Marina

The Influence of Certification on Psychological Empowerment and its Impact on Performance

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Abstract:

This research aims to test and analyze the influence of certification on lecturer performance which is mediated by the psychological empowerment variable. The population in this study were lecturers majoring in commercial administration at the Malang State Polytechnic with a sample size of 66 respondents determined using the Krecjie Morgan table with probability sampling characteristics. The data collection method was carried out by distributing offline questionnaires, then for path analysis using SEM based on SMARTPLS version 3. The research results showed that certification had an effect on psychological empowerment. Psychological empowerment influences lecturers' performance. Certification has no effect on lecturers' performance. The model proposed in this research suggests reviewing the use of renewable learning media to support lecturer performance.

Keywords: Certification; Psychological Empowerment; Lecturers' Performance

1. Introduction

All educators in Indonesia, from elementary to secondary levels, are required to obtain lecturer certification (Limbong & Lumbantoruan, 2022). Lecturers who possess certification are recognized as professional educators in their respective fields and are believed to be capable of imparting their expertise to students. In general, lecturers are a critical source of knowledge for students and serve as an indicator of the quality of higher education that is comparable to that of a university (Auliana & Nurasiah, 2017). It is imperative that all lecturers possess a high level of proficiency in the design and execution of their responsibilities as professionals in their respective fields (Pilarta, 2015). Lecturers who lack certification may encounter numerous obstacles in their professional lives (Prasetio et al., 2017). These challenges are extremely varied, encompassing structural challenges and operational challenges (Fitriana, 2022). Various challenges faced by lecturers when not undergoing certification were outlined by Madya (2007), including the following: "The first challenge is limited opportunities; certification is often required or preferred for teaching positions, so a lack of certification can limit job opportunities and career advancement." The second challenge is the lesser salaries. Certified teachers typically earn higher salaries than non-certified teachers, which makes certification a critical factor in financial stability. Third, decreased credibility; the absence of certification can raise concerns regarding the qualifications and competence of lecturers, potentially influencing their credibility and ability to effectively instruct students. The fourth challenge is the restricted availability of professional development opportunities. Certification programs frequently offer professional development opportunities that may not be accessible to non-certified lecturers. Fifth, Difficulty in managing diverse classrooms: It is probable that certified instructors have received training in inclusive education methods, which has facilitated the management of diverse classrooms.

Motivation is closely associated with psychological empowerment in the lecturer context (Meng & Sun, 2019). The motivation of lecturers to excel in their work is increased when they perceive that they possess autonomy and competence(Yusefi et al., 2022). This motivation has the potential to enhance the quality of teaching, research, and overall academic performance (Jordan et al., 2017). Faculty who are empowered are

Marina

more inclined to participate in continuous professional development. Lecturers may actively pursue opportunities for learning, participate in conferences, and collaborate with colleagues to enhance their expertise and abilities(Putra et al., 2022). Lecturer performance can be positively influenced by the integration of psychological empowerment and lecturer certification(Atmaja & Budi, 2016). Lecturers who are psychologically empowered and possess qualifications that are recognized through certification are highly productive and committed resources who tend to achieve higher levels of success in community service, research, and teaching(Husband, 2018). The Department of Business Administration at State Polytechnic of Malang is committed to the development of lecturer competence through psychological empowerment and certification, as a higher education institution that maintains educational development. This paper seeks to provide a holistic framework for understanding lecturer performance as assessed through certification and psychological empowerment variables. It is hoped that this framework will make it easier for academics to analyze lecturer performance using a goal-setting theory approach. This theory is important to use as a research basis because of its ability to accommodate the main tasks and functions of lecturers as educators, researchers and actors of community empowerment activities together. Apart from that, it is hoped that this research can also be used as an academic manuscript to assess lecturer performance in terms of supporting certification and the ability to empower colleagues.

2. Literature Review

2.1. Certification

A lecturer certification or teaching certification is a professional credential that confirms the holder's qualifications and abilities to instruct in a pre-school, elementary, or secondary education environment. This is a legal requirement for numerous educators, and it serves as an indication that the educator possesses the necessary knowledge, skills, and professional standards to effectively educate and assist students. This certification is obtained by successfully completing a teacher preparation program that has been approved, passing standardized exams, and satisfying other state-specific requirements. According to Palupi et al., (2018), the assessment of lecturers' preparation for certification involves four factors: pedagogic competency, social competency, professional competency, and personal competency. This causal relationship has been the subject of numerous studies. If a lecturer is able to access specialized scientific disciplines through certification activities, this can increase their motivation to optimize learning in the classroom. In their research, Butcher & Stoncel, (2012) also noted that lecturers who have engaged in a series of activities that can enhance their knowledge can experience a more confident (brave) demeanor when interacting with students or colleagues (including fellow lecturers and other professionals). This is due to the fact that the lecturers have already established specific provisions to support their academic endeavors (Prasetio et al., 2017). In his article, Madya, (2007)underscores the numerous advantages that a lecturer can achieve by undergoing certification. These benefits include the prevention of unprofessional abuses and the enhancement of the quality control of the learning process. Additionally, they may provide encouragement or enthusiasm to prevent the lecturer from being underestimated due to incompetence. Lastly, Palupi et al., (2018)conducted research that demonstrated the capacity of certified lecturers to considerably improve psychological empowerment. The first hypothesis could be posits as follows:

H1: Certification could influence psychological empowerment

Lubis & Harahap, (2017) in their research concluded that a lecturer who has undergone certification will have optimal performance. This performance can be proven by an increase in teaching courses, then increased interaction with students in the form of questions and debates as well as an increase in the quality of lecturer assessments. Then in research by Prasetio et al., (2017) it was explained that a competent lecturer will be able to support work performance because lecturers are declared competent if they have gone through a series of education that trains various skills related to developing the quality of education for students including teaching abilities, communication skills, the ability to lead, the ability to train and the ability to assess student capabilities related to their field of science. Furthermore, Amalia & Saraswati, (2018) explained that lecturer competence is directly proportional to lecturers' performance. Lecturers who are declared competent and have been proven through certification activities will be able to maximize their teaching activities. On the basis of these various studies, the third hypothesis (H3) in this study could be explained as follows:

H3: Certification could influence Lecturers' Performance

2.2. Psychological Empowerment

Hall, (2008) introduced the concept of psychological empowerment, asserting that it is a synthesis of the psychological states or cognitions that individuals experience. He also introduced the cognitive evaluation model theory of psychological empowerment, which reflects the overall cognitive process of psychological empowerment. The core element of psychological empowerment is intrinsic motivation, and the degree of empowerment is contingent upon the employee's evaluation of work tasks in four areas: meaning, competence, self-determination, and influence (Daromes, 2015). Meaning is an individual's assessment of the value of current tasks and targets in accordance with their own values and standards. Competence is the extent to which an individual feels capable of completing a task. Self-determination is the cognition that an individual can make decisions regarding his or her work methods, which reflects individual autonomy in the workplace. In general, when individuals experience high levels of empowerment, they develop a sense of independence in decision-making and influence over their work, as well as a sense of meaning and competence in their work (Arefin et al., 2019). They are more inclined to remain with the organization as a result of these positive emotions, which facilitate their deeper understanding of the organization (Putra et al., 2022). Psychological empowerment and lecturers' performance have a positive relationship. In his study, Daromes (2015) found that psychological empowerment has a significant impact on the performance of lecturers in the South Sulawesi region, specifically within the context of Kopertis. Additionally, the research findings indicate that psychological empowerment can serve as a mediating factor between certification characteristics and the performance of lecturers. In addition, the research conducted by Putra et al., (2022)and Suherman et al., (2023)provides further evidence of the causal association between psychological empowerment and lecturer performance. These studies confirm that there is a positive and significant impact of psychological empowerment on lecturers' performance. The second hypothesis could be concisely stated as:

H2: Psychological Empowerment could influence Lecturers' Performance

2.3. Lecturers' Performance

Lecturers are anticipated to be capable of cultivating students' potential, particularly in the area of critical thinking. Wahyudi et al., (2021) discovered that students will experience significant benefits by offering them opportunities for dialogue, allowing them to confront challenges, demonstrating critical thinking, and offering guidance. positive influence on critical reasoning abilities. Assessment is a critical component of the learning process, in addition to learning strategies. The educational process will consistently yield high-quality outcomes if lecturers' performance is consistently upheld. In order to achieve this condition, it is necessary to conduct ongoing evaluations of lecturer performance to ensure that the most recent information is obtained regarding the condition of lecturer performance. This will enable the immediate identification of any decline in lecturer performance and the provision of suitable solutions. Madya, (2007)elucidates that a lecturer's performance is considered satisfactory when they are capable of adjusting the relevance between current phenomena and teaching materials that are integrated into pedagogical skills and technical skills.

3. Research Method

3.1. Context and Samples

This research is conducted at the Business Administration Faculty at State Polytechnic of Malang, Indonesia, The population was all of Lecturers from each department including marketing management, business administration diploma, archives management and also travel management. The research sample was determined using a probability method with cluster sampling. A total of 66 research questionnaires were filled out and calculated. Questionnaires were administered in Bahasa to remove any potential language barriers for each respondent. Each variables could be measured as follows:

a. Lecturers' Certification measured by four indicators and ten items from Palupi et al., (2018).

b. Psychological Empowerment assessed by four indicators and twelve items from Jácome dan Chión, (2022).

c. Third indicators and thirteen items to measuring the Lecturers' Performance from Retnowati et al., (2021).

Marina

3.2. Data Analysis

In order to optimize the variance explained by the dependent latent construct, partial least square (PLS) was implemented during data processing. Hair et al., (2019) proposed that partial least square structural equation modeling (PLS-SEM) is a prospective statistical technique due to its ability to validate correlations with minimal theoretical foundations, its applicability to all data scales, and its minimal data assumptions. Henseler et al., (2015) proposed the use of partial least squares (PLS) to evaluate moderating effects in multiple regression. The reliability of PLS-SEM was assessed using Cronbach's alpha and composite reliability (CR), with a score of 0.70 (Hair et al., 2014). The validity of the data was assessed using the average variance extracted (AVE), which was greater than 0.50 (Franke & Sarstedt, 2019).

4. Results and Discussion

4.1. Statistical Results

Based on the descriptive analysis results, which included multiple items, the goal of the performed analysis was to define the profile of respondents who filled out the questionnaires, namely, the gender of respondents. Table 1 showed that female respondents were 48 people (73%), whereas male respondents were 18 (17%). There were 66 respondents in all who responded to the surveys. The range of respondents' age were dominated by ages of 48 until 53 years old with 17 respondents and the rest was range from age 42-47 and 36-41.

Table 1. Descriptive Analysis

No	Demographic	Frequency	%
1	Gender		
	a. Male	18	17
	b. Female	48	73
2	Age		
	a. 24-29	2	3,03
	b. 30-35	10	15,1
	c. 36-41	13	19,7
	d. 42-47	15	22,7
	e. 48-53	17	25,7
	f. 54-59	6	9,09
	g. 60-65	3	4,54
3	Specialization/ main concentration		
	a. Business Administration	20	30,3
	b. Marketing Management	40	60,6
	c. Tourism Management	3	4,54
	d. Archiver specialist	3	4,54

Source: Developed by authors, 2024

For respondents' main concentration background, marketing management was the highest, with 40 people (60.6%). Schuberth et al., (2018) stated that the standardized root mean residuals (SRMR) is commonly utilized in applied research. The SRMR value for a well-fitting model was zero or close to zero. Our investigation revealed that the SRMR value was 0.147, suggesting that the model fit was very close to perfection, approaching zero. Following the application of descriptive analysis to the data, the primary data was further subjected to inferential statistics. This research employs the data processing method of Structural Equation Modeling (SEM) with Partial Least Square (PLS) using the SmartPLS 3.0 tool. The analysis results can be elucidated in the following manner:

Table 2. Outer Loading 1st order

Marina

Variable	Indicator	Item	Convergent Validity (LF>0.5 = Significant)	
			Loading Factor	Conclusion
Certification (X)	*Pedagogic Competency*	X.1.1	0,807	Sig.
		X.1.2	0,735	Sig.
		X.1.3	0,837	Sig.
	Social Competency	X.2.1	0,830	Sig.
		X.2.2	0,857	Sig.
		X.2.3	0,740	Sig.
	Professional Competency	X.3.1	0,869	Sig.
		X.3.2	0,855	Sig.
	Personal Competency	X.4.1	0,893	Sig.
		X.4.2	0,855	Sig.
Psychological Empowerment(Z)	*Meaning*	Z.1.1	0,885	Sig.
		Z.1.2	0,921	Sig.
		Z.1.3	0,950	Sig.
	Competence	Z.2.1	0,904	Sig.
		Z.2.2	0,956	Sig.
		Z.2.3	0,967	Sig.
	Self-Determination	Z.3.1	0,842	Sig.
		Z.3.2	0,890	Sig.
		Z.3.3	0,857	Sig.
	Impact	Z.4.1	0,865	Sig.
		Z.4.2	0,877	Sig.
		Z.4.3	0,799	Sig.
Lecturers' Performance (Y)	*Lesson Planning*	Y3.1.1	0,891	Sig.
		Y3.1.2	0,945	Sig.
		Y3.1.3	0,900	Sig.
	Learning Proccess	Y3.2.1	0,771	Sig.
		Y3.2.2	0,671	Sig.
		Y3.2.3	0,724	Sig.
		Y3.2.4	0,767	Sig.
		Y3.2.5	0,624	Sig.
		Y3.2.6	0,714	Sig.
		Y3.2.7	0,491	Not Sig.
		Y3.2.8	0,678	Sig.
		Y3.2.9	0,308	Not Sig
	Learning Assessment	Y3.3.1	0,947	Sig.
		Y3.3.2	0,939	Sig.

Source: SmartPLS3 Output, 2024

Based on this data, all items can be declared valid and there are two items that can be declared invalid. In this research, invalid data is still used for further calculations because if it is disallowed it can reduce the meaning of the variable. After going through the first order analysis, then convergent validity analysis is carried out by comparing the loading factor values in the second order outer model which can be seen in the table below:

Table 3. *Outer Loading* 2nd order

Marina

Variable	Indicator	Convergent Validity (LF>0.5 = Significant)	
		Loading Factor	Conclusion
Certification (X)	*Pedagogic Competency*	0,809	Sig.
	Social Competency	0,868	Sig.
	Professional Competency	0,900	Sig.
	Personal Competency	0,832	Sig.
Psychological Empowerment(Z)	*Meaning*	0,810	Sig.
	Competence	0,830	Sig.
	Self-Determination	0,829	Sig.
	Impact	0,726	Sig.
Lecturers' Performance (Y)	*Lesson Planning*	0,882	Sig.
	Learning Proccess	0,976	Sig.
	Learning Assessment	0,736	Sig.

Source: SmartPLS3 Output, 2024

The heterotrait-monotrait correlation ratio (HTMT), which was introduced by Schuberth et al., (2018) is a dependable instrument for assessing discriminant validity. The table above demonstrates that the HTMT value for each variable is valid, as the results of each variable are less than 0.90. A value exceeding 0.90 indicates that psychological empowerment is not discriminantly valid.

Table 4. Heterotrait and Monotrait Ratio (HTMT)

	Certification	Psychological Empowerment	Lecturers' Performance
Certification	0,468		
Psychological Empowerment	0,907	0,624	
Lecturers' Performance	0,678	0,503	0,883

Source: SmartPLS3 Output, 2024

Composite reliability measurement is a method that assesses the results of a measurement by comparing the AVE value to the correlation value between constructs. The AVE value employed in research is a minimum of 0.7. Subsequently, the composite reliability and Cronbach alpha values were examined to evaluate the reliability of the variable construct. A construct is considered reliable if the composite reliability value exceeds 0.70 (Indriantoro & Supomo, 2016). Based on the provided table, it can be concluded that the measurement model evaluation in this study demonstrates strong discriminant validity.

Table5: Composite Reliability Values

Variable	Indicator	*Composite Reliability*	*Composite Reliability Variable*
Certification (X)	*Pedagogic Competency*	0,836	0,907
	Social Competency	0,851	
	Professional Competency	0,853	
	Personal Competency	0,866	
Psychological empowerment (Z)	*Meaning*	0,942	0,926
	Competence	0,960	
	Self-Determination	0,898	
	Impact	0,885	
Lecturers' Performance (Y)	*Lesson Planning*	0,937	0,921

Marina

Variable	Indicator	*Composite Reliability*	*Composite Reliability Variable*
	Learning Proccess	0,865	
	Learning Assessment	0,942	

Source: SmartPLS3 Output, 2024

The Psychological Empowerment (Z) variable has an R-square value of 0.670, which suggests a moderate influence, as evidenced by the table above. In other words, the Certification (X) variable has a 67% influence on the Psychological Empowerment (Z) variable, while the remaining variables are susceptible to influence. The Lecturers' Performance (Y) variable has an R-square value of 0.338, which suggests a limited influence. In other words, the Certification (X) variable has a 33.8% influence on the Lecturers' Performance (Y) variable, while the remaining variables can be influenced by other factors.

Table6: R-Square Values

No	Exogenous Variable	R-Square (R^2)	Conclusion
1	*Psychological Empowerment*	0,670	Moderate
2	*Lecturers' Performance*	0,338	Weak

Source: SmartPLS3 Output, 2024

The Q2 value (predictive relevance) is the metric used to evaluate the overall quality of fit in the SEM-PLS model results. The total coefficient of determination is employed to evaluate the model's goodness of fit, which can be used to determine the extent to which the path model is able to accurately represent the observed data. As indicated in the table regarding the R-square value, the predictive relevance value can be determined as follows:

$Q2 = 1 - (1 - R1\ 2\ ) \times (1 - R2\ 2\ )$
$Q2 = 1 - (1 - 0{,}670) \times (1 - 0.338)$
$Q2 = 1 - (0{,}33 \times 0{,}662)$
$Q2 = 1 - 0{,}218$
$Q2 = 0{,}782$

Explanation:
Q2   : Value of Predictive Relevance
R12   : Value of R-Square variabel Psychological Empowerment (Z)
R22   : Value of R-Square variabel Lecturers' Performance (Y)

It is evident from the aforementioned Q2 value calculation that the value is 0.782. This indicates that 78.2% of the diversity of data from the structural equation model can be accounted for by the model, while the remaining 21.8% is accounted for by factors outside the research model. Consequently, the structural model in this study can be characterized as having a high degree of goodness of fit, as the Q2 quantity falls within the range of 0 to 1, with a value closer to 1 indicating a more accurate model.

Table7. f-square tests

No	Predictor-Latent Variable Relationships	f^2 Value	Conclusion
1	*Certification → Psyhological Empowerment*	2,029	Strong
2	*Psychological Empowerment → Lecturers' Performance*	0,280	Moderate
3	*Certification → Lecturers' Performance*	0,025	Weak

Source: SmartPLS3 Output, 2024

The f-square test is employed in this study to determine the absolute value of the contribution of each latent variable to the R-Square value. Sholihin & Ratmono (2013) identify several categories of effect size, including weak, moderate, and strong. A f-square value of 0.02 or higher is considered weak, while an f-square value of 0.15 or higher is considered moderate. A f-square value of 0.35 or higher is considered strong.

Marina

Table 8: Hypothesis Testing

No	Variables	Original Sample	Standard Deviation	T-Statistics	P-Values	Conclusion
1	Certification→Psychological Empowerment	0,818	0,041	20,164	0,000	Accepted
2	Psychological Empowerment→Lecturers' Performance	0,749	0,186	4,028	0,000	Accepted
3	Certification→Lecturers' Performance	-0,222	0,192	1,154	0,249	Rejected

Source: SmartPLS3 Output, 2024

This study also performed a bootstrap analysis with SmartPLS and tested the seven hypotheses. The data showed that there was a positive and significant of CCE towards INV (ß ¼ 0.812 with p-value < 0.05), so H1 was accepted. CCE and SAT also showed positive and significant results (ß ¼ 0.775; p-value < 0.05), so H2 was accepted. CCE and TCB showed a positive and significant relationship (ß ¼ 0.252; p-value < 0.05), so H3 is accepted.

Figure 2: Path Coefficients Value
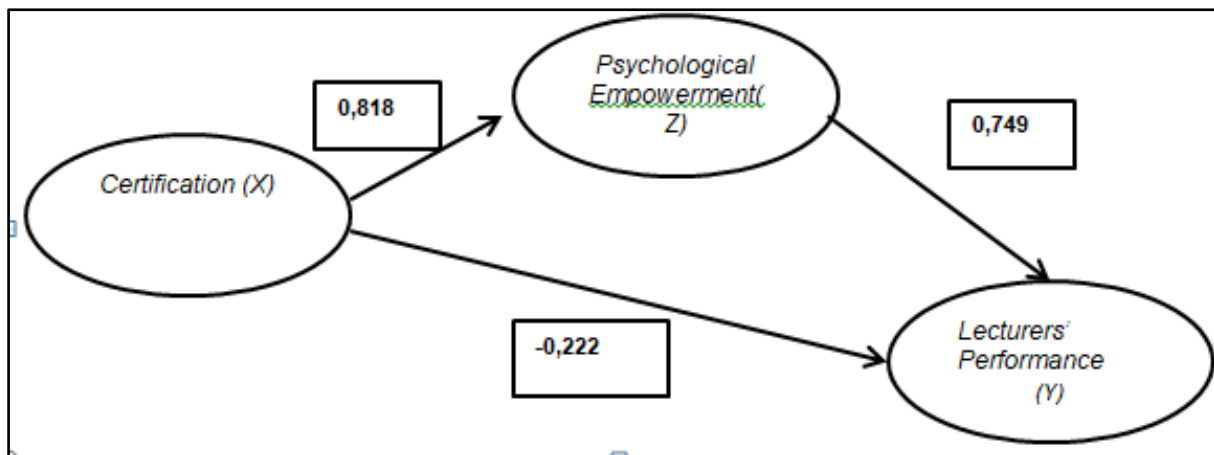
Source: Developed by authors, 2024

The probability and t-statistics values are examined during hypothesis testing. The results are considered significant if the p-value is less than 0.05 and the tstatistics value exceeds the ttable value of 1.960. The research hypothesis can be acknowledged if these assumptions are satisfied. The table below illustrates the relationship between latent variables and their manifest variables, as well as the results of research hypothesis testing using the bootstrapping method from the structural model equation.

4.2. Discussion
4.2.1. Certification towards Psychological Empowerment

According to theory, lecturers' motivation to optimize classroom learning may be enhanced by their capacity to access specialized scientific disciplines through certification activities (Nurzaman & Amalia, 2022). By undergoing certification, a lecturer can acquire a variety of benefits, including the ability to increase the quality control of the learning process and prevent unprofessional abuses by providing encouragement or enthusiasm and ensuring that they are not underestimated due to incompetence (Limbong & Lumbantoruan, 2022). This positive sentiment leads to lecturers becoming more acquainted with the organization, which in turn increases their willingness to remain in educational organizations (Husband, 2018). The research findings indicate that the psychological empowerment of lecturers in the Department of Business Administration at Malang State Polytechnic is positively and significantly correlated with the certification variable. This can be demonstrated by

Jurnal Bisnis dan Manajemen
http://jurnal.unmer.ac.id/index.php/jbm

Volume 11 No 2
2024
Hlm. 214 - 225

Marina

the presence of positive original sample values, as well as t-statistic values that exceed the criteria and p-values that are zero. These findings suggest that the certification variable, which is substantiated by pedagogical, social, professional, and personality competency indicators, has the capacity to cultivate positive emotions in lecturers. Consequently, lecturers are encouraged to preserve the quality of their teaching and the quality of the implementation of their tridharma, which encompasses education, research, and community service. The findings of Daromes, (2015) that Lecturer certification can positively and substantially influence the formation of psychological empowerment are also consistent with the results of this research. This is due to the fact that Lecturer certification has the capacity to establish mental models. In addition, the findings of this study are consistent with Hall, (2008) conclusions that lecturers can have a substantial and positive impact on psychological empowerment when they demonstrate comprehensive performance in their scientific field.

4.2.2. Psychological Empowerment towards Lecturers' Performance

From a theoretical perspective, psychological empowerment encompasses the entire cognitive process of psychological empowerment, with intrinsic motivation serving as the fundamental component (Yusefi et al., 2022). The extent of empowerment is contingent upon the employee's assessment of their work responsibilities. Individuals acquire a sense of independence in decision-making and influence over their work when they experience high levels of empowerment, as well as a sense of meaning and competence in their work (Arefin et al., 2019). They are more inclined to remain with the organization as a result of these positive emotions, which facilitate their deeper understanding of the organization (Putra et al., 2022). The research findings indicate a significant correlation between psychological empowerment and lecturers' performance. This conclusion further supports the research conducted by Ma et al., (2021) which suggests that kindergarten instructors who feel confident in the importance of education for public services can enhance their performance. In addition, the results of this study align with the findings of Jordan et al., (2017) regarding university lecturers in the Scandinavian region. They found that the sense of self-assurance within the lecturer's environment contributes to job satisfaction, which in turn enhances the lecturer's academic performance.

4.2.3. Certification towards Lecturers' Performance

Madya, (2007) defines good performance for a lecturer as the ability to effectively align contemporary occurrences with the teaching materials, while also demonstrating proficiency in both pedagogical and technological abilities. The research primarily focuses on the lecturer's performance in the learning process, as it is a crucial aspect. It is expected that lecturers possess the ability to cultivate students' potential, particularly in the area of critical thinking (Wahyudi et al., 2021). The research findings indicate that the causal relationship between Certification and Lecturer Performance is insufficient to influence its construction. This is due to the fact that there are numerous indicators that lack optimal coefficients, including the original sample, t-statistics, and p-values. These results also contradict with Daromes, (2015) research, which posits that lecturers' performance is influenced by certification. Lecturers in the Department of Business Administration at State Polytechnic of Malang are still making progress in their pursuit of optimal lecturer performance in the context of online learning media and the integration of international journals into teaching materials. These results can surely serve as a foundation for additional research by other researchers who have access to different observation objects.

4.2.4. Theoretical Implication

the causal relationship between lecturers' performance, psychological empowerment, and certification is consistent with the goal-setting or goal-formation theory proposed by Latham & Locke, (1991). A "mismatch between expectations and reality" is the genesis of research that involves variables such as performance (in any profession). This implies that the emergence of research pertaining to the evaluation of individual performance and the performance of the majority of business entities commences with a discrepancy between work achievements and targets, thereby inciting participatory and constructive action to address these issues (Suherman et al., 2023). This endeavor may involve training, certification, or initiatives to enhance engagement, such as empowerment (Fernandes et al., 2021). The research findings indicate that certification has the potential to impact psychological empowerment, which in turn can affect the performance of lecturers. Nevertheless, certification does not have the ability to impact the development of lecturers' performance. The results indicate that the Department of Business Administration at State Polytechnic of Malang efforts to enhance the quality of professor performance through certification haven't yielded optimal outcomes. From the standpoint of goal-

Jurnal Bisnis dan Manajemen
http://jurnal.unmer.ac.id/index.php/jbm

Volume 11 No 2
2024
Hlm. 214 - 225

Marina

setting theory, this phenomenon clearly contradicts the requirement for a dynamic and flexible learning environment. In order to excel in the field of higher education, a lecturer must possess adaptability skills to effectively respond to the ever-changing dynamics of the industry. This ability to adjust will not only boost their self-esteem but also contribute to enhancing their overall performance.

4.2.5. Practical Implication

Two factors that contribute to a minimal coefficient of determination are the lecturer's inadequate utilization of YouTube as a learning tool and their failure to incorporate respected worldwide periodicals to update learning materials. Considering these two challenges, the researcher can identify practical implications for the research subject, specifically the Department of Business Administration at State Polytechnic of Malang. These implications aim to enhance the utilization of two learning resources, namely YouTube and international journals, as part of the certification process for lecturers. The objective is to promote an increase in positive psychological empowerment among lecturers and, simultaneously, improve their performance. Undoubtedly, the profession of a lecturer is expected to be adaptable to the advancements in the academic realm, which involve the utilization of multiple learning sources and online media. Competent lecturers are those who can effectively collaborate in holistic learning approaches, aiming to provide an enjoyable educational experience for students.

4.2.6. Research Limitation

Research is surely not without its limitations. The initial constraint pertains to the research's scope, which concentrates on the Department of Business Administration at State Polytechnic of Malang. Consequently, these findings are not applicable to other research objects. Secondly, the second limitation pertains to the utilization of items in the certification variable, which is still restricted to the most prevalent learning sources in use today. It would be beneficial for future researchers who would address the same concern regarding the performance of lecturers to concentrate on specific categories of expertise certification. The argument is that the potential for improving academic performance in the study program environment is directly proportional to the skill competency of a lecturer.

5. Conclusion

The results of this investigation indicate that there is a positive correlation between psychological empowerment and certification, as well as between lecturers' performance and psychological empowerment. Nevertheless, there is no discernible correlation between lecturers' performance and certification. In an effort to enhance the performance of lecturers, future researchers may consider other recognition patterns, such as student development, community development, or involvement with the government.

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Marina

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