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**ANALYSIS OF THE INFLUENCE OF LEARNING ORGANIZATION,
EMPOWERMENT, AND WORK MOTIVATION ON THE LECTURERS
PERFORMANCE IN PERTAHANAN UNIVERSITY**

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Abstract: This study aims to provide an analysis and ways and strategies to improve lecturer performance by analyzing the influence of learning organization variables, empowerment, and work motivation on lecturer performance. The variables were analyzed using quantitative research methods. This study uses the path analysis method to determine the effect between X and Y variables directly and indirectly. The population in this study were Indonesian Defense University lecturers consisting of S-1 Lecturers = 155 people; S-2 Lecturers = 140 people and S3 = 4 people who have NIDN with the number of research samples consisting of 172 Indonesian Defense University Lecturers using a random sampling method. The results of the study using the path analysis method show that there is a positive direct effect between the learning organization on lecturer performance; There is a positive direct effect between empowerment on lecturer performance; There is a positive direct effect between work motivation on lecturer performance; There is a positive direct effect between the learning organization on empowerment; There is a positive direct effect between the learning organization on work motivation; There is a positive indirect effect of the learning organization on lecturer performance through empowerment; and. There is a positive indirect effect of learning organization on lecturer performance through work motivation.

Keywords: Learning Organization, Empowerment, Work Motivation

Introduction

The lecturers are the most important component in Indonesia's higher education system besides students. Lecturers have roles, duties, and responsibilities in improving human quality and making the nation's life intelligent (Jasemi et al., 2022). Seeing this role, every lecturer is required always to improve themselves and have high performance. Currently, much attention has been paid to lecturers' performance by providing training, conducting comparative studies, attending workshops or the like, and also providing opportunities to upgrade their education to a higher level (Borrego et al., 2023).

Lecturers hold an important position in achieving the success of educational goals (Doggrell, 2023). This noble task must be supported by lecturers' professional competence and good performance (Graben et al., 2022). On the other hand, the rapid advancement of technology and science with the rolling of the Industrial Revolution 4.0 which continues with 5.0 is a threat as well as a challenge for lecturers to be able to adjust (Luckyardi et al., 2022). The rapid changes in the industrial world today emphasize digitalization, where everything uses artificial intelligence in its application (Valverde-Berrocoso et al., 2020). Meanwhile, society 5.0 is more about a time when technology becomes part of humans. This concept is more directed at how humans use technology themselves (Subandowo, 2022).

The conditions of change that occur so quickly require lecturers to be more sensitive and adaptive in adjustments in learning and professional duties so that what is given to students is by existing developments and according to their needs (Puspitasari et al., 2021). To face these challenges, the government has issued an independent campus policy which is expected to create quality education for all Indonesian people (Chang et al., 2022).

The concept of an independent campus as a strategic policy of the government by cooperating with the private sector is expected to create autonomy in the implementation of education in educational units (O'Hare et al., 2023). The concept of an independent campus is directed towards the idea that students are free to choose their field of study according to their interests and talents (Sumia et al., 2020). Through the optimization of interests and talents, it is hoped that students can develop the potential that exists in themselves to create professional human resources in their fields (Ateş, 2019).

A lecturer is someone who is not only tasked with teaching students but also must educate students to become individuals who are spiritually and physically intelligent (Huerta et al., 2023). Making students into qualified generations is not an easy thing, but requires hard work and the participation of the family, campus, religion, and society. Therefore, a lecturer must have various competencies as a professional lecturer (Harun, 2019).

The position of lecturers as professionals has a vision of realizing the implementation of learning according to the principles of professionalism to fulfill the same rights for every citizen in obtaining quality education (Brink et al., 2022). The position of lecturers as learning agents is related to the role of lecturers in learning, including as facilitators, motivators, learning engineers, and inspirers of learning for students (Buganu, 2021). This role requires lecturers to be able to improve their performance and professionalism in line with the changes and demands that arise in the world of education today. The quality of education is strongly influenced by the work performance of lecturers in carrying out their duties to achieve educational success (Al Hashmi et al., 2019).

Professional lecturers must have high performance to produce performance that is disciplined, accomplished, loyal, and responsible (Snyder et al., 2019). Lecturers can improve their performance by doing positive things in carrying out their duties as a lecturer such as teaching according to their schedule, always on time, never skipping class, cooperating well with fellow lecturers, honesty, and others. Good lecturer performance will improve university accreditation (Tan et al., 2023).

The empirical facts of LLDIKTI 4 West Java accreditation data indicate that universities in West Java Province have not been able to show optimal university performance. The

performance of higher education cannot be separated from the performance of lecturers as the spearhead of higher education institutions. The high and low performance of universities is closely related to the performance of lecturers who serve in it (Van Dijk et al., 2020). The non-optimal performance rating of higher education reflects the performance of lecturers as the main organizer of the Tridarma of Higher Education has not been maximized. Lecturer performance can be represented in the form of performance displayed by lecturers in completing tasks in their role in the Higher Education organization, namely: teaching, research, community service, scientific publications, and support (Forshaw et al., 2023).

Lecturers with high teaching performance will encourage students to engage in superior quality learning activities and transfer knowledge and noble values to produce competent, good character, and competitive graduates, ready to take part in society immediately after graduating from higher education (Schnackenberg, 2021). Lecturers who consistently conduct research according to their field of expertise will contribute significantly to the development of science and produce scientific innovations that are beneficial to academic and practical life. Lecturers who are active in community service activities will make a real contribution to community life (Forshaw et al., 2023).

The University of Defense is a university under the Ministry of Defense which has a vision "In 2024 to become a world-class defense university based on research that preserves national values". To realize this vision, lecturers must have high performance in the fields of teaching, research, service, and scientific publications.

However, facts in the field show that the performance of lecturers at the University of Defense is not as expected. A preliminary survey using a questionnaire conducted on February 2 - 27, 2023 to 30 lecturers at the University of Defense showed a number of empirical facts about the achievement of lecturer performance at the University of Defense as follows: 1) There are still 19% of lecturers who have problems in the teaching aspect in terms of: preparation of the Semester Learning Plan (RPS), delivery of course material not entirely according to the RPS, use of varied teaching methods according to the needs of the course material, and implementation of learning evaluations (Quiz, UTS, UAS) according to schedule, leaving a problem of 19.09% in the teaching field; 2) There are still 45.25% of lecturers with problems in the research aspect, namely lecturers have not been maximized in terms of: collective research, utilization of research grants from the government, individual independent research, and participation as the main researcher in research activities; 3) There are still 52.45% of lecturers with problems in the aspect of service, especially in terms of: participation in abdimas with other lecturers, dissemination of abdimas output in discussion forums, individual abdimas activities independently, and the role as coordinator / head of abdimas activities; 4) There are still 60.81% of lecturers with problems in the aspect of writing scientific publications, especially in terms of : writing research reports in the form of scientific articles, writing abdimas reports in the format of scientific articles, publishing articles in international journals, and publishing articles in national journals indexed by Kemenristek (Sinta); 5) There are still 54.5% of lecturers with problems in the aspect of supporting components, especially in terms of: involvement in various scientific forums as resource persons, participation in various seminar activities as participants, preparation of lecture modules, and writing textbooks.

Based on the survey results, the overall performance of lecturers only reached 51.56%. In addition, the observation also showed that collaboration between lecturers and students is still very minimal. Not all lecturers have involved students in various research and community service activities. Though it is necessary to provide valuable knowledge, insights, and experiences to students as capital when they have completed their studies (Wang et al., 2023). This is concerning considering the importance of the role of lecturers as implementers of the Tridarma of Higher Education for the achievement of higher education goals. When Tridarma is not maximally implemented, it is difficult for universities to achieve their best performance. This fact is in line with the situation where until now only 4 universities in West Java are

included in the main cluster, 2 middle clusters, and 4 universities that have obtained "Superior" accreditation. If this condition is not immediately solved, it will have a detrimental impact on universities and the community of users of university graduates, especially in realizing graduates who are competent, able to compete, and ready to enter the world of work (Okada et al., 2023).

Literature Review

1. Lectures Performance (Y)

Wahyudi (2022) includes the dynamics of the influence of motivational variables, abilities, role perceptions, and situational factors on performance. This model also places the position of individual characteristics that have a direct effect on MARS variables, which consist of personality, values, self-concept, perceptions, emotions and attitudes, and stress. The variables that influence behavior and performance can be explained as follows: a. Motivation is the process of representing the drive from within an individual that affects the direction and orientation of goals, intensity or effort to achieve goals, and continuous effort within a certain period; b. Ability is a combination of the potential that a person hereditarily carries from birth in the form of special abilities or talents, and mental and physical abilities obtained from learning; c. Role perception is a person's belief about what behavior is appropriate and necessary in a special situation, including the specific task required and the behavior chosen to complete the task; d. Role perception is a person's belief about what behavior is appropriate and necessary in a special situation. Situational factors are the environment and circumstances in which a person is located which are influenced by time, facilities, coworkers, management, and leadership styles as well as facilities and facilities that affect the atmosphere and results of one's work.

Furthermore, although in the integrated framework group performance on "individual results", the formulation of performance is more on the concept of task performance, which is a set of a person's behavior directed at achieving targets and goals, generally on the tasks he carries out in his current job (Chen dkk., 2024). That is, if this formulation is applied to lecturers, lecturer performance is a series of lecturer behaviors directed at achieving the Tridarma of Higher Education as their main role and task. Uekusa (2023) does not state performance in the concept of "results" but "behavior", however, the next description explains the performance criteria that support the achievement of superior work results which are detailed into three categories of task performance, namely proficient task performance in the form of efficient and accurate work behavior that includes achieving results that exceed quality, quantity and effectiveness standards. Next is adaptive task performance, referring to how well the member modifies his thoughts and behaviors so that they are aligned with and support changes in the new environment, essentially how well he responds. Third is proactive task performance which refers to how initiative he/she is in anticipating new work patterns that benefit the organization.

Liao et al. (2023) says performance is what employees do, and not about the results. Indicators related to performance can be identified in two types of behavior, namely: task performance and contextual performance. Task Performance can be defined as a. Activities that transform raw materials into goods or services produced by the organization, and b. Activities that assist the transformation process by replenishing the supply of raw materials, distributing finished products, or providing essential planning, coordination, supervision, or staff functions that enable the organization to function effectively and efficiently. Meanwhile, contextual performance is defined as behavior that contributes to an organization's effectiveness by providing a good environment where task performance can take place. Contextual performance includes behaviors: a. Persisting with enthusiasm and expending more effort as required to complete tasks successfully (for example: being on time and rarely absent, expending more effort on the job); b. Voluntarily performing activities that are not formally

part of his/her duties (such as suggesting organization improvements, and making constructive suggestions); c. Helping and cooperating with others (such as helping and assisting colleagues and customers); d. Following organization rules and procedures. Following organization rules and procedures: a. Persisting with enthusiasm and expending extra effort as required to complete tasks successfully (e.g. being on time and rarely absent, expending extra effort on the job); b. Voluntarily undertaking activities that are not formally part of his/her duties (e.g. suggesting organization improvements, making constructive suggestions); c. Helping and cooperating with others (e.g. helping and assisting co-workers and customers); d. Following organization rules and procedures (such as following orders and regulations, showing respect to those in authority, adhering to organization values and policies), and e. Seeking, supporting, and defending organization goals (such as loyalty, and showing good things towards outsiders).

In the context of higher education institutions, lecturer performance is needed, especially to build the competitiveness and quality of higher education. According to Voelkel et al. (2023), to improve the competitiveness and quality of higher education, it is necessary to strive for several higher education performance indicators, as measured by: a. Quantity and quality and relevance of graduates, b. Quantity and quality and relevance of research and development results, and c. Quantity quality and relevance of community service activities where all activities are related to the performance of lecturers in the Tridarma of Higher Education. Lecturer performance related to the Tridarma of Higher Education includes teaching, research and scientific publications, and community service (Frisch & van Treeck, 2022).

Based on the description above, it can be synthesized that performance is the result of a person's work in completing tasks according to their responsibilities and roles in the organization. This study examines the performance of lecturers so that the indicators refer directly to their duties, responsibilities, and roles as lecturers, namely: teaching, research, community service, scientific publications, and support.

2. Learning Organization (X1)

Learning organization or continuous learning activities of organization members occur in every organization, although at different levels. Griffin DK. (2021) says that a learning organization is an organization whose members continuously learn with their capacity to change. The indicators are: a. Creating continuous learning opportunities through more effective planning for informal learning, how to learn, and learning at any time, b. Promoting inquiry and dialogue, namely effective dialogue can open minds and communication, as well as ask various questions and assume, c. Encouraging collaboration and group learning, in this case through team learning members will learn to work collaboratively, expanding the organization's capacity to accept integrated action towards common goals, d. Developing systems to obtain and share learning, in this case through team learning members will learn to work collaboratively, expanding the organization's capacity to accept integrated action towards common goals. Developing systems for acquiring and sharing learning, e. Empowering people for a collective vision, where each member of the organization has ideas based on his/her perception of the vision, knows how to get things done, has a budget for action, knows how to influence each other, f. Connecting the organization with the community and the environment.

Connecting the organization with the community and the environment, g. Provide strategic leadership for learning, which is a leadership model that supports learning, using learning strategies for business results.

state that a learning organization is a lifelong learning culture where members continuously learn something new. The indicators are: a. Employees need to have financial resources, time, and content (courses, experience, development opportunities) available to improve their knowledge; b. Managers play an active role in identifying training needs and helping ensure that employees use training in their work; c. Employees are actively encouraged to identify problems, make decisions, continue to experiment and improve. The definition of a learning

organization according to Robbins and Judge (2015: 579-580) is an organization that develops a sustainable capacity to adapt and change. The indicators are: a. A shared vision that everyone agrees on, b. No longer using old, routine, and standard ways of thinking to solve problems or do their work, c. Members participate in thinking about organization processes, activities, functions, and interactions with the environment as part of an interrelated system, d. Organizational citizens communicate openly with each other and with others.

People communicate openly with each other, vertically and horizontally without fear of criticism or punishment, e. Personal interests are united with departmental interests so that they collaborate to achieve the common vision of the organization.

Jackson, Schuler, and Werner's (2009: 57) opinion of a learning organization is an organization that continuously finds new ways to satisfy customers and other stakeholders, by skillfully integrating information, technology, and human resources to generate and then effectively use new knowledge.

Husseina et al. (2016: 513) adopted Garvin's opinion regarding learning organizations that organizations that adopt a learning culture must have the skills and proficiency to produce, develop, utilize knowledge, and transform their members as a reflection of the acquisition of new knowledge and vision.

Learning organizations are described by Miller (2009:52) as organizations that develop mental flexibility, team learning, shared vision, complex thinking, and personal mastery. Beardwell and Thompson's (2017:42) opinion on learning organizations, is that the essence of a learning organization is a mind shift (thinking) from seeing itself as separate from the world to being connected to the world, from seeing problems caused by someone or something out there to the view that our actions create experiences to problems. A learning organization is a place where people are constantly discovering and creating their reality and how they can change it. Whenever an organization can change and improve behavior through the process of interaction and relationships, then we can call it a learning organization. Yukl (2010:323) argues that a learning organization is an organization that learns quickly and uses knowledge to become a more effective organization by embedding the values of learning, innovation, experimentation, flexibility, and initiative in the organization's culture.

Based on the description of the previous theories, it can be synthesized that a learning organization is an organization where members continuously expand their capacity based on a shared vision to create truly desired results by nurturing new thinking and expansion patterns, collective aspirations, and systemic thinking. The indicators are: 1) Commitment to learning over time, 2) Openness to change, 3) Problem-solving approach, 4) Participation of members in formulating and implementing organization vision, 5) Use of organization facilities to collaborate in learning, and 6) Comprehensive way of thinking in solving problems.

3. *Empowerment (X2)*

Empowerment is removing the bureaucratic boundaries that box people in and getting them to use as effectively as possible their skills, experience, energy, and ambition (Bennis and Mische, 2015). Human Resource Empowerment is a leadership approach that involves giving members the power or authority to make decisions and take responsibility for the tasks they perform (Ros-Sanchez et al., 2023). Empowerment can also be understood as a collective decision-making process (Hsieh et al., 2023).

Empowerment should be understood as the process of enhancing individuals' capabilities so that they can solve their problems by giving them the trust to manage certain programs and make their own decisions (Abdullah et al., 2022). Kruahong et al. (2023) state that Trust is the positive expectations one person has toward another person in situations involving risk. Trust is the positive expectations a person has of another person in a situation involving risk. (eixeira et al. (2023) stated that Trust grows outof acts of trustworthiness. Becoming recognized as being trustworthy is not an easy task and cannot be accomplished quickly. Trust grows from trustworthy actions. According to Wright et al. (2022), Trust is a reciprocal belief that another person will consider how his or her intentions and behaviors will affect you.

Empowerment means providing opportunities to contribute special contributions, which can be in the form of talent, energy, or affection for others with indicators a. Member abilities include knowledge and skills; b. Placement of members according to the needs of positions in the organization, placement is related to the abilities of members; c. Clear authority, placement accompanied by clarity of authority, so as not to cause doubts in carrying out activities. Lack of clarity of authority makes members less empowered or ineffective in carrying out their duties; d. Clear employee responsibilities, meaning that members carry out their duties and authorities are always followed by responsibility so that they are required to act to show their best in the sense of effectively and efficiently; e. Trust in the members concerned, meaning that members are given duties and authority based on careful consideration of various aspects, which means that the members concerned are fully trusted or empowered; f. Support for members, means that they are trusted to carry out their duties and authorities. Support for members, meaning that he is trusted to carry out the mission of the organization, facilitating support for the success of the mission and improving organization performance (Budur et al., 2024).

Empowerment of lecturers and lecturers in the field of education is an important element that cannot be underestimated. This is in line with the opinion (Ros-Sanchez et al., 2023). that empowerment is defined as the competence of teachers to take responsibility for their personal and professional strengthening and growth and to solve their problems while the school system creates opportunities for competence to be developed and displayed, increasing the capacity to distribute roles in decision-making and to increase opportunities for meaningful collective participation from teachers.

Empowerment is seen as a process of (1) sharing power with employees, thereby (2) increasing their confidence in their ability to do their jobs and the belief that they are influential contributors to the organization. Empowerment promotes the following beliefs among employees. (3) they feel meaning in their work: their work matches their values, (4) they feel competent to do their work with skill, and (5) they have a sense of self-determination (Klucarova & He, 2022).

Based on the theory that has been stated above, it can be synthesized that empowerment is the behavior or actions of a leader to give or gain some power, strength, or ability to individuals in the organization so that they become more empowered, with indicators: 1) Delegate or involve; 2) Build trust; 3) Appreciate ability; 4) Provide credibility of appreciation and competence; 5) Train accountability; 6) Open communication.

4. *Work Motivation (X3)*

Wahyudi (2022) stated that Motivation is the process that accounts for an individual's intensity, direction, and persistence of effort toward reaching a goal. Motivation is a process that is responsible for an individual's intensity, direction, and persistence in efforts to achieve goals. Next, Nancy stated that the three key elements of motivation are intensity, direction, and persistence. Intensity describes how hard a person tries. However, high intensity is unlikely to lead to favorable job performance outcomes unless the effort is channeled in a beneficial direction. Finally, the effort requires persistence. This measures how long a person can maintain effort. Motivated individuals stay with a task long enough to achieve their goals. The three key elements of motivation are intensity, direction, and persistence. Intensity describes how hard a person tries. However, high intensity is unlikely to lead to favorable work performance outcomes unless the effort is channeled in a profitable direction. Ultimately, effort requires persistence. It measures how long a person can sustain a business. Motivated individuals stick with a task long enough to achieve their goals.

Ong & Mahazan (2020) state that motivation is the psychological processes that underlie the direction, intensity, and persistence of behavior or thought. Motivation is a psychological process that underlies the direction, intensity, and persistence of behavior or thoughts. Motivational indicators include; direction, intensity, and persistence of behavior or thought. Weiss et al. (2022) further stated that there are two types of motivation: extrinsic motivation and intrinsic motivation. Extrinsic motivation results from the potential or actual receipt of extrinsic rewards. Extrinsic rewards like recognition, money, or a promotion represent a "payoff" received from others for performing a particular task. Intrinsic motivation occurs when an individual is "turned on to one's work because of the positive internal feelings that are generated by doing well, rather than being dependent on external factors (such as incentive pay or compliments from the boss) for the motivation to work effectively. Intrinsic motivation like positive emotions, satisfaction, and self-praise.

Beck dkk. (2023) states that motivation (in a work setting) is the process by which behavior is mobilized and sustained in the interest of achieving organizational goals. Motivation (in work settings) is the process by which behavior is driven and maintained in the interest of achieving organizational goals. The indicators of work motivation include; encouragement and mobilization. Furthermore, Dawson et al. (2024) stated that Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior. Motivation represents a force within a person that influences the direction, intensity, and persistence of voluntary behavior. Elements of motivation: direction, intensity, and persistence. Elements of motivation: direction, intensity, and persistence.

From several theories that have been put forward, it can be synthesized that work motivation is the encouragement, desire, and movement power that grows within a person, both from within and outside him to carry out work with high enthusiasm using all the abilities and skills she has with the aim of maximum achievement. The dimensions and indicators are as follows: a. Internal Motivation, namely: 1) Achievement, 2) Confession, 3) Responsibility, 4) Desire for Progress, b. External Motivation, namely: 5) Desire to obtain working conditions and 6) Desire to obtain organization procedures.

Research Methods

In the POP-SDM method, the quantitative research stage is the model test stage, which is then analyzed data from the quantitative research results, in the form of statistical hypothesis testing and proving the research hypothesis. Determining the number of research samples in this quantitative stage used proportional random sampling techniques based on the Taro Yamane Formula. What is meant by the sample is the number and characteristics that represent and are owned by the population. In this study, the error rate and confidence level used was

5%.

Sugiyono (2018) explains that population is a generalization area that includes objects/subjects that have certain qualities and characteristics and are defined by researchers to be studied and conclusions drawn. The population in this study is Indonesian Defense University lecturers consisting of S-1 Lecturers = 155 people; S-2 Lecturers = 140 people and S3 = 4 people who have NIDN. The sampling technique in this study used proportional random sampling. In determining the number of samples, the Yamane formula was used with a margin of error of 5%. The calculation results in 172 Lectures at the Indonesian Defense University.

Research Result

Normality Testing

Based on the normality test on the research variables, the following statistical mathematical model was produced:

No	Estimated Standard Error	L Hit	L table (sig)	Confidence Level	Conclusion
1.	Learning Organization Variable (X1) on Lecturer Performance Variable (Y)	0,0542	0,0680	$\alpha = 0,05$	Normal Distribution
2.	Empowerment Variable (X2) on Lecturer Performance Variable (Y)	0,0600	0,0680		Normal Distribution
3.	Work Motivation Variable (X3) on Lecturer Performance Variable (Y)	0,0605	0,0680		Normal Distribution
4.	Learning Organization Variable (X1) on Empowerment Variable (X2)	0,0283	0,0680		Normal Distribution
5.	Learning Organization Variable (X1) on Work Motivation Variable (X3)	0,0408	0,0680		Normal Distribution
6.	Empowerment Variable (X2) on Work Motivation Variable (X3)	0,0542	0,0680		Normal Distribution

Normal Distribution Requirements are the value of $L_{count} < L_{table}$

Linearity Testing

Based on the linearity test on the research variables, the following statistical mathematical model was produced

No	Relationship Model Between Variables	Deviation from Linearity (sig)	Confidence Level	Significance Test Results
1.	Learning Organization Variable (X1) on Lecturer Performance Variable (Y)	0,054	$\alpha = 0,05$	Linear
2.	Empowerment Variable (X2) on Lecturer Performance Variable (Y)	0,114		Linear
3.	Work Motivation Variable (X3) on Lecturer Performance Variable (Y)	0,085		Linear
4.	Learning Organization Variable (X1) on Empowerment Variable (X2)	0,402		Linear
5.	Learning Organization Variable (X1) on Work Motivation Variable (X3)	0,263		Linear
6.	Empowerment Variable (X2) on Work Motivation Variable (X3)	0,886		Linear

Syarat Linearitas adalah *Deviation from Linearity* (Sig) > 0.05

Statistical Mathematical Models

Based on the constellation of influences between variables, a statistical mathematical model is produced as follows:

1) Substructural Equation 1

$$\hat{y} = \beta y_1 x_1 + \beta y_2 x_2 + \beta y_3 x_3 + \varepsilon y$$

$$\hat{y} = \mathbf{0,240X1} + \mathbf{0,315X2} + \mathbf{0,147X3} + \varepsilon y$$

2) Substructural Equation 2

$$X_3 = \beta X_5 + \varepsilon y$$

$$\mathbf{X_3 = 0,230X1} + \varepsilon y.$$

3) Substructural Equation 3

$$X_3 = \beta X_5 + \varepsilon y$$

$$\mathbf{X_3 = 0,455X1} + \varepsilon y.$$

Hypothesis Testing

After the structural model analysis has been carried out, the calculation results obtained are used to test the hypothesis to determine the direct and indirect effects between variables. The proposed hypothesis is concluded by calculating the path coefficient value and significance for each path studied. The results of the decisions regarding all proposed hypotheses can be explained as follows:

[1] The direct positive influence of learning organization (X1) on lectures performance (Y)

From the calculation results obtained path coefficient value $(\beta y_1) = 0.240$ with count = 2.749 while ttable at the real level $\alpha = 0.05$ obtained ttable = 1.96, then tcount > ttable

means H_0 is rejected and H_1 is accepted. Thus there is a direct positive effect of the Learning Organization variable (X1) on Lecturer Performance (Y), meaning that the increase in Learning Organization (X1) will increase Lecturer Performance (Y).

- [2] The direct positive influence of empowerment (X2) on lecture performance (Y) From From the calculation results obtained path coefficient value (β_{y2}) = 0,315 with count = 3.800 while ttable at real level $\alpha = 0.05$ obtained ttable = 1.96, then tcount < ttable means H_0 is rejected and H_1 is accepted. Thus there is a direct positive effect of the Empowerment variable (X2) on Lecturer Performance (Y), meaning that the stronger Empowerment (X2) will improve Lecturer Performance (Y).
- [3] The direct positive influence of work motivation (X3) on lectures performance (Y) From the calculation results obtained path coefficient value (β_{y4}) = 0.147 with count = 3.307 while table at the real level $\alpha = 0.05$ obtained ttable = 1.96, then tcount > ttable means H_0 is rejected and H_1 is accepted. Thus there is a direct positive effect of the Work Motivation variable (X3) on Lecturer Performance (Y), meaning that the increase in Work Motivation (X3) will increase Lecturer Performance (Y).
- [4] The direct positive influence of learning organization (X1) on empowerment (X2) From the calculation results obtained path coefficient value (β_{y5}) = 0,230 with count = 8.747 while table at the real level $\alpha = 0.05$ obtained table = 1.96 then count < table means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the Learning Organization variable (X1) on Empowerment (X), meaning that the stronger the Learning Organization (X1) strengthens Empowerment (X2).
- [5] The direct positive influence of learning organization (X1) on work motivation (X3) From the calculation results obtained path coefficient value (β_{y6}) = 0.455 with count = 6.340 while table at the real level $\alpha = 0.05$ obtained table = 1.96 then tcount > table means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the Learning Organization variable (X1) on Work Motivation (X3), meaning that the stronger the Learning Organization (X1) strengthens Work Motivation (X3).
- [6] Indirect effect of Learning Organization (X1), on Lecturer Performance (Y) through Empowerment (X2) From the calculation results obtained Zcount value (2.170) < Ztabel value (1.96), with a significance level $\alpha = 5\%$. Then H_0 is rejected and H_1 is accepted, this shows that there is an indirect effect (mediation) of Learning Organization (X1), on Lecturer Performance (Y) through Empowerment (X2).
- [7] Indirect effect of Learning Organization (X1), on Lecturer Performance (Y) through Work Motivation (X3) From the calculation results obtained Zcount value (4.046) < Ztabel value (1.96), with a significance level of $\alpha = 5\%$. Then H_0 is rejected and H_1 is accepted, this shows that there is an indirect effect (mediation) of Learning Organization (X1), on Lecturer Performance (Y) through Work Motivation (X3).

Table 1. Direct and indirect influences on Lectures Performance (Y)

Variable	Direct	Indirect		Total
		X3	X2	
Learning Organization (X ₁)	β_{Y1} : 0,240	$(\beta_{42}) (\beta_{Y4})$: (0,455) *(0,147) = 0,066	$(\beta_{32}) (\beta_{Y4})$: (0,230)*(0,315) = 0,072	0,378
Empowerment (X ₂)	β_{Y2} 0,315	-	-	0,315
Work Motivation (X ₃)	β_{Y3} 0,147	-	-	0,147

Table 2. Direct and indirect influences on Empowerment (X₂)

Variable	Influence		Total
	Direct	Indirect	
Learning Organization (X ₁)	β_{X12} 0,230	-	0,230

Table 3. Direct and indirect influences on Work Motivation (X₃)

Variable	Influence		Total
	Direct	Indirect	
Learning Organization (X ₁)	β_{X13} 0,455	-	0,455

Discussion

[1] The direct positive influence of learning organization (X₁) on lecture performance (Y)

The results showed that there is a direct positive influence between Learning Organization (X₁) and Lecturer Performance (Y). From the calculation results obtained path coefficient value (β_{Y1}) = 0.240 with count = 2.749 while ttable at the real level $\alpha = 0.05$ obtained ttable = 1.96, then tcount > ttable means Ho is rejected and H1 is accepted. Thus there is a direct positive effect of the Learning Organization variable (X₁) on Lecturer Performance (Y), meaning that the increase in Learning Organization (X₁) will increase Lecturer Performance (Y).

The hypothesis of a direct positive influence between Learning Organization (X₁) and Lecturer Performance (Y) suggests that the better an institution is at creating a dynamic and supportive learning environment, the higher the performance of lecturers who work in it. A strong Learning Organization creates a framework that promotes collaboration, innovation, and knowledge exchange among academic staff (Putra et al., 2020). Lecturers tend to feel encouraged to continuously improve their skills in teaching and research, as they have access to the resources and support necessary for their professional development. This can be reflected in better teaching quality, increased research productivity, and greater contribution to academic activities in the institution (Wibowo et al., 2020).

In addition, the close relationship between an effective Learning Organization and high lecturer performance can also provide reciprocal benefits. Lecturers who are successful in their performance, both in terms of teaching and research, maybe positive role models

for other members of the academic community (Asbari et al., 2020). They may motivate and inspire their colleagues to improve the quality of their work, as well as share knowledge and experiences to strengthen collaboration in shared learning endeavors (Sert et al., 2023).

[2] The direct positive influence of empowerment (X2) on lectures performance (Y)

The results showed that there is a direct positive influence between Empowerment (X2) and Lecturer Performance (Y). From the calculation results obtained path coefficient value (β_2) = 0,315 with count = 3.800 while table at real level $\alpha = 0.05$ obtained table = 1.96, then count < table means H_0 is rejected and H_1 is accepted. Thus there is a direct positive effect of the Empowerment variable (X2) on Lecturer Performance (Y), meaning that the stronger Empowerment (X2) will improve Lecturer Performance (Y).

The hypothesis results show that there is a direct positive influence between lecturer empowerment (X2) and lecturer performance (Y). This means that the greater the level of empowerment applied to lecturers, the higher the performance that can be achieved by these lecturers. Empowerment can include various aspects, such as providing autonomy in decision-making, training and skill development, and support in achieving goals (Oliveira et al., 2023). This result confirms the importance of efforts in enhancing lecturers' empowerment as a strategy to improve their performance in the academic environment (Arroyo Pardo et al., 2023).

In this context, empowerment can be considered a key factor influencing lecturer performance. By giving lecturers greater control over work and providing sufficient resources, educational institutions can create an environment where lecturers feel supported and motivated to achieve optimal results (Budur et al., 2024). The positive results of the relationship between empowerment and lecturer performance also suggest that investing in lecturer development and creating an organizational culture that prioritizes empowerment can bring significant benefits to educational institutions, both in terms of teaching and research quality (Hsieh et al., 2023).

[3] The direct positive influence of work motivation (X3) on lecture performance (Y)

The results showed that there is a direct positive effect between Work Motivation (X3) and Lecturer Performance (Y) From the calculation results obtained path coefficient value (β_4) = 0.147 with count = 3.307 while ttable at the real level $\alpha = 0.05$ obtained ttable = 1.96, then tcount > ttable means H_0 is rejected and H_1 is accepted. Thus there is a direct positive effect of the Work Motivation variable (X3) on Lecturer Performance (Y), meaning that the increase in Work Motivation (X3) will increase Lecturer Performance (Y).

The hypothesis results show that there is a direct positive influence between work motivation (X3) and lecturer performance (Y). In this context, work motivation refers to the level of internal drive that lecturers have to achieve goals and do their jobs well. This finding indicates that the higher the level of work motivation possessed by a lecturer, the higher the performance they can achieve (Rahardja et al., 2017). Work motivation can arise from a variety of sources, including a sense of personal achievement, recognition of their performance, as well as intrinsic satisfaction in doing the job (Wahyudi, 2022).

The positive relationship between work motivation and lecturer performance confirms the importance of paying attention to factors that influence motivation in the academic environment (Nuriman, 2021). By understanding the factors that influence motivation, educational institutions can take steps to improve lecturers' work motivation levels, such as providing opportunities for professional development, recognizing their contributions, and creating a supportive work environment (Luckyardi et al., 2022). In this context, the results provide a foundation for educational institutions to design effective human

resource management strategies to improve lecturer performance and achieve desired academic goals.

[4] The direct positive influence of learning organization (X1) on empowerment (X2)

The results showed that there was a direct positive influence between the Learning Organization variable (X1) on Empowerment (X2). From the calculation results obtained path coefficient value (β_5) = 0,230 with count = 8.747 while table at the real level $\alpha = 0.05$ obtained table = 1.96 then count < table means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the Learning Organization variable (X1) on Empowerment (X), meaning that the stronger the Learning Organization (X1) strengthens Empowerment (X2).

The hypothesis results show that there is a direct positive influence between the learning organization variable (X1) on empowerment (X2). A learning organization refers to a work environment that facilitates growth and development through continuous learning, collaboration, and innovation (Wibowo et al., 2020). This finding confirms that the better the organization can create an inclusive and encouraging learning culture, the higher the level of empowerment that can be felt by individuals in the organization (Al-Omari et al., 2020). With an environment that supports learning and self-development, individuals tend to feel more in control of their work and are more motivated to take initiative in achieving organizational goals (Bhurtun et al., 2021).

The positive relationship between learning organizations and empowerment has important implications for organizational management in designing policies and practices that support professional growth and employee empowerment (Soelton, 2023). By strengthening learning elements in the organizational culture, such as providing access to learning resources, providing opportunities to share knowledge and experience, and providing autonomy in decision-making, organizations can increase the level of employee empowerment (McNaughtan et al., 2023). In this context, empowerment is not only the result of management policies but also the result of an organizational culture that promotes active engagement and participation from all members of the organization.

[5] The direct positive influence of learning organization (X1) on work motivation (X3)

The results showed that there was a direct positive influence between the Learning Organization variable (X1) on Work Motivation (X3). From the calculation results obtained path coefficient value (β_6) = 0.455 with count = 6.340 while ttable at the real level $\alpha = 0.05$ obtained table = 1.96 then tcount > ttable means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the Learning Organization variable (X1) on Work Motivation (X3), meaning that the stronger the Learning Organization (X1) strengthens Work Motivation (X3).

The hypothesis results show that there is a direct positive influence between the learning organization variable (X1) on work motivation (X3). Learning organization refers to a work environment that encourages growth and development through continuous learning, collaboration, and innovation (Wibowo et al., 2020). This finding confirms that the better the organization can create an inclusive and encouraging learning culture, the higher the work motivation of individuals in the organization (Malik & Garg, 2020). In this context, the learning organization does not only function as a place to do routine work but also as a place to develop individual potential and create added value for the entire organization (Egriboyun, 2019).

The positive relationship between learning organizations and work motivation has important implications for human resource management in organizations. This suggests that investing in the development of an organizational culture that supports learning and

innovation can be an effective strategy to increase employee motivation (Farhan Saputra, 2021). By creating an environment where employees feel supported to continuously learn and develop, organizations can improve engagement levels, productivity, and overall performance quality (Oliveira et al., 2023). In this context, these results encourage organizational leaders to prioritize building a culture of continuous learning as an integral part of organizational development strategies.

Conclusion

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. Measurement of Lecturer Performance (Y) can be done by developing Learning Organization (X1) as an exogenous variable with Empowerment (X2) and Work Motivation (X3) as intervening variables.
2. How to prove the influence between variables is done using path analysis. The results of the analysis are as follows:
 - a. There is a direct positive effect of Learning Organization (X1) on Lecturer Performance (Y) with a path coefficient (β_{y1}) of 0.240 so that Learning Organization (X1) can strengthen Lecturer Performance (Y).
 - b. There is a direct positive effect of Empowerment (X2) on Lecturer Performance (Y) with a path coefficient (β_{y1}) of 0.315 so that Empowerment (X2) can strengthen Lecturer Performance (Y).
 - c. There is a direct positive effect of Work Motivation (X3) on Lecturer Performance (Y) with a path coefficient (β_{y1}) of 0.147 so that Work Motivation (X3) can strengthen Lecturer Performance (Y).
 - d. There is a direct positive effect of Learning Organization (X1) on Empowerment (X2) with a path coefficient (β_{X23}) of 0.230 so that an increase in Learning Organization (X1) can strengthen Empowerment (X2)
 - e. There is a direct positive effect of Learning Organization (X1) on Work Motivation (X3) with a path coefficient (BX24) of 0.455 so an increase in Learning Organization (X1) can strengthen Work Motivation (X3).
 - f. There is an indirect effect of Learning Organization (X1) on Lecturer Performance (Y) through Empowerment (X2) with a path coefficient (β_{x41y}) of 2.170 so that the development of Learning Organization (X1) can strengthen Lecturer Performance (Y) through increased Empowerment (X2).
 - g. There is an indirect effect of Learning Organization (X1) on Lecturer Performance (Y) through Work Motivation (X3) with a path coefficient (β_{x41y}) of 4.046 so that the development of Learning Organization (X1) can strengthen Lecturer Performance (Y) through increased Work Motivation (X3).

Implications

Based on the research conclusions above, the following implications can be drawn from this research:

1. This research provides several implications of value to management and policy within the University of Defense or similar educational institutions. First, the results of the analysis highlight the importance of strengthening an organizational culture that supports continuous learning among academic staff. By emphasizing continuous learning, collaboration among lecturers, and promotion of innovation, Universitas Pertahanan can create an enabling environment for continuous professional development and improved teaching and research quality.
2. Secondly, these findings suggest that empowerment and work motivation have an important role in improving lecturer performance. Therefore, the management of

Defense University should pay attention to strategies to increase the level of empowerment of lecturers, such as providing autonomy in decision-making and supporting their initiatives in curriculum development and teaching methods. In addition, it is also important to design policies and programs that encourage work motivation, such as recognition of lecturers' contributions and increased access to training and skills development. By doing so, universities can create a work environment that supports the professional growth and optimal performance of academic staff, which in turn will have a positive impact on the quality of education and the overall reputation of the university.

Suggestion

Findings from the research results, discussions, conclusions, and implications that have been presented:

1. For the University
 - a. It is expected to be able to formulate the right strategy by considering the variables of this study, namely Learning Organization, Empowerment, and Work Motivation to improve the Performance of Defense University Lecturers.
 - b. It is expected to be able to identify the needs needed for both university human resources and lecturers in developing and improving the Performance of Defense University Lecturers.
2. For Lectures
 - a. Expected to be able to find strategies that can provide problem-solving and influence the improvement of their performance as lecturers.
 - b. It is expected to be able to identify the problems they have as lecturers by considering the variables in this study.
3. For Future Researchers
 - a. It is expected to be able to develop the variables in this study to obtain more diverse results and be able to answer problems related to variables. Then the next researcher is expected to be able to thoroughly examine the variables in this study to identify the influence on the variables of this study.

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