



# The Main Role of Locus of Control and Professional Ethics on Lecturer's Performance (Indonesian Lecturer Empirical Study)

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## ABSTRACT

As the professional staff of higher education institution, a lecturer is not only required to have competence but also to have proficiency in socialization in surrounding environment. Besides considered to be able to teach, a lecturer is literally required to learn and keep his professional ethics both inside and outside the campus. In order to fulfill them, the control of locus of control and professional ethics play the role. This research aims at analyzing the relationship of locus of control and professional ethics with lecturer's performance. The object of this research is 42 management department lecturers of private campuses with religious ideology in Makassar and this research employs a multiple linear regression as its analysis method. The results of this research state that internal locus of control has significant influence (0.018), external locus of control has no significant influence (0.584) and professional ethics has significant influence (<0.01) on lecturer's performance. The R<sup>2</sup> value is 0.783 or 78.3%.

**Keywords:** Locus of Control, Professional Ethics, Lecturer's Performance

**JEL Classification:** O15

## 1. INTRODUCTION

A discussion of lecturer's professionalism principle as a skilled and competent teaching staff cannot be separated from the rule of standards that bind them, which are code of conduct and professional ethics. A professional lecturer does not only serve to be a teaching staff and a researcher, but also serves to be a balancer in the dynamics of the community through community service activities in order to practice his knowledge for the sake of the community. This means that the essence of professionalism has two forms of uniqueness, which are special knowledge and obligation to serve the community through his profession background (Christopher et al., 2003), or in other words, professional means able to place something proportionally (Evans, 2008). In the academic world, campus serves to be a sacred institution that plays the role in invention or innovation activities, conceptualization of ideas, dissemination of science and dissemination of truth pursuant to empirical data and facts (Kusuma, 2017). Such statement is similar to what is proposed by (Julius and Ifedha, 2013) that an unethical behavior will create legal issues in the future. For doing daily activities, pay attention to ethical norms is important because ethical norms contain all

the rules that govern appropriate actions (Babalola et al., 2017). Ethics are useful to create good credibility in the environment. Unethical behavior and does not follow the rules will certainly have an impact and legal issues and indeed lead to formal and social sanctions (Araujo, 2009). Un-ethical behavior will eliminate trust of internal part such us colleagues or external part in surrounding environment. In the future for restore the credibility and good trust of course require more time and great sacrifice. Therefore, a lecturer's professional ethics do not only bind such individual in the campus, but the inherent title "Lecturer" should also be brought into social environment.

One of the news pages in 2016 contains news about a lecturer at one of the private campuses in East Java Sumenep regency who was fired disrespectfully as a result of not obeying the lecturer ethics codes. The dismissal at July 2016 Fired lecturer was given sanctions because conjecture data manipulate (www.Cendananews.com, 2016). Still, in 2016, there is also a case of lecturers who end up dealing with the law because of drugs (www.news.detik.com, 2016) (www.liputan6.com, 2016). In 2018 there is also a legal case involved lecturer related hate speech in social media and spread the "Hoax" (www.jabar.tribunnews.

com, 2018). The examples of cases were presented are lessons for other lecturers to be professional and able to position themselves neutrally, mature, and wise in various situations especially in the era involving information technology.

The lecturer is an important profession to support the continuity of learning and teaching activity for higher education with an important role to deliver and present course materials to students (Frans, 2018). According to (Law No.14 Year 2005) regarding Teacher and Lecturer, the lecturer is a professional educator and scientist with the main duty to transform, develop, and disseminate science, technology, and arts through education, research and community services (three principles of higher education). In Article 60 Law No. 14 Year 2005, the lecturer is obligated to respect legislation, laws, code of conduct, as well as religious and ethical values. In support of professional performance in order to universally realize organization's objectives, personal attitude and ability in maintaining a social relationship with colleagues and leader are required. In addition, high spirit at work, patience, thoughtfulness and positive action are also required by the profession and constitute a unity a professional worker must have (Siska, 2015), considering that Human Resources quality constitutes an organization's intangible assets (www.kompas.com, 2012).

In order to realize quality Human Resources, self-motivation ability, personal attitude and personal characteristics are the first step as well as the key to success to be a reliable professional Human Resource (www.Hradvisors.com, 2015), including a lecturer as a professional staff. Self-motivation ability and personal attitude are called locus of control in the concept of psychology. The locus of control concept (self-control center) is first proposed by Julian Rotter in 1975, in which locus of control is an individual's level of confidence in seeing causality relationship between conduct, mindset which is then interpreted based on events in his life in seeing a success (Ridwan, 2013), (Sundari, 2014), (Angelova, 2016), (Menezes, 2008)., locus of control is divided into 2 (two) categories: External locus of control, which is an individual's tendency to see that a success is influenced by factors beyond himself (Menezes, 2008), (Ridwan, 2013), (Adi et al., 2012); and internal locus of control, which is an individual's tendency to see that any success results from his own effort and competence. Point of view plays an important role in determining initial step and final process of a success to be achieved, even if there are many factors that influence an individual's performance in addition to professionalism, such as organization's culture, internal competitive condition and compatibility of job description with worker's ability (Hermawan and Kaban, 2014).

Interestingly, when withdrawn into academician domain, that many factors influence the performance is certainly interesting for us to correlate, especially lecturer that is the Human Resource of higher education. As all of us exactly know, lecturer's main duty and function are the Three principles of higher education which contain obligations in education, teaching, service and other important supporting aspects in the scope of academic domain, which are then bound by Law No. 14 Year 2015, in which lecturer is obligated to respect legislation, laws, code of conduct,

as well as religious value and moral ethics, so that lecturer as a professional staff in a higher education institution is demanded not only to be strongly competent but also proficient in socialization in surrounding environment. Lecturer's literal role requires them, besides considered to be able to teach almost simultaneously, to learn and to be able to maintain their professional ethics as professional staff in a higher education environment in Indonesia.

## 2. LITERATURE REVIEW

### 2.1. Social Learning Theory (SLT)

SLT developed by Albert Bandura which states that where a person behaves to follow the pattern of behavior of many people who originally did not know to know (Bandura, 1971) means no interaction no learning. SLT emphasizes the components of human cognitive, understanding, meaning and evaluation. Social learning itself is the development of the Theory of Behaviorism (Behaviorism). SLT states that social factors play an important role in social learning in addition to behavioral and personal factors and the environment in which it resides. SLT itself is the root of locus of control developed by Jullian Rotter. In relation between SLT and locus of control specifically describe potential behavior is generated through expectations and reinforcement values (Rotter, 1954). Behavior Potential is The likelihood that a certain behavior will be performed (Rotter, 1954). Expectancy is The likelihood that a certain behavior will be reinforced (Wabba and House, 1974) (Evans et al., 1982) (Ramli and Jusoh, 2015). Reinforcement Value is The extent to which an individual values the expected reinforcement of an action (Rotter, 1954), (Rotter, 1975), (Lefcourt, 2014). In Psychological concept behavior is a result of an interaction between the environment and internal factors. Behavior in the organization is a character that distinguishes between other organizations, as well as a vision and mission that later developed into an organizational culture. Good behavior and professional will then form a good and professional organizational culture as well (Chiu et al., 2014).

### 2.2. Locus of Control

The Locus of control concept is first introduced by Julian Rotter in 1966. Rotter explains that people have the ability to see causality relationship between their own conduct and emerging amplifying factors. According to Rotter, Locus of control refers to personality dimension which helps explain individual's behavior. This refers to what extent an individual is convinced and confident to control any events influencing him. Locus of control is basically divided into internal and external locus of control. According to Gardner and Warner in 1978, locus of control is related to individual acceptance and responsibility as the result of his own conduct (Nerguz and Oguz, 2010). One of the factors which influence the development of locus of control is physical and social environments (Sundari, 2014). Lamm et al. in 1976 finds the fact that an individual with well-established socio-economic background sees future more optimistically than an individual with poor-established socio-economic background (Woodward, 1982), (Adi et al., 2012). Locus of control divide in 2 categories such as locus of control internal and locus of control external. Individual characteristics with locus of control internal characters believe that all forms of success has achieved is the result of his hard work and ability. Individuals who

believe that success is the result of hard work certainly have an unyielding attitude towards challenges. The attitude is forging the individuals becomes more mature in his behaving (Woodward, 1982) and (Smith et al., 1995). While individuals with locus of control external characters assume the success earned by luck so he also believes in good and bad hunch before or in the process of his action. This attitude certainly leads the individuals with locus of control external character assessing based on material value so in his action always expect for help (Woodward, 1982). Certainly in daily activities, someone is confronted with two opposite options which makes person become optimistic or pragmatic. In uncertain situation the individuals must be careful to determine the strategy to face the challenges in various situations especially in the competition era.

Many studies have been conducted previously to explain the interrelationship between locus of control and performance and that locus of control has a significant influence on performance, such as that proposed by (Angelova, 2016). Meanwhile, performance is a series of results obtained by an individual who has worked for a specific period (Jaksic and Jaksic, 2013), (Wuryaningsih and Kuswati, 2013), (Adi et al., 2012), (Eka, 2010). Another opinion proposes that a person with an internal locus of control has higher performance than a person with external locus of control (Menezes, 2008).

### 2.3. Professional Ethics

Performance is the result of an assessment of the quality and quantity of a person in completing each job (Teman, 2005) and more than that performance also includes how the outcome of a work process (Kusuma, 2017). The result of work is a factor that affects the performance of the organization (Sukirno and Siengthai, 2011). In the higher education systems, lecturer's performance has a strategic role and is the main factor determining student performance and hence university performance. To produce a good performance and optimal role of personal factors, internal and external conditions is a factor that contributes to the person performance.

Ethics is a complex process with which we will be able to behave in a balanced way in various situations and conditions. Ethics is a branch of philosophy since it is related to critical meaning of anything which involves moral and moral experience (Julius and Ifedha, 2013). In its relation, professional ethics is divided into two aspects, moral aspect and normative ethics, to counter egoism and fulfillment of personal desire (Suryaningnum et al., 2013). Professional ethics is also the branch of business ethics and moral ethics in which attitude of professional ethics becomes the basis to assess whether or not an individual is professional. Professional ethics is the key to differentiate a human from one another (Mohsen, 2014). In Indonesia, lecturer's professional ethics is regulated in law No. 14 Year 2005 regarding teacher and lecturer. The lecturer is regulated with ethical principles, ethical rules and ethical interpretations (Hilmi, 2013). In relation to teaching and learning process in campus, the results of researches conducted by Dolinger in 2000 and Noel in 1987 state that locus of control has a positive influence on student's learning success (Manichander, 2014).

In performing activities, a lecturer is bound by rules and code of conduct which are the guidance to perform his duties as a professional educating staff, such as: He should become a model both orally and in action, insightful and experienced, open in disseminating and absorbing science as well as open to criticism and diversity, active in community service, and objectively assess students (Wahyu, 2013). This professional ethics describes idealistic and practical behavioral standard in achieving objectives (Oktaviani, 2014). Thorne in 2000 states that professional ethics consists of ethical perception and ethical consideration (Wibowo, 2014). Ethical perception is an individual's ability to discover an ethical issue existing in his environment and ethical consideration is regarding an assessment of which action may be morally justified. Several types of research state that ethics positively and significantly influences performance (Cahyani et al., 2015), (Hilmi, 2013), (Afta, 2013), (Setya and Gea, 2014), (Wibowo, 2014) and (Oktaviani, 2014).

### 2.4. Indonesian Lecturer's Performance

Indonesian lecturer's performance is specifically mandated in Law No. 14 Year 2005 regarding teacher and lecturer and government regulation of the Republic of Indonesia No. 37 year 2009 regarding lecturer, that lecturer is a professional educating staff and a scientist with the main duty to transform, develop, and disseminate science, technology and arts through education, research and community services. Lecturer's main duty may be viewed from his Lecturer's Workload (*Beban Kerja Dosen - BKD*) with minimum workload of 12 (twelve) University Credit Units and maximum workload of 16 (sixteen) University Credit Units each semester which is adjusted to his academic qualification. Lecturer's performance may be considered good if he fulfills the number of scheduled meetings so that course materials may be delivered pursuant to teaching plan and if he actively gives advice and counseling to students in arranging their final project. Lecturer's performance may develop to a higher level in line with his desire to collaborate and collectively build a network to be a means of exchanging ideas and experiences. This is obtained when a lecturer is active in publication, participating in seminar/workshop/training as well as active in the professional organization. A good and wide network will certainly provide lecturer big opportunities with regard to dissemination of information which is useful for him to work more actively as well as realize better performance (Direktorat Jenderal Pendidikan Tinggi, 2008).

## 3. METHODOLOGY

This research employs a multiple linear regression analysis and collects the data using questionnaires from 47 respondents. The object of this research is management department lecturers of 4 (four) campuses with religious ideology in Makassar. The main outline purpose of the question in this questionnaire is (i) measure and analyze respondent's perceptions of internal locus of control attitude in their activities as lecturer's, (ii) measure and analyze respondent's perceptions of external locus of control in their activities as lecturer's, (iii) measure and analyze respondent's perception of Lecturer's performance in Indonesia through Lecturer's workload (*Beban Kerja Dosen - BKD*).

The test phase of this study is through various steps such as:

1. Validity test is aimed to determine whether item or indicators declared valid to build the variable (Cronbach, 1988). The Validity value is seen from the significant value which is expected ( $P < 0.05$ ) and the correlation value has positive.
2. Reliability test is aimed to determine the relationship and causality of each item or indicator to the variable (Cronbach, 1988) and (Field et al., 2013). Reliability value seen from Cronbach alpha ( $\alpha$ ) value which requires  $\alpha < 0.6$ .
3. F-test as a simultaneous test which requires F table  $>$  F count or Hypothesis statistical test to find out if the hypothesis is accepted or rejected ( $H_0 = \text{Accepted}$ ,  $H_a = \text{Rejected}$ ) or ( $H_0 = \text{Rejected}$ ,  $H_a = \text{Accepted}$ ). The F value is seen from the significant value which requires ( $P < 0.05$ ) (Field et al., 2013).
4. t-test or partial test is aimed at the influence of independent variables on the dependent variable. t-test value is seen from the significant value which requires  $P < 0.05$ .
5.  $R^2$  test or  $R^2$  test is aimed to find out the overall influence of the independent variable on the dependent variable in percentage, a difference of calculation the  $R^2$  value – 100% is the result that states that there are other independent variables that influence the dependent variable other than the variable being studied (Field et al., 2013).
6. Normality test to know whether the data is normally distributed (parametric) or abnormal distributed (non-parametric). The normality test is an absolute requirement for multiple regression analysis and person correlation. (Field, 2009). To find out whether the data has normally distributed is viewed from Kolmogorov-Smirnov test by Asymp Sig VALUE  $>$  0.5.
7. Multicollinearity test is aimed to find out presence or absences the deviation classical assumption test. The require of multicollinearity test is VIF value  $<$ 10 and tolerance value  $>$ 0.1
8. Regression analysis is aimed to find out the relationship/causality influence between independent variable to dependent variable. To know the regression coefficient can be seen through coefficient  $\beta$ , t-value, and significant value which requires  $P < 0.05$  (Field et al., 2013).

The samples are obtained using stratified quota sampling. The data are measured using liker scale of 1-5 (strongly agree – strongly

disagree) (Sugiyono, 2012). The analysis tool use SPSS ver. 24 with multiple regression analysis approach. Data collection also comes with demographic data the includes: Gender (male and female), age (start from 18 years to 50 years and up) and education level (Master's degree and doctoral degree). The number of samples is determined as follows in Table 1.

In order to answer this research, a relationship approach is conducted based on empirical data which is developed through a conceptual framework (Figure 1).

Based on the results of previous researchers, this research addresses some points of hypothesis:

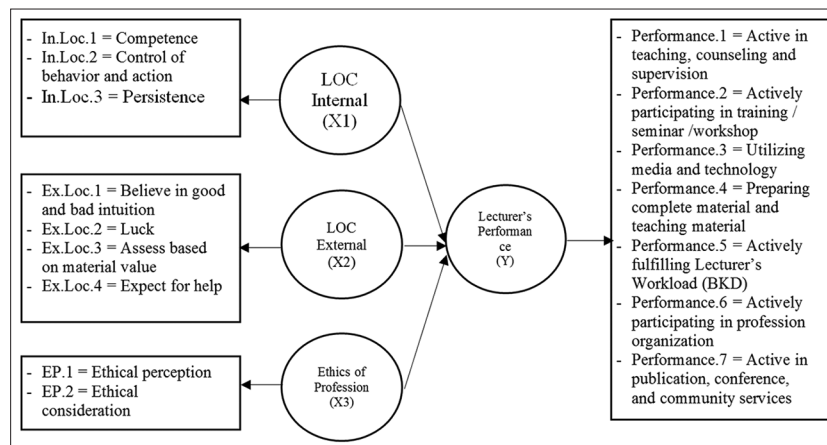
- $H_1$ : Internal locus of control positively and significantly influences lecturer's performance
- $H_2$ : External locus of control influences lecturer's performance
- $H_3$ : Professional ethics influences lecturer's performance.

Operational definition: Internal locus of control (X1) is measured with: The ability of individual who believes that a success and failure is highly influenced by his ability, highly interested in control of behavior and action, persistence and trying to control his behavior to the highest extent possible external locus of control (X2) is measured with: Believe in good and bad intuition, consider that a success and failure is fate and nothing can be made to change something that has occurred, consider anyone as having luck and believe in luck,

**Table 1: Number of samples**

No	Name of educational institution	Number of permanent lecturer (%)	Number of ideal samples per stratum (person)
1	Universitas Muslim Indonesia	34 (38.7)	19
2	Universitas Kristen Indonesia Paulus	17 (19.3)	9
3	Universitas Muhammadiyah Makassar	25 (28.4)	13
4	Universitas Atma Jaya Makassar	12 (13.6)	6
Total		88 (100)	47

**Figure 1: Research framework**



have materialistic character and assess people based on their level of welfare, highly expect other's help and consider that his behavior is influenced by an individual with higher power (Patten, 2005) and (Woodward, 1982). Professional ethics (X3) is measured with ethical behavior and ethical consideration (Wibowo, 2014). Lecturer's performance (Y) is measured with activeness in teaching/counseling and supervision, activeness in participating in training/workshop and seminar, utilization of media and technology, preparing complete teaching material, activeness in fulfilling BKD, activeness in following profession organization, activeness in publication/conference and community services (three principles of higher education) (Direktorat Jenderal Pendidikan Tinggi, 2008).

#### 4. RESULTS

Based on the result of distribution questionnaire with the question is 16 items most of it stated gradation of respondent's answers are in the category *agree – highly agree* except for items External LOC.1, External LOC.3 and External LOC 4 stated gradation of respondent's answers are in the category *disagree – highly disagree* (Table 2).

**Internal LOC. 1** = A professional and competent lecturer believes that a success is highly based on his competence as a lecturer.

Valid	Frequency (%)
Agree	17 (39.5)
Highly agree	25 (60.5)
Total	42 (100.0)

**Internal LOC. 2** = To be a professional lecturer, someone must be able to control himself, his behavior and action

Valid	Frequency (%)
Agree	19 (44.2)
Highly agree	23 (55.8)
Total	42 (100.0)

**Internal LOC. 3** = To be a professional lecturer, persistence despite of any condition is the key to success in the future

**Table 2: Respondent's demographic data**

Valid	Frequency (%)
Sex	
Male	19 (40.5)
Female	28 (59.5)
Total	47 (100.0)
Age (years)	
18–25	7 (14.8)
26–33	17 (36.1)
34–41	7 (14.8)
42–49	7 (14.8)
50 years and up	9 (19.1)
Total	47 (100)
Education level	
Master's degree	35 (74.4)
Doctoral degree	12 (25.5)
Total	47 (100)

Valid	Frequency (%)
Disagree	4 (9.3)
Neutral	15 (34.9)
Agree	23 (55.8)
Total	42 (100.0)

**External LOC. 1** = As a lecturer, I consider that luck is a real thing. In my opinion, no success will be gained without effort and pray

Valid	Frequency (%)
Highly disagree	5 (11.6)
Disagree	17 (41.9)
Neutral	5 (11.6)
Agree	11 (25.6)
Highly agree	4 (9.3)
Total	42 (100.0)

**External LOC. 2** = As a lecturer, I consider that luck is a real thing, that sometimes mere hard effort is not enough for something attempted without luck

Valid	Frequency (%)
Disagree	2 (4.7)
Agree	22 (51.2)
Highly Agree	18 (44.2)
Total	42 (100.0)

**External LOC. 3** = As a lecturer, sometimes I think a lecturer of a state university should be more financially prosperous than that of a private university

Valid	Frequency (%)
Highly disagree	10 (23.3)
Disagree	20 (46.5)
Neutral	7 (18.6)
Agree	4 (9.3)
Highly agree	1 (2.3)
Total	42 (100.0)

**External LOC. 4** = As a lecturer, I think it is quite difficult to develop without support of colleagues and superior

Valid	Frequency (%)	
Highly disagree	10	23.3
Disagree	20	46.5
Neutral	7	18.6
Agree	4	9.3
Highly agree	1	2.3
Total	42	100.0

**Professional ethics.1** = As a professional lecturer, when facing a situation which conflicts with lecturer's professional ethics, I should be able to control myself and not get in or participate in any activity which breaks Lecturer's Professionalism Norms.

Valid	Frequency (%)
Disagree	1 (2.3)
Agree	23 (53.5)
Highly agree	18 (44.2)
Total	42 (100.0)

**Professional ethics.2** = Becoming a lecturer requires someone to be consistent between what is talked and what is conducted and to keep good name and profession image clean and dignified.

Valid	Frequency (%)
Agree	26 (62.8)
Highly agree	16 (37.2)
Total	42 (100.0)

**Performance.1** = A lecturer should fulfill the number of meetings as scheduled, be active in giving consultation and advice as an academic advisor/supervisor of student's final project

Valid	Frequency (%)
Agree	27 (65.1)
Highly agree	15 (34.9)
Total	42 (100.0)

**Performance.2** = To improve the performance, a lecturer must actively participate in training and seminars

Valid	Frequency (%)
Agree	16 (37.2)
Highly agree	26 (62.8)
Total	42 (100.0)

**Performance.3** = A lecturer is required to utilize Media and Technology in teaching and learning activity

Valid	Frequency (%)
Neutral	1 (2.3)
Agree	18 (41.9)
Highly agree	23 (55.8)
Total	42 (100.0)

**Performance.4** = For each course, a lecturer must completely prepare the module, teaching material, report on teaching results and course progress for each meeting

Valid	Frequency (%)
Agree	25 (58.1)
Highly agree	17 (41.9)
Total	42 (100.0)

**Performance.5** = Lecturer's performance may be viewed from his activeness in fulfilling Lecturer's Workload at least once in a semester

Valid	Frequency (%)
Agree	27 (62.8)
Highly agree	15 (37.2)
Total	42 (100.0)

**Performance.6** = A professional lecturer may be identified from his activeness in participating in profession organization since this will give him opportunity to establish cooperation in improving teaching and learning quality

Valid	Frequency (%)
Neutral	1 (2.3)
Agree	26 (60.5)
Highly Agree	15 (37.2)
Total	42 (100.0)

**Performance.7** = A professional lecturer should be active in publication, conference, research and community service. These distinguish between productive and non-productive lecturer

Valid	Frequency (%)
Agree	26 (60.5)
Highly agree	16 (39.5)
Total	42 (100.0)

Based on data fit and proper test (Table 3) Results of distribution of questionnaire stated validity test most of the items has a positive correlation with significant value  $< 0.01$ . This show that items or indicators variable stated valid and has a strong relationship.

Reliability test stated the Cronbach alpha value ( $\alpha$ ) or item reliably on the variable is strongly high ( $\alpha > 0.6$ ). Cronbach alpha value of Internal locus of control ( $0.844 > 0.6$ ), external locus of control ( $0.845 > 0.6$ ), professional ethics ( $0.824 > 0.6$ ), lecturer's performance ( $0.824 > 0.6$ ).

The F-test or partial test/hypothesis statistical test stated internal of locus of control has a simultaneous influence on Lecturer's performance variable, professional ethics variable has a simultaneous influence on lecturer's performance variable and external locus of control has no simultaneous influence on lecturer's performance. The statistical hypothesis test stated:

1.  $H_1$ : Internal locus of control positively and significantly influences lecturer's performance. Hypothesis ( $H_1$ ) stated accepted ( $H_0 =$  accepted,  $H_a =$  rejected). Result based Table 3 stated F-test value for hypothesis  $H_1$  is 50.801 with significant value ( $0.000 < 0.01$ ).
2.  $H_2$ : External locus of control influences lecturer's performance. Hypothesis ( $H_2$ ) stated rejected ( $H_0 =$  rejected,  $H_a =$  accepted). Result based Table 3 stated F-test value for hypothesis  $H_2$  is 764 with significant value ( $0.387 > 0.05$ ).
3.  $H_3$ : Professional ethics influences lecturer's performance. Hypothesis ( $H_3$ ) stated accepted ( $H_0 =$  accepted,  $H_a =$  rejected). Result based Table 3 stated F-test value for hypothesis  $H_1$  is 382.775 with significant value ( $0.000 < 0.01$ ).

The t-test of statistical hypothesis based Table 3 stated:

1. Professional Ethics has partial influence on Lecturer's performance (partial = 17.431) and significant value ( $0.000 < 0.01$ )
2. External locus of control has no partial influence on Lecturer's performance (partial = -0.549) and has no significant value ( $0.584 > 0.05$ )
3. Internal locus of control has partial influence on lecturer's performance (partial = 2.372) and significant value ( $0.018 < 0.05$ ).

$R^2$  test stated value 0.783 or can be interpreted internal of locus of control, external locus of control and professional ethics has to influence on lecturer's performance as much 78,3% and the

**Table 3: Data fit and proper test**

Validity test		Correlation	Significance		
Internal Loc 1		0.643	0.00<0.01		
Internal Loc 2		0.567	0.00<0.01		
Internal Loc 3		0.566	0.00<0.01		
External Loc 1		0.640	0.00<0.01		
External Loc 2		0.241	0.00<0.01		
External Loc 3		0.527	0.00<0.01		
External Loc 4		0.307	0.00<0.01		
Professional ethics. 1		0.886	0.00<0.01		
Professional ethics. 2		0.745	0.00<0.01		
Performance. 1		0.833	0.00<0.01		
Performance. 2		0.726	0.00<0.01		
Performance. 3		0.707	0.00<0.01		
Performance. 4		0.738	0.00<0.01		
Performance. 5		0.735	0.00<0.01		
Performance. 6		0.884	0.00<0.01		
Performance. 7		0.780	0.00<0.01		
Reliability test			$\alpha$		
Internal locus			0.844		
External locus			0.845		
Professional ethics			0.824		
Performance			0.824		
F test					
Internal locus of control (F = 50.801) Sig = 0.000 < 0.01					
External locus of control (F = 764) Sig = 0.387 > 0.05					
Professional ethics (F = 382.775) Sig = 0.000 < 0.01					
t-test		Partial	Sig		
Professional ethics		17.431	0.000<0.01		
External locus of control		-0.549	0.584>0.05		
Internal locus of control		2.372	0.018<0.05		
Determination coefficient test (R <sup>2</sup> )=0.783					
Normality test. Asymp. Sig.=0.195 > 0.05 (normal)					
Multicollinearity		Tolerance	VIF		
tesssst					
Professional ethics		0.871	1.148		
External locus of control		0.945	1.058		
Internal locus of control		0.839	1.192		
Regression test		B	Standard error	t	Sig
Constant		1.410	0.232	6.064	0.000
Professional ethics		0.596	0.034	17.431	0.000
External locus of control		-0.020	0.036	-0.549	0.584
Internal locus of control		0.093	0.039	2.372	0.018

difference as much 21.7% lecturer's performance are influenced by various other variables.

Normality test by Kolmogorov-Smirnov test stated value (0.195 > 0.5) stated the data has normally distributed. The multicollinearity test stated:

1. Tolerance value of professional ethics stated (0.871 > 0.1) and VIF value stated (1.148 < 10).
2. Tolerance value of external locus of control stated (0.945 > 0.1) and VIF value stated (1.058 < 10).
3. Tolerance value of Internal locus of control stated (0.839 > 0.1) and VIF value stated (1.058 < 10).

Overall variables can be concluded that the tolerance value and VIF value on each independent variable is qualified and there is no deviation from the classical assumption test.

### Multiple Regression Analysis Stated

1. Professional ethics has significant influence on lecturer's performance. The coefficient of regression is ( $\beta = 0.596$ ),

Standard error value (SE = 0.034), the influence value (t = 17.431) and significant influence value (0.000 < 0.01).

2. External locus of control has no significant influence on lecturer's performance. The coefficient of regression is ( $\beta = -0.020$ ), standard error value (SE = 0.039), the influence value (t = -0.549) and has no significant influence (0.584 > 0.05).
3. Internal locus of control has significant influence on lecturer's performance. The coefficient of regression is ( $\beta = 0.093$ ), standard error value (SE = 0.039), the influence value (t = 2.372) and significant influence (0.018 < 0.05).

The result of regression analysis stated overall of standard error value is very low (SE < 1), and coefficient of regression ( $\beta$ ) stated positively. So it can be concluded that internal locus of control and professional ethics has significant and directly influence except external locus of control. Multiple Regression results stated the professional ethics is the most dominant variable affecting on lecturer's performance.

As for the regression equation is:

Lecturer's performance (Y) = 1.410 + (0.596 professional ethics) + (-0.020 external locus of control) + (0.093 internal locus of control)

## 5. DISCUSSION AND CONCLUSION

The result of this study stated the Hypothesis H<sub>1</sub>, H<sub>3</sub> is accepted and hypothesis H<sub>2</sub> is rejected. Some results of distributed questionnaires show that many of respondent's answer is agree-highly agree. Considering that the research object is academicians who are laden with scientific meanings and rationality, thus competence constitutes the main requirement to achieve a better performance target as well as in support of career in the professional academic world. Lecturer's career is supported by certified and acknowledged competence. In the community, the lecturer is expected to be the agent of control and agent of society change towards better and dignified life. Therefore, the lecturer is required to control themselves from any behavior which may break ethical norms, religious norms, and social norms. This is certainly a pride as well as a burden since they are required to be broadminded, wise, smart and able to provide a solution for any problems in the community.

In the journey to meet performance target, a lecturer is required to be active in teaching and fulfill the number of scheduled meetings, be active in providing guidance and counseling to final level students who are their mentoring participants, participate in training/seminar and workshop, which may correct and improve lecturer's performance. In addition, in order to maximize their performance, they should master and be proficient in utilizing technology-based teaching media which is the main requirement, prepare teaching material completely and routinely as well as update the teaching material, and be active in fulfilling lecturer's workload (BKD) at least once a semester. Activeness in the professional organization should also be met in order to improve their performance through networking and collaboration, which is a means to exchange information and experience. In addition, lecturer's main obligation is to be active in the trusted publication of both international and national scales, conference and community services, which are the key to be a professional lecturer.

External locus of control has no significant influence on lecturer's performance. The insignificant result may be assumed that the educational role a lecturer has played makes his behavior and habit more critical and rationalistic, thus his thinking perspective and paradigm have become more analytical and logical. In support of professional lecturer's performance, a lecturer is required to be highly committed to his profession, including respecting the ethical norms both in the academic environment, such as being honest in disclosing research data and facts and avoiding research and publication plagiarism, and in socialization as reflected from neutrality in the diversity of cultures in the community.

Internal locus of control has a positive and significant influence on lecturer's performance. External locus of control has no significant

influence on lecturer's performance. Personal ethics has positive and significant influence, which is the most dominant variable to influence the performance of management department lecturers of campuses with religious ideology.

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