Certification and Lecturers’ Performance in State Polytechnic: a Mediating Role of Psychological Empowerment

Ellyn Eka Wahyu1 \*

State Polytechnic of Malang1 (Business Administration Department), Indonesia

ellyn.eka@polinema.ac.id

1 blank line ARIAL NARROW 5 pt

Yekie Senja Oktora2

State Polytechnic of Malang2 (Business Administration Department), Indonesia

yekiesenjaoktora@polinema.ac.id

1 blank line ARIAL NARROW 5 pt

Lydia Ery Octalina3

University of Brawijaya Malang3 (Faculty of Business Administrative Science), Indonesia

 lydiaeryoctalina@gmail.com

**\*Corresponding Author. Tel: +62818538911, Email: Ellyn.eka@polinema.ac.id**

**How to cite:**

Wahyu, E.E., Oktora, Y.S., Octalina, L.E. 2024. Certification and Lecturers’ Performancein State Polytechnic: a Mediating Role of Psychological Empowerment *Jurnal Bisnis dan Manajemen*, Volume XI No. 1 page:

**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

# 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 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.

1. **Literature Review**
	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**

* 1. **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**

* 1. **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.

1. **Research Method**
	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:

1. Lecturers’ Certification measured by four indicators and ten items from Palupi et al., (2018).
2. Psychological Empowerment assessed by four indicators and twelve items from Jácome dan Chión, (2022).
3. Third indicators and thirteen items to measuring the Lecturers’ Performance from Retnowati et al., (2021).
	1. **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).

1. **Results and Discussion**
	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 |  |  |
|  | 1. Male
 | 18 | 17 |
|  | 1. Female
 | 48 | 73 |
| 2 | Age |  |  |
|  | 1. 24-29
 | 2 | 3,03 |
|  | 1. 30-35
 | 10 | 15,1 |
|  | 1. 36-41
 | 13 | 19,7 |
|  | 1. 42-47
 | 15 | 22,7 |
|  | 1. 48-53
 | 17 | 25,7 |
|  | 1. 54-59
 | 6 | 9,09 |
|  | 1. 60-65
 | 3 | 4,54 |
| 3 | Specialization/ main concentration |  |  |
|  | 1. Business Administration
 | 20 | 30,3 |
|  | 1. Marketing Management
 | 40 | 60,6 |
|  | 1. Tourism Management
 | 3 | 4,54 |
|  | 1. 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**

| **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:

Tabel 3 *Outer Loading* 2nd order

| **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 |
| *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 (R2)** | **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 ) x (1 – R2 2 )

Q2 = 1 – (1 – 0,670) x (1 – 0.338)

Q2 = 1 – (0,33 x 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** | **f2 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.

**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.

* 1. **Discussion**
		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 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.

* + 1. **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.

* + 1. **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.

* + 1. **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-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.

* + 1. **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.

* + 1. **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.

1. **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.

1. **References**

Amalia, L., & Saraswati, T. (2018). The Impact of Competencies Toward Teacher’s Performance Moderated By the Certification in Indonesia. *The 2018 International Conference of Organization Innovation*, *3*(10), 86–98. https://doi.org/10.18502/kss.v3i10.3363

Arefin, M. S., Alam, M. S., Islam, M. R., & Rahaman, M. (2019). High-performance work systems and job engagement: The mediating role of psychological empowerment. *Cogent Business and Management*, *6*(1). https://doi.org/10.1080/23311975.2019.1664204

Atmaja, B. S., & Budi, A. S. L. (2016). The Effect of Brand DNA on the Interactive Marketing: Perspective of Junior Lecturers from the Faculty of Economics of a Catholic University. *Procedia - Social and Behavioral Sciences*, *224*(August 2015), 459–466. https://doi.org/10.1016/j.sbspro.2016.05.421

Auliana, S., & Nurasiah, I. (2017). *Penerapan Organizational Citizenship Behavior Dosen di STIE Bina Bangsa*. *2*(2), 149–162.

Butcher, J., & Stoncel, D. (2012). The impact of a Postgraduate Certificate in Teaching in Higher Education on university lecturers appointed for their professional expertise at a teaching-led university: “It’s made me braver.” *International Journal for Academic Development*, *17*(2), 149–162. https://doi.org/10.1080/1360144X.2011.620107

Daromes, F. E. (2015). Lecturer Certification in the Perspective of Performance Measurement Systems and Mental Models. *SSRN Electronic Journal*, *1*(20), 8–10. https://doi.org/10.2139/ssrn.3364034

Fernandes, P. R. da S., Jardim, J., & Lopes, M. C. de S. (2021). The soft skills of special education teachers: Evidence from the literature. *Education Sciences*, *11*(3). https://doi.org/10.3390/educsci11030125

Fitriana, A. D. (2022). Personal Branding: Strategi Membangun Reputasi Dosen Di Media Digital. *Jurnal Komunikasi*, *16*(2), 121–133. https://journal.trunojoyo.ac.id/komunikasi/article/view/12792

Franke, G., & Sarstedt, M. (2019). Heuristics versus statistics in discriminant validity testing: a comparison of four procedures. *Internet Research*, *29*(3), 430–447. https://doi.org/10.1108/IntR-12-2017-0515

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). *A Primer on Partial Least Squares Structural Equation Modeling* (First Edit). SAGE Publications. https://doi.org/10.1016/j.lrp.2013.01.002

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hall, M. (2008). The effect of comprehensive performance measurement systems on role clarity, psychological empowerment and managerial performance. *Accounting, Organizations and Society*, *33*(2–3), 141–163. https://doi.org/10.1016/j.aos.2007.02.004

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*(1), 115–135. https://doi.org/10.1007/s11747-014-0403-8

Husband, G. (2018). The professional learning of further education lecturers: effects of initial lecturer education programmes on continuing professional learning in Scotland and Wales. *Research in Post-Compulsory Education*, *23*(2), 159–180. https://doi.org/10.1080/13596748.2018.1444384

Indriantoro, N., & Supomo, B. (2016). *Metode Penelitian Bisnis* (Pertama). BPFE.

Jácome, I., & Chión, S. (2022). Psychological Empowerment and Job Stress in Higher Education Institutions in Ecuador. *Psychology Research and Behavior Management*, *15*(November), 3297–3312. https://doi.org/10.2147/PRBM.S381342

Jordan, G., Miglič, G., Todorović, I., & Marič, M. (2017). Psychological empowerment, job satisfaction and organizational commitment among lecturers in higher education: Comparison of six CEE countries. *Organizacija*, *50*(1), 17–32. https://doi.org/10.1515/orga-2017-0004

Latham, G. P., & Locke, E. A. (1991). A Theory of Goal Setting and Task Performance. *Organizational Behavior and Human Decision Processes*, *16*(2), 212–247. https://doi.org/10.2307/258875

Limbong, M., & Lumbantoruan, J. H. (2022). The Effect of Government Teacher Certification on Teaching Performance: Certified vs uncertified. *Utamax : Journal of Ultimate Research and Trends in Education*, *4*(3), 202–212. https://doi.org/10.31849/utamax.v4i3.11353

Lubis, F. W., & Harahap, H. (2017). Lecturer Certification and The Teaching-Learning Process Quality in Universitas Sumatera Utara. *International Conference on Social and Political Development*, *136*(2nd), 580–602. https://doi.org/10.2991/icosop-17.2018.89

Ma, L., Zhou, F., & Liu, H. (2021). Relationship Between Psychological Empowerment and the Retention Intention of Kindergarten Teachers: A Chain Intermediary Effect Analysis. *Frontiers in Psychology*, *12*(February), 1–11. https://doi.org/10.3389/fpsyg.2021.601992

Madya, S. (2007). Certification for Teachers and Lecturers and Its Implications for Staff Development. *Journal of English and Education*, *I*(1), 1–7.

Meng, Q., & Sun, F. (2019). The impact of psychological empowerment on work engagement among university faculty members in China. *Psychology Research and Behavior Management*, *12*, 983–990. https://doi.org/10.2147/PRBM.S215912

Nurzaman, L., & Amalia, L. (2022). *The Effect of Emotional Intelligence and Spiritual Intelligence on Lecturer Work Performance*. *1*(1), 50–71.

Palupi, D. A. P., Cahjono, M. P., & Dananti, K. (2018). Evaluation model: A performance appraisal model for certified lecturers. *SHS Web of Conferences*, *49*(02003), 1–8. https://doi.org/10.1051/shsconf/20184902003

Pilarta, A. B. (2015). Job Satisfaction and Teachers Performance in Abra State Institute of Sciences and Technology. *Global Journal of Management and Business Research: A Administration and Management*, *15*(4), 80–86.

Prasetio, A. P., Azis, E., Fadhilah, D. D., & Fauziah, A. F. (2017). Lecturers’ Professional Competency and Students’ Academic Performance in Indonesia Higher Education. *International Journal of Human Resource Studies*, *7*(1). https://doi.org/10.5296/ijhrs.v7i1.10902

Putra, Y. S., Suharti, L., & Sasongko, G. (2022). Developing innovative work behavior: The influence of psychological empowerment and intergenerational learning. *Jurnal Ekonomi Dan Bisnis*, *25*(2), 435–452. https://doi.org/10.24914/jeb.v25i2.5327

Retnowati, T. H., Mardapi, D., Kartowagiran, B., & Hamdi, S. (2021). A Model of Lecturer Performance Evaluation: Sustainable Lecturer Performance Mapping. *International Journal of Instruction*, *14*(2), 83–102. https://doi.org/10.29333/iji.2021.1426a

Schuberth, F., Henseler, J., & Dijkstra, T. K. (2018). Confirmatory composite analysis. *Frontiers in Psychology*, *9*(DEC), 1–14. https://doi.org/10.3389/fpsyg.2018.02541

Sholihin, M., & Ratmono, D. (2013). *Analisis SEM-PLS dengan WarpPLS 3.0*. Andi Offset.

Suherman, E., Suroso, Rismayadi, B., & Sihabudin. (2023). *Mediating Effect of Psychology Empowerment on the Influence of Knowledge Sharing to Lecturer Performance: An Empirical Study in UBP Karawang* (Issue 14). Atlantis Press International BV. https://doi.org/10.2991/978-94-6463-008-4\_56

Wahyudi, Sutoro, M., & Mukrodi. (2021). Reality of Lecturers’ Performance, What’s Next? *The 1st International Conference on Research in Social Sciences and Humanities (ICORSH 2020)*, *584*(1), 320–324. https://www.atlantis-press.com/proceedings/icorsh-20/125962358

Yusefi, E., Samiee Zafarghandi, M., & Taleb, Z. (2022). Predicting the Psychological Empowerment of Faculty Members Based on the Spiritual Leadership Model. *International Journal of Ethics & Society*, *3*(4), 16–24. https://doi.org/10.52547/ijethics.3.4.16

**Appendix**

| **No** | **Variable** | **Indicator** | **Item** |
| --- | --- | --- | --- |
| 1 | *Lecturer Certification*(Palupi et al., 2018) | *Pedagogic Competency* | 1. Have relevant educational qualifications
2. Able to complete the workload on time
3. Have the ability to become a learning lecturer.
 |
| *Social Competency* | 1. Able to collaborate with fellow colleagues regarding the learning process.
2. Able to build professional relationships with fellow colleagues.
3. Able to provide assistance when there are problems related to the learning process.
 |
| *Professional Competency* | 1. Able to create positive communication between colleagues to improve the learning process.
2. Able to differentiate well between duties as a professional lecturer in an institution and personal activities.
 |
| *Personality Competency* | 1. Able to avoid conflicts with fellow colleagues
2. Able to have good intrapersonal character
 |
| 2 | *Psychological**Empowerment*(Jácome dan Chión, 2022) | *Meaning* | 1. Lecturer work is an important job
2. The activities carried out are able to provide personal meaning.
3. Lecturer work is meaningful work.
 |
| *Competence* | 1. Confidence regarding your ability to do the job
2. Confidence regarding skills in doing work.
3. Confidence related to mastery of skills on the job.
 |
| *Self-Determination* | 1. Able to automatically prioritize the work to be done.
2. Able to choose the best option in completing assignments.
3. Able to act independently in carrying out tasks
 |
| *Impact* | 1. Able to contribute to the development of the work unit.
2. Able to have control over the development of work units.
3. Able to have a strong influence on fellow colleagues in the work unit.
 |
| 3 | *Lecturer Performance*(Retnowati et al., 2021) | *Lesson Planning* | 1. Say hello to students
2. Deliver learning plans
3. Explain the learning assessment system
 |
| *Learning Proccess* | 1. Master the learning material
2. Explain the material easily to understand
3. Appear polite
4. Provide opportunities to ask questions
5. Compatibility of materials with technological developments
6. Using social media to support learning.
7. Using E-mail to support learning.
8. Using YouTube to support learning.
9. Using International Journals to support learning.
 |
| *Learning Assessment* | 1. Able to make objective corrections to student assignments and tests
2. Learning is able to stimulate students' critical thinking ability
 |

**Source: Developed by authors, 2024**