The Effect Of Intellectual Intelligence, Emotional Intelligence, And Competence On Lecturers' Performance Moderated By Lecturers' Achievement Motivation Employed In Higher Education Service Institutions In Region Vii, East Java

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ABSTRACT

This study aims to analyze the effect of intellectual intelligence, emotional intelligence, and competence on lecturers' performance, as well as the role of achievement motivation as a moderating variable in higher education service institutions under LLDIKTI Region VII, East Java. This research employed a quantitative approach with a sample of 278 lecturers selected using proportional random sampling. Data were collected through questionnaires and analyzed using Structural Equation Modeling (SEM) with AMOS version 25.

The results indicate that intellectual intelligence has no significant effect on competence, career development, or lecturers' performance. Emotional intelligence significantly affects competence and lecturers' performance, but does not significantly influence career development. Competence has a significant positive effect on both career development and lecturers' performance, while career development does not significantly affect lecturers' performance. Furthermore, achievement motivation significantly moderates and strengthens the relationship between competence and lecturers' performance, as well as between career development and lecturers' performance.

The novelty of this study lies in positioning achievement motivation as a moderating variable, whereas previous studies generally treated it as an independent variable. These findings provide important implications for improving lecturers' performance through strengthening competence and achievement motivation.

Keywords: Intellectual Intelligence, Emotional Intelligence, Competence, Career Development, Lecturer Performance, Achievement Motivation.

INTRODUCTION

The higher education system in Indonesia is currently facing significant challenges in adapting to rapid global changes and increasing competition. As a strategic sector, higher education plays a crucial role in improving the quality of human capital and supporting national development. In this context, the demand for high-

quality human resources has become increasingly important, as organizations require individuals who are capable of responding effectively to dynamic environmental changes.

Human resources are widely recognized as a key determinant of organizational success, including within higher education institutions. The effectiveness of educational institutions largely depends on the quality, competence, and performance of their academic staff. Therefore, the development and management of human resources must be carried out systematically to ensure the achievement of institutional goals.

Lecturers, as professional educators and researchers, hold a central role in the implementation of higher education. They are responsible for carrying out the tridharma of higher education, which includes teaching, research, and community service. According to Government Regulation No. 37 of 2009, lecturers are expected not only to disseminate knowledge but also to contribute to the advancement of science, technology, and society. Consequently, lecturer performance becomes a critical factor in determining the overall quality of higher education outcomes.

Despite their strategic role, various issues related to lecturer performance remain evident, particularly in private higher education institutions. These issues include low research productivity, limited community service activities, slow career advancement, and suboptimal fulfillment of academic workload reporting. Such conditions indicate that there are underlying factors influencing lecturer performance that need to be further investigated.

The Higher Education Service Institution (LLDIKTI) Region VII East Java oversees a large number of private universities, study programs, and lecturers. With more than 23,000 lecturers and over 600,000 students under its coordination, LLDIKTI Region VII plays a vital role in ensuring the quality and competitiveness of higher education institutions. However, the large scale of this system also presents challenges in maintaining consistent lecturer performance across institutions.

Previous studies have identified several factors that influence employee performance, including intellectual intelligence, emotional intelligence, competence, and career development. However, the findings of these studies remain inconsistent, particularly regarding the role of intellectual intelligence and career development in improving performance. In addition, achievement motivation is often treated as an independent variable, whereas its role as a moderating variable has not been widely explored.

Therefore, this study aims to analyze the influence of intellectual intelligence, emotional intelligence, competence, and career development on lecturer performance, with achievement motivation as a moderating variable. This research is expected to provide a deeper understanding of the factors affecting lecturer performance and offer practical implications for improving human resource management in higher education institutions, particularly within LLDIKTI Region VII East Java.

RESEARCH METHODS

Kerlinger (2004:75) states that survey research is research conducted on

large or small populations, but the data studied are data from samples taken from the population, so that relative events, distributions, and relationships between variables are found. Survey research is usually used to draw a generalization. In favor of Malhotra's (1996) concept that in research using a quantitative approach, research can use research samples in numbers that can represent the population being studied. The results obtained are conclusive so that they produce conclusions that can be generalized. The data collected in this study were analyzed statistically using Strutural Modeling (SEM) software with concepts and applications using the Analysis of Moment Structures (AMOS) program version 26.

3.2. Conceptual Framework

Based on the problems that have been formulated, in this study there are seven variables that will be studied, namely exogenous variables (independent variables) X, endogenous variables (dependent variables) Y, intervening variables (Z) and moderating variables (M). These variables are: Intellectual Intelligence (X1), Emotional Intelligence (X2), Competence (Z1), Career Development (Z2), Achievement Motivation (M) and Performance variables (Y).

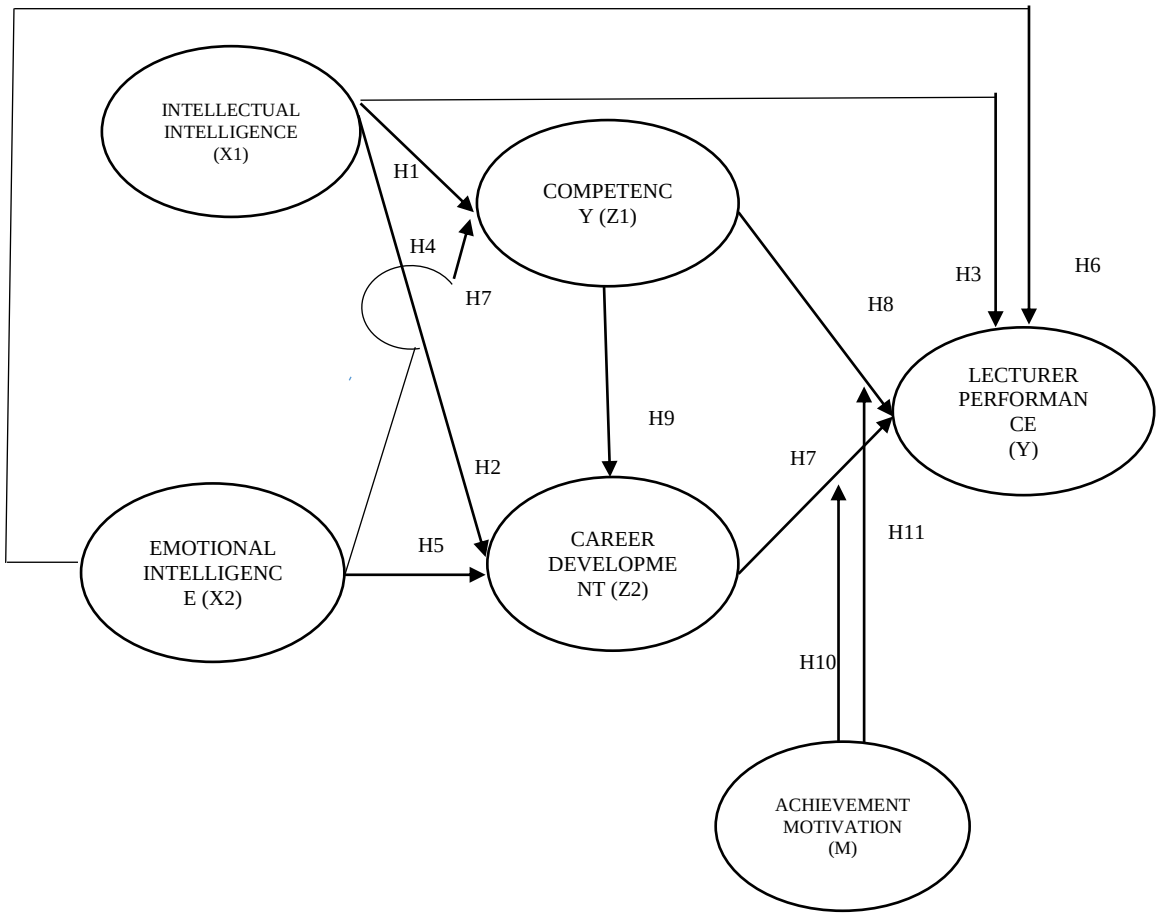

Figure 1
Conceptual Framework

Population and Sample

The population in this study were lecturers at the DPK LLDIKTI Region VII East Java, as listed in Table 1.

Table 1 Number of lecturers at the DPK LLDIKTI 7 in 2023

Number of PTS	Number of DPK Lecturers
139	914

Source of LLDIKTI Region 7 2023

The sampling technique used in this study was proportional random sampling. According to Sugiono (1999), proportional random sampling is a sampling technique in which all members have an equal opportunity to be selected as a sample according to their proportion, whether large or small, of the population.The sample size depends on the researcher's desired level of accuracy and error. However, in terms of error rate, the maximum error rate in social research is 5% (0.05). The greater the error rate, the smaller the sample size. However, it is important to note that the larger the sample size (closer to the population), the smaller the chance of generalization errors. Conversely, the smaller the sample size (farther from the population), the greater the chance of generalization errors. The population of DPK lecturers in LLDIKTI Region 7, East Java, at the time of the study was 914 people.

The sampling technique in this study used the formula proposed by Slovin:

$$n = \frac{N}{1+Ne^2}$$

Where: n = Minimum number of samples taken
N = Number of research population
E = Sampling error tolerance level

In this study, the population of civil servant lecturers in DPK LLDIKTI Region VII was 914,
while the minimum number of samples to be taken with a tolerance level of 5% is:

$$n = \frac{914}{1+914(0.05)^2}$$

$$= 278$$

Evaluation of Multicollinearity and Singularity. Another important assumption is independence between observations, or in other words, the absence of linear dependence between observed variables in the model, known as singularity. Singularity detection is performed by examining the determinant of the sample covariance matrix, where a value close to 0 indicates a dependency between at least one observed variable and another (Byrne, 2001).

Table 2 Multicollinearity and Singularity Test Results

	KIN	MOT	KAR	COMP	INTER	EMOTIONS	INTEL
KIN	,010						
MOT	-,074	32,903					
KAR	,012	1,218	,823				
COMP	,003	,596	-,013	,814			
INTER	,010	,783	,105	,168	,592		
EMOTIONS	,013	,458	,073	,112	,228	,667	
INTEL	,012	-1,199	,141	-,039	,015	,035	1,077

Condition number = 3651,544

Eigenvalues

33,031 1,167 ,984 ,708 ,605 ,384 ,009

Determinant of sample covariance matrix = .056

The determinant value of the sample covariance matrix in this study is 0.056 or greater than 0, so it is concluded that there is no interdependence between variables.

Structural Model Analysis

1. Model Suitability Testing

Structural model testing uses several fit indices to measure the suitability of the research model being developed. The AMOS analysis yielded the following results:

Structural Model Estimation Results with Modification Indices

The results of the evaluation of the goodness of fit criteria values produced by the SEM model are as follows:

Table 3 Goodness of Fit Test Results on Structural Models

Criteria	Analysis Results	Critical Value (Cut-off Value)	Model Evaluation
Chi Square	4118,798	As small as possible	The smaller the better
cmin df	1,570	≤ 2.00	*Good fit*
GFI	0.739	≥ 0.90	*Marginal fit*
AGFI	0.701	≥ 0.90	*Marginal fit*
TLI	0.914	≥ 0.90	*Good fit*
CFI	0.923	≥ 0.90	*Good fit*

NFI	0.816	≥ 0.90	*Marginal fit*
RMSEA	0.045	≤ 0.08	*Good fit*

Source: Researcher data

The results of the structural model suitability test show that all criteria have met the requirements (marginal fit and good fit), so that the structural model can be accepted, and then a significance test is carried out on the influence between variables, both direct influence and moderating influence.

2. Testing the Significance of the Direct Effect

The next stage of structural model analysis is testing the structural relationship on the direct effect path, which is an examination of the parameter estimates of the relationship between variables representing each theoretical hypothesis. A hypothesis is accepted if the path parameters are statistically significant with the direction of influence as predicted, meaning the path parameters must be greater than zero for the positive direction and less than zero for the negative direction (Hair et al., 2014:589).

In structural relationship testing, hypothesis testing is conducted to determine the significance of the influence between variables, using the critical ratio (CR) and probability values (p-value). The significance of the influence between variables is determined by the following criteria: if the CR value is ≥ 1.96 or the p-value is ≤ the 5% significance level, then a significant influence is determined. The results of the research hypothesis test based on the SEM analysis output:

Table 4 Results of Direct Path Significance Test

Hip.	Relationship between variables	Coefficient	CR	P-Value	Note:
H1	Intellectual Intelligence→Competence	0.016	0.750	0.454	No Significant
H2	Intellectual Intelligence→Career Development	-0.017	-,413	0.679	No Significant
H3	Intellectual Intelligence→Lecturer Performance	-0.019	-,037	0.300	No Significant
H4	Emotional Intelligence→Competence	0.557	4,213	0,000	Significant
H5	Emotional Intelligence→Career Development	-0.257	-1,017	0.309	No Significant
H6	Emotional Intelligence→Lecturer Performance	-0.241	-2,021	0.043	Significant
H7	Competence→Lecturer Performance	0.843	6,922	0,000	Significant
H8	Career Development→Lecture	0.007	0.243	0.808	No Significant

	r Performance				
H9	Competence→Career Development	0.838	4,688	0,000	Significant

Source: Based on the results of researcher processing using Smart PLS 4.0 (2024)

Based on Table 4 above, it can be explained as follows:

1) The estimated coefficient of the influence of Intellectual Intelligence on Competence shows an insignificant influence with a CR value of 0.750 (less than 1.96) and a significance level (p-value) of 0.454 (greater than 5%). The resulting influence coefficient is only 0.016, meaning that the higher Intellectual Intelligence is not able to provide a real impact on increasing Competence. Thus, the first hypothesis stating that Intellectual Intelligence has a significant influence on the competence of DPK lecturers in LLDIKTI Region 7, East Java, cannot be accepted (H1 is rejected).
2) The estimated coefficient of the influence of Intellectual Intelligence on Career Development shows an insignificant influence with a CR value of -0.413 (less than 1.96) and a significance level (p-value) of 0.679 (greater than 5%). The resulting influence coefficient is -0.017, meaning that the higher Intellectual Intelligence is unable to provide a real impact on increasing Career Development, even tending to decrease Career Development. Thus, the second hypothesis stating that Intellectual Intelligence has a significant influence on the career development of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H2 is rejected).
3) The results of the estimated coefficient of the influence of Intellectual Intelligence on Lecturer Performance show an insignificant influence with a CR value of -1.037 (less than 1.96) and a significance level (p-value) of 0.300 (greater than 5%). The resulting influence coefficient is -0.019, meaning that the higher Intellectual Intelligence is not able to provide a real impact on improving Lecturer Performance, even tends to decrease Lecturer Performance. Thus, the third hypothesis which states that Intellectual Intelligence has a significant influence on the performance of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H3 is rejected).
4) The estimated coefficient of influence of Emotional Intelligence on Competence shows a significant influence with a CR value of 4.213 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is 0.557, meaning that higher Emotional Intelligence can provide a real impact on increasing Competence. Thus, the fourth hypothesis stating that Emotional Intelligence has a significant influence on the competence of DPK lecturers in LLDIKTI Region 7, East Java, can be accepted (H4 is accepted).
5) The estimated coefficient of the influence of Emotional Intelligence on Career Development shows an insignificant influence with a CR value of -1.017 (less than 1.96) and a significance level (p-value) of 0.309 (greater than 5%). The resulting influence coefficient is -0.257, meaning that the higher Emotional

Intelligence is unable to provide a real impact on increasing Career Development, even tending to decrease Career Development. Thus, the fifth hypothesis which states that Emotional Intelligence has a significant influence on the career development of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H5 is rejected).

6) The estimated coefficient of influence of Emotional Intelligence on Lecturer Performance shows a significant influence with a CR value of 2.021 (greater than 1.96) and a significance level (p-value) of 0.043 (less than 5%). The resulting influence coefficient is -0.241, meaning that higher Emotional Intelligence can provide a real impact on improving Lecturer Performance. Thus, the sixth hypothesis which states that Emotional Intelligence has a significant influence on the performance of DPK lecturers in LLDIKTI Region 7 East Java, can be accepted (H6 is accepted).
7) The estimated coefficient of influence of Career Development on Lecturer Performance shows an insignificant influence with a CR value of 0.243 (less than 1.96) and a significance level (p-value) of 0.808 (greater than 5%). The resulting influence coefficient is 0.007, meaning that the higher Career Development is not able to provide a real impact on improving Lecturer Performance. Thus, the eleventh hypothesis which states that Career Development has a significant influence on the performance of DPK lecturers in LLDIKTI Region 7 East Java, cannot be accepted (H7 rejected). 8) The results of the coefficient estimation of the influence of Competence on Lecturer Performance show a significant influence with a CR value of 6.922 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is 0.843, meaning that the higher the Competence is able to provide a real impact on improving Lecturer Performance. Thus, the tenth hypothesis which states that Competence has a significant influence on the performance of DPK lecturers in LLDIKTI Region 7 East Java, can be accepted (H8 is accepted). 9) The results of the coefficient estimation of the influence of Competence on Career Development show a significant influence with a CR value of 4.688 (greater than 1.96) and a significance level (p-value) of 0.000 (less than 5%). The resulting influence coefficient is 0.838, meaning that the higher the Competence is able to provide a real impact on improving Career Development. Thus, the twelfth hypothesis which states that Competence has a significant influence on the career development of DPK lecturers in LLDIKTI Region 7, East Java, can be accepted (H9) accepted).

3. Testing the Significance of the Moderation Path (Moderating Effect)

The next stage of analysis is testing the moderating effect. According to Hair et al. (2017:259-269), testing the moderating effect in SEM can be done in several ways, including the two-step approach used in this study. The results of the moderating effect test using the two-step approach are summarized in Table 5 below:

Table 5 Results of Direct Path and Moderation Significance Test

Hip.	Moderating Relationship	Coefficient	CR	P-Value	Note:
H10	Achievement Motivation Moderates the Influence of Competence on Lecturer Performance	+0,000	3,140	0.002	Significant (Strengthen)
H11	Achievement Motivation Moderates the Influence of Career Development on Lecturer Performance	+0,000	3,929	0,000	Significant (Strengthen)

Source: Processed data (Appendix 3)

Based on Table 5 above, it can be explained as follows:

1) The results of the moderation analysis of Achievement Motivation on the influence of Competence on Lecturer Performance show a significant influence with a CR value of 3.140 (greater than 1.96) and a significance value (p-value) of 0.002 (smaller than the 5% real level). The resulting influence coefficient is 0.000 (positive/strengthening), meaning that Achievement Motivation significantly strengthens the influence of Competence on Lecturer Performance. Thus, the thirteenth hypothesis which states that Achievement Motivation moderates the influence of Competence on Lecturer Performance of dpk lecturers in LLDIKTI Region 7 East Java, can be accepted (H10 is accepted).
2) The results of the moderation analysis of Achievement Motivation on the influence of Career Development on Lecturer Performance show a significant influence with a CR value of 3.929 (greater than 1.96) and a significance value (p-value) of 0.000 (smaller than the 5% real level). The resulting influence coefficient is 0.000 (positive/strengthening), meaning that Achievement Motivation significantly strengthens the influence of Career Development on Lecturer Performance. Thus, the fourteenth hypothesis which states that Achievement Motivation moderates the influence of Career Development on Lecturer Performance of dpk lecturers in LLDIKTI Region 7 East Java, can be accepted (H11 is accepted).

RESULTS AND DISCUSSION

Based on the results of hypothesis testing and discussion of research results as above, the findings of the structural model and the results of this dissertation research can be shown as follows:

Intellectual Intelligence has no significant effect on the competence of lecturers at the DPK LLDIKTI Region 7 East Java, showing an insignificant effect. This means

that the higher the intellectual intelligence, the less significant the impact (influence) on improving the competence of lecturers at the DPK LLDIKTI Region 7 East Java. The results of this study support the research of Shinta Ayu Safitri, Agung Listiadi (2020), Siti Nafisah Azis (2021), Shinta Ayu Safitri, Agung Listiadi (2020, Siti Nafisah Azis (2021), However, it differs from the research results of Darman et.al, (2021).

Intellectual Intelligence has no significant effect on the Career Development of lecturers at the DPK LLDIKTI Region 7, East Java. This means that higher intellectual intelligence does not significantly impact the career development of lecturers at the DPK LLDIKTI Region 7, East Java. The results of this study differ from those of Qaiyim (2018).

Intellectual Intelligence has no significant effect on the Performance of Lecturers at DPK LLDIKTI Region 7 East Java. This means that the higher the intellectual intelligence, the less significant the impact on improving the performance of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study support the research of Aliyah Rahmawati (2022), Hari (2016), Muzakar Isa1, Aprilia Tri Cahyaningsih (2021), Muzakar Isa1, Aprilia Tri Cahyaningsih (2021), Uzma et al (2013), Armansyah (2002), Suyitno (2017), Nilamartini et al (2021), Hari (2016), Shinta Ayu Safitri, Agung Listiadi (2020), However, it differs from the research results of Darman et.al, (2021), Qaiyim (2018), Tirta Sati (2018), Suhandra (2016).

Emotional Intelligence has a positive and significant effect on the competency of lecturers at the DPK LLDIKTI Region 7, East Java. This means that higher intellectual intelligence does not significantly impact the performance of lecturers at the DPK LLDIKTI Region 7, East Java. The results of this study are similar to those of Ari, La Ode As et al. (2019), Agung Listiadi (2020), Ida Kumala Sari (2018), Hau-lin Tam, Sylvia YCL Kwok, Anna NN Hui, Doris Ka-yin Chan, Cynthia Leung, Janet Leung, Herman Lo, Simon Lai (2020), Uğur Akpur (2020), Ye Hoon Lee (2018), Raquel Gómez-Leal, Allison A. Holzer, Christina Bradley, Pablo fernándezberrocal & Janet Patti. (2021), Poornima Rajendran (2020), Sri Rahayu et al (2018). However, the results of this study are different from the research of Shinta Ayu Safitri, Agung Listiadi (2020), Shinta Ayu Safitri, Agung Listiadi (2020), Shinta Ayu Safitri, Agung Listiadi (2020), Shinta Ayu Safitri, Agung Listiadi (2020), Shinta Ayu Safitri, Agung Listiadi (2020), Laksmi & Sujana (2017), Nugroho et al. (2018), and Rahayu (2019), 21. Michelle Cleary, Denis Visentin, Sancia West, Violeta Lopez, Rachel Kornhaber. (2018).

Emotional Intelligence has no significant effect on the Career Development of lecturers at DPK LLDIKTI Region 7 East Java.), meaning that the higher the emotional intelligence, the less significant the impact (influence) on the career development of lecturers at DPK LLDIKTI Region 7 East Java. The results of this research are different from the research of Fitriana, Charissa Sherly (2015), Hau-lin Tam, Sylvia YCL Kwok, Anna NN Hui, Doris Kayin Chan, Cynthia Leung, Janet Leung, Herman Lo, Simon Lai (2020), Huidan Huang, Xiaosu Wang, Sudhakar Sengan, Thota Chandu (2021), Joseph C. Rodea, Marne Arthaud-Dayb, Aarti Ramaswamic, Satoris Howesd (2017), Uğur Akpur (2020), S. Ramesh (2021), Ye Hoon Lee (2018), Sergio Mérida-López and Natalio Extremera (2020), Mariana Gomes da Costa, Luisa Helena Pinto, Helena Martins, Diana Aguiar Vieira (2021), López, María Inmaculada-Núñez (2022), Darmadi (2016). Research Fitriana,

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Emotional Intelligence has a negative and significant effect on Interpersonal Communication Performance, meaning that the higher the emotional intelligence, the less it can provide a real impact (influence) on the career development of lecturers at DPK LLDIKTI Region 7 East Java. The results of this study support the research of Muzakar Isa1, Aprilia Tri Cahyaningsih (2021), Kms. M. Hasbiyallah, Fakhry Zamzam, Luis Marnisah (2021), Ayu, Tirta Sati (2018), Cherniss, (2000), Cahyani (2019), Lulus (2010), Puspitaningrum (2018), Nkemakolam, Emmanuel et al. (2021) Pilar Berrios Martos and Natalio Extremera.(2020), Ibnu Aziz Mutaqien.(2019), Poornima Rajendran (2020), Utari Sofyana, Ruslan A. Kamisb, Muhammad Tahrimc, Rahmat Sabuharid.(2021), Moni Trad et al (2021), Nilamartini et al (2021), Purwasih (2017). However, it is different from the research results of Ardana, et al. (2013), Hari Nugroho Akimas (2016), Ardana, et al. (2013), Hari Nugroho Akimas (2016), Amram (2005), Hari Nugroho Akimas (2016), Aliyah Rahmawati (2022), Ardana, et al. (2013), Ishak (2018), Laksmi & Sujana (2017), Nugroho et al. (2018), and Rahayu (2019), Oktariani (2016), M. Kulkarni et al., (2009), Kahtani, (2013), Anggraeni (2012), Muhammad Asrar-ul-Haqi, Sadia Anwar, Misbah Hassan (2017), Darman: 2021, Ardana, et al. (2013), Hari Nugroho Akimas (2016).

Competence has a significant positive effect on the performance of lecturers at the DPK LLDIKTI Region 7 East Java. This means that the higher the competence of lecturers at the DPK LLDIKTI Region 7 East Java, the higher the performance of lecturers at the DPK LLDIKTI Region 7 East Java. The results of this study support the research of Fakhruddin Noer Ardiansyah (2023), Aris Triyono, Tri Rahayu, Heriyanto (2022), Heri Fitriadi, (2021); Mikha Agus Widiyanto, (2019); Jubaedah, Suryadi & Heru Santosa, (2021); Asfar Amir, Syahrir, Marzuki, & Zahari, (2015), Riyanto Wibowo, (1-18), Siti Nafisah Azis (2021), Muhammad Dedi Syahputra, Hasrudy Tanjung (2020), Tati, Setiawati (2009), Asmini (2019), Manik, Sudarmin et al (2018), Wardhani, Roro Aditya Novi et al (2020), Kurniawan (2012), Handajani, Sri (2017), Helisia (2020), Zaim H (2013), Sari (2013:152-153), Putu Gede Ariyan (2016), Eigis Yani Pramularso (2018), Vertasari and Zunaidah (2014), Dina Rande pada (2016), Hasanuddin Lauda, IA Brahmasari, Amiartuti Kusumaningtyas (2019), Didik Agus Santoso and Ida Ayu Brahmasari (2018), Zamhuril Yahya and Fitri Hidayat (2014), Nornazira Suhairom, Aede Hatib Musta'amal, Nor Fadila Mohd Amin, Yusri Kamin, Nur Husna Abdul Wahid (2019), S. Ramesh (2021), Elwina Maspupa Riski.(2021), Shuartini (2010). However, it is different from the research results of Siti Nafisah Azis (2021), Suyitno (217-151), Sari (2013), Dhermawan, Sudibya, and Utama (2016:181), Harlen M. (2007), Endang Tirtana Putra (2017), Yudi Supiyanto (2015), Arifiani & Wahyono, (2018), Agustin (2020), Lestari (2021), Hidayat (2021), Sreekanangsih, et al. (2015).

Career development has no significant effect on the performance of lecturers at DPK LLDIKTI Region 7 East Java, meaning that the higher the career development, the less significant the impact on the performance of lecturers at DPK LDIKTI Region 7 East Java. The results of this study support the research of Felisa (2020)

and Rialmi (2020), Pronajaya et al. (2021), Kurniawan et al. (2020), Abhie Zeni Nurmalaya, Hermin Endratno (2022), Putri and Ratnasari (2019), Hadiwijaya (2016), Marsuq (2017), Prianggara (2020), Achmad Jaya Syahbaniah (2015). However, it differs from the results of Kms' research. M. Hasbiyallah, Fakhry Zamzam, Luis Marnisah (2021), Muhammad Dedi Syahputra, Hasrudy Tanjung (2020), Al-Arsy, Auliana Farrababnie (2014), and Winarti, Endah (2015), Margahana, Helisia (2020), Afridhamita, Chellsa et al. (2020), Achmad Jaya (2015), Yohana Pandendenan (2017), Intan Puspita Siregar (2013).

Competence has a significant positive effect on the career development of lecturers at the DPK LLDIKTI Region 7 East Java, meaning that the higher the career development, the more it is not able to provide a real impact on the performance of lecturers at the DPK LLDIKTI Region 7 East Java. The results of this study are the same as those of Fakhruddin Noer Ardiansyah (2023), Yuliantini, Ayu (2013), Wardhani, Roro Aditya Novi et al. (2020), Qaiyim (2018).

Achievement motivation strengthens the influence of competence on the performance of lecturers at the DPK LLDIKTI Region 7, East Java.

Achievement motivation strengthens the influence of career development on the performance of lecturers at the DPK LLDIKTI Region 7, East Java.

The findings of the research results above show that, of the eleven and support the theory and results of previous research that exist, namely, hypotheses 6, 7, 9, 10, and 11. The other six hypotheses cannot support the theory and several previous research results, namely hypothesis 1 which states that Intellectual Intelligence has no significant effect on the competence of DPK LLDIKTI lecturers in Region 7 East Java, hypothesis 2 which states that Intellectual Intelligence has no significant effect on Career Development, hypothesis 3 which states that intellectual intelligence has no significant effect on the performance of DPK LLDIKTI lecturers in Region 7 East Java. Hypothesis 5 which states that Emotional Intelligence has no significant effect on career development, and hypothesis 8 which states Career Development has no significant effect on Lecturer Performance.

CONCLUSION

This study examines the influence of intellectual intelligence, emotional intelligence, competence, and career development on lecturer performance, with achievement motivation as a moderating variable. The findings indicate that emotional intelligence and competence are significant determinants of lecturer performance, while intellectual intelligence and career development do not show a significant direct effect.

The results suggest that lecturer performance is more strongly influenced by emotional and behavioral factors than by purely cognitive abilities. In addition, competence plays a central role in enhancing both performance and career development, highlighting its importance in human resource development within higher education institutions.

Furthermore, achievement motivation is proven to strengthen the relationship between competence and performance, as well as between career development and performance. This indicates that motivational factors are crucial in optimizing the impact of professional capabilities on lecturer outcomes.

From a practical perspective, higher education institutions, particularly those under LLDIKTI Region VII East Java, should prioritize the development of

emotional intelligence, competence, and achievement motivation through training programs, performance evaluation systems, and career support mechanisms.

This study contributes to the literature by positioning achievement motivation as a moderating variable, providing a more comprehensive understanding of the factors influencing lecturer performance. Future research is recommended to explore additional variables and apply different methodological approaches to further validate these findings.

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