	0	0	0
Mean		145.05	178.37	116.93	159.77
Std. Error of Mean		1.292	1.519	1.231	1.532
Median		145.00	178.00	115.50	159.00
Mode		140 ^a	166 ^a	108 ^a	145 ^a
Std. Deviation		13.052	15.340	12.432	15.477
Variance		170.364	235.305	154.560	239.543
Skewness		-.082	.065	.432	.072
Std. Error of Skewness		.239	.239	.239	.239
Kurtosis		-.773	.716	-.213	-.620
Std. Error of Kurtosis		.474	.474	.474	.474
Range		56	86	60	69
Minimum		115	133	95	126
Maximum		171	219	155	195
Sum		14795	18194	11927	16297
Percentiles	25	135.00	169.00	108.00	148.00
	50	145.00	178.00	115.50	159.00
	75	155.00	188.25	126.25	171.25

From table 1 it can be explained for instrument X1 (personality) consisting of 35 items or statements, the lowest theoretical score for personality variable is 35, while the highest theoretical score is 171, and the theoretical score for the median is equal to 115, based on empirical data from the results showed the lowest score of data 115, the highest score of 171 and a median of 145. This indicates a relatively high personality score.

For instrument X2 (ability) consisting of 45 items, the lowest theoretical score for cultural variables is 45, while the highest theoretical score is 225, and the theoretical score for the median is 135, based on empirical data from the research results obtained the lowest score data is 133, the highest score is 219 and the median is 178, this indicates a relatively high ability score is 31, while the highest theoretical score is 155, and the theoretical score for the median is 115, based on empirical data from the research results obtained the lowest score data of 95, the highest score of 155 and a median of 125, this indicates a relatively high motivation score.

While Instrument X4 (job performance) consists of 39 items, the lowest theoretical score for cultural variables is 39, while the highest theoretical score is 195, and the theoretical score for the median is 159, based on empirical data from the research results obtained the lowest score data is 126, the highest score of 195 and the median of 159, this indicates a relatively high job performance score.

B. Testing the Analysis Prerequisites

a) Data Normality Test

Data normality test becomes the main prerequisite in parametric statistical analysis, normality test is used to determine the distribution of data, whether the data is normally distributed or not. As explained, the normality test has also been analyzed and explained in descriptive statistics on the skewness ratio and the stroke ratio (kurtosis). Data requirements are normally distributed if the division value between statistics and standard error is in the range of -2 to +2.

Based on the results of normality test data for the instrument variable X1 (personality), instrument X2 (ability), instrument X3 (motivation), and instrument X4 (job performance), as well as the

results of analyzes conducted on the four variables, it can be concluded that the sample data came from the population is normally distributed, which can be fully seen in summary in Table 2:

Table 2. Summary of Analysis Results of Data Normality Test in Four Research Variables.

No	Variable	N	Skewness Ratio	Kurtosis Ratio	Information
1	X1	102	0,343530	0,309160	Normal
2	X2	102	0,273948	0,333996	Normal
3	X3	102	1,805192	1,124060	Normal
4	X4	102	0,302726	0,385590	Normal

b) Goodness of Fit

As a condition of eligibility for the equation or path regression that is made it must pass the test of the feasibility of the path or goodness of fit as the table below:

Table 3. Feasibility Test Equation (Goodnes of Fit)

Relationship between variables	F-Value	F-tabel	Sig nificant	Conclu sion
Ability and Personality with Motivation	167,714	(df1=97; df2=2, α=5%) =3,09	0,000	Signific ant
Ability, Personality and Motivation with Job Performance	100,368	(df1=98; df2=3, α=5%) =2,70	0,000	Signific ant

Based on table 3, the relationship between ability and personality with motivation has an F-calculated value greater than the F-table with a significance value below $\alpha = 5\%$, thus the path equation 1 is feasible and can be analyzed further, in the same way, the relationship between ability, personality, and motivation with job performance has a significant test value and can be used the next path analysis.

c) Testing the Structural Pathway

Causal Influence Model is analyzed using path coefficient (ρ_{ij}), based on the path diagram analyzed there are five path diagrams including the direct influence of X1 to X4 (ρ_{41}), the direct effect of X2 on X4 (ρ_{42}), direct effect of X3 on X4 (ρ_{43}), the direct effect of X1 on X3 (ρ_{31}), the direct effect of X2 on X3 (ρ_{32}). The path coefficient value is based on the correlation value on the causal paths. The magnitude of the path coefficient and correlation values are calculated with the help of the SPSS program. The path coefficient is found in the Beta (Standardized Coefficients) column of the

Coefficients table. The complete SPSS output results obtained the value of the correlation coefficient and path coefficient as follows:

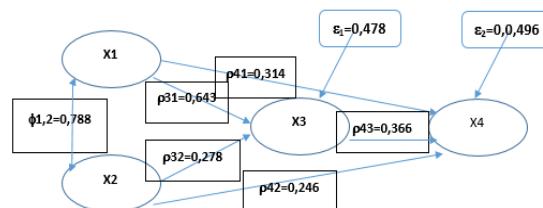


Fig. 2. Complete Path coefficient Test Results

Based on Figure 2, a path coefficient table can be summarized as table 4 below:

Table 4. Path coefficients

Relationship Between Variables	Path Coefficient	Correlation
X1 againts X4	$\rho_{41}=0,314$	$r_{14} = 0,823$
X2 againts X4	$\rho_{42}=0,246$	$r_{24} = 0,781$
X3 againts X4	$\rho_{43}=0,366$	$r_{34} = 0,830$
X1 againts X3	$\rho_{31}=0,643$	$r_{13} = 0,862$
X2 againts X3	$\rho_{32}=0,278$	$r_{23} = 0,785$

Based on the path coefficient value above, the research hypothesis testing is carried out on the path analysis conducted by t-test, by comparing t-count with t-table, where the t-table value is based on the t-distribution values table. With $n = 102$. At the 0.05 significance level, the value = 1.658 is obtained. Decisions are considered significant if $t_{count} > t_{table}$. in addition to using the t-test as mentioned above the research hypothesis testing path analysis value is also carried out on the probability value Sig. (Significance) compared to the 0.05 probability, the decision is considered significant if the probability of Sig. < Probability of 0.05.

The significance of the path analysis test is divided into two discussion models, namely the sub-structure-1 model that tests the significance of the path coefficients X1, X2, X3, and X4 both individually and partially (partially) and the sub-structure-2 model, which tests the significance of X1, X2, and X3, both multiple and individually. Multiple tests are performed to determine whether partial (individual) tests can be continued, as well as partial (individual) testing to determine whether there is a significant causal relationship between the variables tested in full explained as follows:

As a result of the significance test of the causal pathway that has been carried out on the sub-structure model-1 which consists of the influence of personality on job performance (ρ_{41}), ability on job performance (ρ_{42}), and motivation on job performance (ρ_{43}),. As well as testing the sub-structure-2 models namely personality to motivation (ρ_{31}), and ability to motivation (ρ_{32}), the results

of the analysis that have been carried out can be summarized as follows:

Table 5. Summary of Test Results for the Significance of Causal Paths for Research Variables

Relationship Variables Between	t-value	t-table	Significant	Conclusion
Personality with Motivation	8,250	1,658	0,000	Significantly influential
Ability with Motivation	3,568	1,658	0,001	Significantly influential
Personality with Job Performance	2,974	1,658	0,004	Significantly influential
Ability with Job Performance	2,846	1,658	0,005	Significantly influential
Motivation with Job Performance	3,493	1,658	0,001	Significantly influential

Based on the results of the analysis as mentioned above, the causal constellation form between the variables formed is identical to the initial research constellation, meaning that the model used is exactly the same arranged in the formation of paths based on theories that support so that no trimming model occurs, ie re-formation of the model after excluding exogenous variables whose path coefficient is not significant. This means that exogenous variables formed from the beginning are personality and ability variables and endogenous variables are job performance variables to the organization while motivation variables are theoretically placed as intervening variables and analysis prove that the path structure model formed has not changed.

C. Hypothesis Testing

Data analysis results in testing the Sub-Structure-1 and Sub-Structure-2 models are used as a basis for testing hypotheses and drawing conclusions in this study. Based on the research hypothesis testing, it can be summarized the results of testing each hypothesis as in table 6. Summary of the results of the research hypothesis testing, as follows:

Table 6. Summary of Research Hypothesis Testing Results

Research Hypothesis	Statistical Test	Decision	Conclusion
Personality has a direct positive effect on job performance	Ho: $\beta_{41} \leq 0$ H1: $\beta_{41} > 0$	Ho rejected	A Positive direct effect
The ability has a direct positive effect on job performance	Ho: $\beta_{42} \leq 0$ H1: $\beta_{42} > 0$	Ho rejected	A Positive direct effect

Motivation has a direct positive effect on job performance	Ho: $\beta_{31} \leq 0$ H1: $\beta_{31} > 0$	Ho rejected	A Positive direct effect
Personality has a direct positive effect on motivation.	Ho: $\beta_{32} \leq 0$ H1: $\beta_{32} > 0$	Ho rejected	A Positive direct effect
The ability has a direct positive effect on motivation	Ho: $\beta_{33} \leq 0$ H1: $\beta_{33} > 0$	Ho rejected	A Positive direct effect

D. Analysis of Direct Effects and Indirect Effects.

Based on the results of the hypothesis test as described above which is the level of significance that can be used to determine the presence and absence of direct and indirect effects between variables in causal, can be seen in the following Table 7.

Table 7. Direct and Indirect Causal Effects

Influence Between Variables	Path coefficient	BesGreat Causal Influencer Pengaruh Kausal		
		Directly	Not Directly through X3	Total Influence
X1 againts X4	$\rho_{41}=0,314$	0,314	0,235	0,549
X2 againts X4	$\rho_{42}=0,246$	0,246	0,102	0,348
X3 againts X4	$\rho_{43}=0,366$	0,366	0	0,366
X1 againts X3	$\rho_{31}=0,643$	0,643	0	0,643
X2 againts X3	$\rho_{32}=0,278$	0,278	0	0,278

Based on the analysis results as stated in the above table, it is known that the highest influence value is Personality on Motivation, and the lowest value is the causal influence of Ability on Job Performance. This indicates the magnitude of the influence of Personality with all the indicators in it on the level of motivation of lecturers in this organization, therefore lecturers view that values, norms, beliefs, rules that are mutually agreed upon and carried out together in order to achieve organizational goals become an important concern and the main for its existence in this organization compared to other factors, meaning that every time there is an increase in the perception of lecturers of these values it will directly affect the level of motivation of lecturers towards this organization.

While the value of the lowest influence is on the ability to job performance, which means that the lecturer considers that the process of the behavior of the direct superior individual that influences every step in the organization to move the wheels of the organization especially to influence the lecturer to do or not do something, the effect is very low on a deep sense of engagement between lecturers with private universities, compared to the influence among other variables. This means that an increase in ability that is more conducive will result in an increase in motivation to the organization, but the effect is lower than other research variables.

V. DISCUSSION

A. Positive Direct Effect of Personality on Job Performance on Organizations

The fundamental question in the formulation of the first problem is whether there is a positive direct effect of Personality on Job Performance in the Organization? Based on the facts and data that have been done during this research process, and based on the data that has been analyzed the regression coefficients and correlation results show that Personality and Job Performance towards the Organization have a relationship to form a regression equation $X_4 = 18.145 + 0.976 X_1$. (Sig.0.00 <0.05) and the relationship is linear as evidenced by. With the probability value of Sig. (Sig.0.00 <0.05) which means that the significance of the regression is stated to be very significant, with the resulting correlation coefficient of 0.823. This shows that every increase in Personality score will increase Job Performance towards the Organization.

While the results of the path analysis known as Personality on Job Performance on organizations have a path coefficient of $\rho_{41} = 0.314$ with a value of $t_{count} = 2.974 > t_{table} = 1.658$, while the probability value Sig. (Sig. 0.004 <0.05). Based on these values it can be stated that Personality has a positive and significant effect on Job Performance on the organization, the value of the direct effect is 0.314. In addition, Personality also has an indirect effect on Job Performance on organizations through motivation that is equal to 0.235 based on the results of the analysis showing that the total influence of Personality on Job Performance is 0.549.

The results of previous studies also have proven that Personality has a direct effect on Job Performance in organizations including studies from Saliu Usman et.al (2018), Hurtz, GM, & Donovan, JJ (2000), Barrick, MR, & Mount, MK (1991), Hogan, J., & Holland, B. (2003), Tett, RP, Jackson, DN, & Rothstein, M. (1991), Jex, SM (1998), Tett, RP, & Burnett, DD (2003).

In addition to the positive direct effect on Personality Job Performance on the organization also has an indirect influence, namely through motivation. This means that the lecturer gives a positive assessment of

the indicators as outlined in Personality, and feels motivated, then it will improve the Job Performance of the organization.

Thus the findings of facts and data in the analysis of this study further support previous findings regarding the existence of a very strong influence both the direct influence of Personality on Job Performance on the organization and the indirect effect of Personality on Job Performance on the organization through motivation.

B. Positive Direct Effect of Ability on Job Performance on Organizations

The second research question is whether there is a positive direct effect of ability on job performance on organizations. Based on the facts and data that have been done during the research process and, based on the data that has been analyzed, the results obtained are regression coefficients and correlations that Leadership and Commitment to the Organization have a relationship to form a regression equation $X_4 = 19.284 + 0.063 X_2$. (Sig.0.00 <0.05) and the relationship is linear. With the probability value of Sig. (Sig.0.00 <0.05) which means that the significance of the regression is stated to be very significant, with the resulting correlation coefficient of 0.781. This shows that every increase in Ability score will increase Job Performance towards the Organization.

While the results of the path analysis known as Ability on a commitment to the organization have a path coefficient of $\rho_{42} = 0.246$ with a value of $t_{count} = 2.846 > t_{table} = 1.658$, while the probability value Sig. (Sig. 0.005 <0.05). Based on these values it can be stated that the Ability has a direct positive and very significant effect on Job Performance on the organization, the value of the direct effect is 0.246. In addition, Ability also has an indirect effect on Job Performance on the organization through motivation that is equal to 0.102, based on the results of the analysis shows that the total effect of Ability on Job Performance on the organization is 0.348. These facts and data provide an understanding that ability is very influential on the job performance of members of the organization of their organizations.

The results of previous studies have proven that Ability directly affects or has a very strong relationship on Job Performance on organizations as conducted by Schmidt, FL, Hunter, JE, & Outerbridge, AN (1986), Hunter, JE (1986), Morgeson, FP, Delaney-Klinger, K., & Hemingway, MA (2005), Schmidt, FL, & Hunter, J. (2004), Ferris, GR, Witt, LA, & Hochwarter, WA (2001), Schmidt, FL (2002), Murphy, KR (1989), Schmidt, FL, Hunter, JE, Outerbridge, AN, & Goff, S. (1988),

Besides having a direct influence also has an indirect influence of leadership on the commitment to the organization through job satisfaction. This gives the meaning that the process of individual behavior

of direct supervisors that are responded to by lecturers will have an impact on the assessment of satisfaction or dissatisfaction with the conditions of work they are experiencing and lead to the level of lecturer loyalty to these PTS. So if the positive perception felt by the lecturer on the leadership process of his direct superior, and has an impact on the level of satisfaction felt, then by itself will increase loyalty or a deep sense of engagement of a lecturer with his college.

Thus the findings of facts and data in the analysis of this study further support previous findings regarding the existence of a very strong influence both directly organizational culture on the commitment to the organization, and indirectly through job satisfaction.

C. Positive Direct Effect of Motivation on Job Performance on Organizations

The third research question is whether there is a positive direct effect of motivation on job performance in organizations. Based on the facts and data that have been done during this research process, based on the data that has been analyzed the regression coefficient and correlation results obtained that Motivation and Job Performance towards the Organization has a relationship to form a regression equation $X_4 = 38,979 + 1,033 X_3$. (Sig.0.00 <0.05) and the relationship is linear. With a probability value of Sig. (Sig.0.00 <0.05) which means that the significance of the regression is stated to be very significant, with the resulting correlation coefficient of 0.830. This shows that every increase in Motivation score will increase Job Performance towards the Organization.

While the results of the path analysis note that Motivation in Job Performance organizations has a path coefficient of $\rho_{43} = 0.366$ with a value of $t_{count} = 3.493 > t_{table} = 1.658$, while the probability value Sig. (Sig. 0.001 <0.05). Based on these values it can be stated that motivation has a positive and significant effect on Job Performance on the organization, the value of the direct effect is 0.366.

The research data above shows that the influence of Motivation on Job Performance is so strong on the organization.

The results of previous studies have proven that Motivation directly affects or has a very strong relationship on Job Performance in organizations as conducted by Alonso, P., & Lewis, GB (2001), Halbesleben, JR, & Bowler, WM (2007), Barrick, MR, Stewart, GL, & Piotrowski, M. (2002), Bellé, N. (2013), Leisink, P., & Steijn, B. (2009), Lăzăroiu, G. (2015), Lawler, EE, & Hall, DT (1970), Bright, L. (2007).

Based on the results of the analysis and discussion, it clearly provides facts, and data that motivation will greatly affect the job performance of a lecturer of his PTS.

D. Positive Direct Effect of Personality on Motivation

The fourth research question is whether there is a positive direct effect on Personality on Motivation? Based on the facts and data that have been done during this research process, based on the data that has been analyzed the regression coefficient and correlation results show that Personality and Motivation have a relationship to form a regression equation $X_3 = -2.142 + 0.821 X_1$. (Sig.0.00 <0.05) and the relationship is linear. With the probability value of Sig. (Sig.0.00 <0.05) which means that the significance of the regression is stated to be very significant, with the resulting correlation coefficient of 0.862. This shows that every increase in Personality score will increase Motivation.

While the results of the path analysis note that Organizational Culture on Job Satisfaction has a path coefficient of $\rho_{31} = 0.643$ with a value of $t_{count} = 8.2250 > t_{table} = 1.658$, while the probability value Sig. (Sig. 0,000 <0.05). Based on these values it can be stated that organizational culture has a positive and very significant effect on motivation, the magnitude of the value of direct influence is 0.643.

The research data above shows that the strong influence of Personality on Motivation is also supported by previous studies conducted by Cattell, RB (1957), Cattell, RB, & Kline, PE (1977), Busato, VV, Prins, FJ, Elshout, JJ, & Hamaker, C. (2000), Major, DA, Turner, JE, & Fletcher, TD (2006). Linking proactive personality and the Big Five to motivation to learn and development activities. Journal of applied psychology, 91 (4), 927.

E. Positive Direct Effect of Ability on Motivation.

The fifth research question is whether there is a positive direct effect on ability on motivation? Based on the facts and data that have been done during this research process, based on the data that has been analyzed the regression coefficients and correlation results obtained that Leadership and Job Satisfaction have a relationship to form a regression equation $X_3 = 3,520 + 0.636 X_2$. (Sig.0.00 <0.05) and the relationship is shaped. With the probability value of Sig. (Sig.0.00 <0.05) which means that the significance of the regression is stated to be very significant, with the resulting correlation coefficient of 0.785. This shows that every increase in Ability score will increase Motivation.

While the path analysis results note that Leadership on Job Satisfaction has a path coefficient of $\rho_{32} = 0.278$. the value of $t_{count} = 3.568 > t_{table} = 1.658$, while the probability value Sig. (Sig. 0,000 <0.05). Based on these values it can be stated that the Ability has a positive and significant effect on motivation, the magnitude of the value of the direct effect is 0.278. This is evidenced in fact and Ability behavior data is very influential on motivation

The data shows a strong relationship between Ability and Motivation as previous studies conducted by Libby, R., & Luft, J. (1993), Black, S. J., & Weiss, M. R. (1992), Davis, T. L. (1995).

VI. CONCLUSION

Based on the analysis of the discussion and to answer the problem statements that have been raised in this study, it can be concluded that There are: positive direct effects of Personality variables on Job Performance on the organization ($\rho_{41} = 0.314$, $t_{(count)} > t_{(table)}$; $3.568 > 1.658$), which means that organizational personality is conducive to increasing Job Performance on the organization, there is a positive direct effect of Ability on Job Performance on the organization, ($\rho_{42} = 0.246$, $t_{(count)} > t_{(table)}$; $3.568 > 1.658$), this gives an understanding that Ability the stronger and appreciated by the organization, the higher the level of Job Performance of members of the organization, there is a positive direct effect of Motivation on Job Performance on the organization, ($\rho_{43} = 0.366$, $t_{(count)} > t_{(table)}$; $3.493 > 1.658$), meaning that Motivation high result in an increase in Job Performance lecturers on the organization, there is a positive direct effect on Personality Motivation, ($\rho_{31} = 0.643$, $t_{(count)} > t_{(table)}$; $2.974 > 1.658$), which means that conducive and good personality results in increased lecturer motivation and there is a positive direct effect of ability on the lecturer's Job Performance, ($\rho_{31} = 0.278$, $t_{(count)} > t_{(table)}$; $3.568 > 1.658$), which means Ability the stronger and more respected his subordinates resulted in increased work motivation for lecturers.

Thus, based on the analysis of the discussion and to answer the problem formulation that was raised at the beginning of the preparation of this study, it can be concluded as follows:

1. There is a positive direct effect of Personality on Job Performance on the organization, meaning that strong Personality results in an increase in Job Performance in the organization.
2. There is a positive direct effect of Ability on Job Performance on the organization, meaning that the ability of the Ability is stronger and valued by subordinates, the higher the level of Job Performance of members of their organization.
3. There is a positive direct effect of Motivation on Job Performance on the organization, meaning that high work motivation causes an increase in Job Performance of lecturers in the organization.
4. There is a positive direct effect of Personality on Motivation, meaning that strong Personality results in an increase in Motivation of lecturer work.
5. There is a positive direct effect of Ability on the work motivation of lecturers, meaning that Ability is getting stronger and valued its existence resulting in an increase in the work motivation of lecturers

There is a positive direct effect of Ability on the work motivation of lecturers, meaning that Ability is getting stronger and valued its existence resulting in an increase in the work motivation of lecturers

Causal Productions permits the distribution and revision of these templates on the condition that Causal Productions is credited in the revised template as follows: "the original version of this template was provided by courtesy of Causal Productions (www.causalproductions.com)".

REFERENCES

- [1] Anderson, N. H., & Butzin, C. A., Performance = Motivation \times Ability: An integration-theoretical analysis. *Journal of Personality and Social Psychology*, 30(5) (1974) 598.
- [2] Barrick, M. R., & Mount, M. K., The big five personality dimensions and job performance: a meta-analysis. *Personnel Psychology*, 44(1) (1991) 1-26.
- [3] Barrick, M. R., Stewart, G. L., & Piotrowski, M., Personality and job performance: Test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology*, 87(1) (2002) 43.
- [4] Barrick, M. R., Stewart, G. L., & Piotrowski, M., Personality and job performance: Test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology*, 87(1) (2002) 43.
- [5] Bellé, N., Experimental evidence on the relationship between public service motivation and job performance. *Public Administration Review*, 73(1) (2013) 143-153.
- [6] Black, S. J., & Weiss, M. R., The relationship among perceived coaching behaviors, perceptions of ability, and motivation in competitive age-group swimmers. *Journal of sport and exercise psychology*, 14(3) (1992) 309-325.
- [7] Bright, L., Does person-organization fit mediate the relationship between public service motivation and the job performance of public employees?. *Review of public personnel administration*, 27(4) (2007) 361-379.
- [8] Busato, V. V., Prins, F. J., Elshout, J. J., & Hamaker, C., Intellectual ability, learning style, personality, achievement motivation, and academic success of psychology students in higher education. *Personality and Individual Differences*, 29(6) (2000) 1057-1068.
- [9] Cattell, R. B., Personality and motivation structure and measurement., (1957).
- [10] Cattell, R. B., & Kline, P. E., The scientific analysis of personality and motivation. Academic Press., (1977).
- [11] Davis, T. L., Gender differences in masking negative emotions: Ability or motivation?. *Developmental Psychology*, 31(4) (1995) 660.
- [12] Ferris, G. R., Witt, L. A., & Hochwarter, W. A., Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology*, 86(6) (2001) 1075.
- [13] Halbesleben, J. R., & Bowler, W. M., Emotional exhaustion and job performance: the mediating role of motivation. *Journal of applied psychology*, 92(1) (2007) 93.
- [14] Hogan, J., & Holland, B., Using theory to evaluate personality and job-performance relations: A socio analytic perspective. *Journal of applied psychology*, 88(1) (2003) 100.
- [15] Hertz, G. M., & Donovan, J. J., Personality and job performance: The Big Five revisited. *Journal of applied psychology*, 85(6) (2000) 869.

- [16] Jex, S. M., Stress and job performance: Theory, research, and implications for managerial practice. Sage Publications Ltd., (1998).
- [17] Kim, The Effect of Management Commitment To Service On Employee Service Behaviors: the Mediating Role of Job Satisfaction., (2009).
- [18] Lawler, E. E., & Hall, D. T., Relationship of job characteristics to job involvement, satisfaction, and intrinsic motivation. *Journal of Applied psychology*, 54(4) (1970) 305.
- [19] Lăzăroiu, G., Employee motivation and job performance. *Linguistic and Philosophical Investigations*, (14) (2015) 97-102.
- [20] Leisink, P., & Steijn, B., Public service motivation and job performance of public sector employees in the Netherlands. *International Review of Administrative Sciences*, 75(1) (2009) 35-52.
- [21] Libby, R., & Luft, J., Determinants of judgment performance in accounting settings: Ability, knowledge, motivation, and environment. *Accounting, Organizations and Society*, 18(5) (1993) 425-450.
- [22] Morgeson, F. P., Delaney-Klinger, K., & Hemingway, M. A., The importance of job autonomy, cognitive ability, and job-related skill for predicting role breadth and job performance. *Journal of applied psychology*, 90(2) (2005) 399.
- [23] Murphy, K. R., Is the relationship between cognitive ability and job performance stable over time?. *Human performance*, 2(3) (1989) 183-200.
- [24] Salgado, J. F., The five-factor model of personality and job performance in the European Community. *Journal of Applied psychology*, 82(1) (1997) 30.
- [25] Schmidt, F. L., The role of general cognitive ability and job performance: Why there cannot be a debate. *Human performance*, 15(1-2) (2002) 187-210.
- [26] Schmidt, F. L., & Hunter, J., General mental ability in the world of work: occupational attainment and job performance. *Journal of personality and social psychology*, 86(1) (2004) 162.
- [27] Schmidt, F. L., Hunter, J. E., & Outerbridge, A. N., Impact of job experience and ability on job knowledge, work sample performance, and supervisory ratings of job performance. *Journal of applied psychology*, 71(3) (1986) 432.
- [28] Schmidt, F. L., Hunter, J. E., Outerbridge, A. N., & Goff, S., Joint relation of experience and ability with job performance: Test of three hypotheses. *Journal of Applied psychology*, 73(1) (1988) 46.
- [29] Tett, R. P., & Burnett, D. D., A personality trait-based interactionist model of job performance. *Journal of Applied psychology*, 88(3) (2003) 500.
- [30] Tett, R. P., Jackson, D. N., & Rothstein, M., Personality measures as predictors of job performance: A meta-analytic review. *Personnel Psychology*, 44(4) (1991) 703-742.
- [31] Thompson, J. A., Proactive personality and job performance: a social capital perspective. *Journal of Applied psychology*, 90(5) (2005) 1011.