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The Role of Knowledge-Based Signature Skill (Specific Knowledge-Based Professional Ability) as a Mediation Variable in Intellectual Capital, Intrinsic Motivation, Empowerment of Creativity on Performance (Empirical Study at Private Universities DKI Jakarta)

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Abstract

This study aims to build a basic theoretical model and an empirical model of lecturer performance through knowledge-based signature skills. It is done by proving and analyzing the influence of intellectual capital on lecturer performance, intellectual capital on knowledge-based signature skills, knowledge based signature skills on lecturer performance, intrinsic motivation on knowledge-based signature skills, inherent motivation on lecturer performance empowerment of creativity on lecturers' performance. Knowledge-based signature skills, empowering creativity on lecturer performance. The population of this study was 21,624 lecturers at private universities in the Special Capital Region of Jakarta by taking a sample of 414 respondents. The Structural Equation Model (SEM) analysis approach was utilized in conjunction with the AMOS 22 program. The results indicate that the model as a whole matches the data. As an intervening variable, this research may provide a knowledge-based signature skill model. This is demonstrated by study findings that indicate a favorable and significant effect of intellectual capital on knowledge-based signature skills. Additionally, this study demonstrates that empowering creativity, intrinsic drive, and knowledge-based signature abilities improves lecturer performance in a substantial way. Additionally, the first hypothesis, that intellectual capital has an effect on lecturers' performance, is denied. The study's new result is that in order to enhance lecturers' performance at private institutions in the Province of the Special Capital Region of Jakarta, it is important to foster creativity, intrinsic drive, and knowledge-based signature abilities.

Keywords: *Intellectual Capital, Creativity Empowerment, Intrinsic Motivation, Knowledge-Based Signature Skill, and Lecturer Performance.*

INTRODUCTION

The era of globalization is characterized by rapid changes in information and technology innovation. Business competition in the industrial world is increasingly competitive and challenging to predict. This has become a global issue due to the times (Meyer-Krahmer & Reger, 1999; Riain, 2000). This condition forces various business organizations to change the paradigm of thinking and the way of doing business from the traditional (classical) labor-based pattern that emphasizes the quantity of products/services towards a company with a current business pattern based on science and more emphasis on product quality/services (Hitt et al., 2001; Chaiprasit, S & Swierczek, 2011).

Business organizations/companies can be successful and continue to exist when the organization has competitive capabilities or high competitiveness, thus competing both in the domestic and global arenas (Seidler-de Alwis & Hartmann, 2008; Kiron & Shockley, 2011). Porter's theory of competitiveness is considered a series of evolutionary awareness of the importance of competitiveness in creating prosperity and value-added for a country or company. However, that prosperity and added value do not only grow from natural contributions. The competitive role of business organizations in creating wealth and value-added is highly dependent on the organization's ability to innovate and renew continuously, thus giving rise to new perspectives. This new perspective is based on the concept of resource theory which essentially complements the environment-based view proposed by Porter (1993). Thus, based on the philosophy of resource management theory, the "core" asset is a sustainable competitive advantage in the form of the "internal" resources of the industry itself.

Internal resources of the organization/company, according to management experts, are resources termed intellectual capital, which includes all intangible assets belonging to the company, including three main components, namely: Human

Capital, Relational Capital, and Structural Capital, as core competencies as expressed by Barney (1986) and Wernerfelt (1984) and cited by Moon and Kym (2006). The Hecksher and Ohlin model refines the Ricardian model, which only makes labor the only supporting factor in the production process by adding a capital factor, then brings up the technology factor (production method) to combine work and capital factors whose optimization is primarily determined by resources. Human organizations or companies (Chen, 1992).

The rise of the knowledge-based economy is believed to have an increasingly important role in intellectual capital in an organization or company. Intellectual capital is critical in defining a lasting competitive advantage, since it entails an intangible static asset, an ideological process, and a tool for accomplishing goals (Roos & Roos., 1997; Marr et al., 2004). Modern industrialization's requirements are characterized by the development of value from intangible assets. They are referred to as Intellectual Capital (ICIC), and include knowledge and skills held and attached to individual employees, deep social relationships/relationships with consumers, and a culture of diverse expertise as an organizational culture – dominant culture (Robbins., 2006), all of which enable strategic innovation and change to foster the creation of competitiveness and competitive advantage.

Human Resources, among the numerous resources possessed by the firm, holds a crucial role (Scheider & Bowen, 1993). Additional resources cannot be employed, much alone managed, to develop a product without Human Resources (HR). But in reality, many companies do not realize the importance of human resources for the company's survival, while human resources are an essential organizational asset; therefore, companies must develop and improve their human resources (Boxall, 1996).

People have long believed that intelligence, especially intellectual abilities, is a form of mental capacity necessary in carrying out tasks or work (Wiramiharja, 2003). This can be understood because in employment, not only actions to carry out work but also intelligence in solving problems (Schultz & Schultz, 1994). However, Riggio (2000) believes that intellectual intelligence alone is insufficient because academic intelligence is only a tool. This is contrary to Suhariadi's (2002) research, which explains that intelligence affects forming efficient productivity in a person.

The realization of competitive advantage is a long-term process. But to achieve it is not an easy thing for the organization. Success is determined from responsiveness that provides a direction guide for the organization in completing every job, even though it is not easy (Jayachandran et al., 2004). The key to success in environmental adaptability is measured by how high the degree of ability or expertise possessed by an employee in dealing with all situations. Skills or expertise for Rentz et al. (2002) reflects the ability of employees to select various kinds of approach techniques in dealing with consumers. So that with good skills, an employee will more easily complete tasks with optimal results.

Moreover, Skills are fundamental in a highly competitive global market environment. Soft skills and hard skills are great competitive weapons. Management of soft skills and hard skills can make employees and companies more responsive to changes in consumer demand (Hendarman & Cantner, 2018).

Previous research gaps strengthen the problem in this study; Haffez & Essmail (2007); Hening-Thurau (2004) show the role of soft skills and hard skills in the realization of a company's competitive advantage. However, it is not clear whether the mechanisms and processes of soft skills and hard skills can become an essential instrument in building this competitive advantage (Vorhies & Morgan, 2005). So far, the concepts of soft skills and hard skills are still measured from the company side and have not touched the most critical area, namely the customer. Therefore, the selection of soft skills and hard skills problems for employees as measured by customer perceptions is appropriate and appropriate to be on the agenda (Zhang, 2012). The absence of responsiveness in competitive advantage management following customer needs and expectations is a major contributing factor. Hening-Thurau (2004) assumes that responsiveness in managing competitive advantage based on measuring customer needs and expectations is an absolute and urgent thing to be realized in every company. Therefore, creating responsiveness with strategic value for the company is an important topic to be referred to in future research.

A challenge emerges for an organization such as a private university (PTS) today, which continues to require quality Human Resources who have high motivation and job satisfaction and think creatively in producing works considering that universities are organizations. In addition to having differences with other organizations in producing output, namely producing reliable scholars or experts, they are also very vulnerable to all forms of turmoil and their relationship with the environment that continues to change. Not only in the field of scientific development but also changes in the development of technology and human character on earth.

Head of Kopertis Region III DKI Jakarta Prof. Ilza Mahuni (2014) explained that during 2011-2013 the number of studies conducted by lecturers in the Kopertis Region III DKI Jakarta amounted to 656 studies or an average of 219 studies per year,

this number is deficient when compared to with the number of lecturers amounting to 21,624 lecturers. The data above shows that lecturers' performance in the Kopertis Region III DKI Jakarta area in conducting research is deficient.

Based on this, this research was conducted to develop new theoretical approaches to resolve the conceptual controversy regarding intellectual capital on lecturer performance. It is hoped that this research can add to the treasury of scientific studies regarding the relationship between intellectual capital, intrinsic motivation, and Knowledge-Based Signature Skill with lecturer performance. In addition, this research is also expected to increase the knowledge and sharpness of the author's analysis in issues related to Intellectual Capital, Knowledge-Based Signature Skills, and performance and become input for the management of universities in the Province of the Special Capital Region of Jakarta to improve performance. In addition, the results of this study are also expected to raise awareness for all higher education managers in Kopertis Region III DKI Jakarta about the importance of performance.

METHOD

This research is a sort of causal research in that it seeks to explain numerous ideas and variables created in the empirical research model through the establishment of a causal link. The population for this study consisted of 414 teachers from the Faculty of Economics and the College of Economics at Kopertis Region III DKI Jakarta. Purposive sampling was employed in this study to acquire a representative sample that satisfied the required requirements.

The major data collection technique used in this study was a survey, which is gathering information from respondents using a questionnaire that has a list of assertions presented directly to respondents (Cooper & Emory, 1995). Meanwhile, the data analysis was done descriptively by testing the hypothesis and the model using SEM analysis (Hair et al., 1995). In this study, five variables were used, consisting of four exogenous variables and one Indogen variable. Exogenous variables in this study are Intellectual Capital (X1), Intrinsic Motivation (X2), Creativity Empowerment (X3), and Knowledge-Based Signature Skill (X4) as intervening variables, while the Indogen variable is performance (X5).

RESULT AND DISCUSSION

Validity test

Validity refers to the correctness of an indicator number in the evaluation of something or measurements. (2006) (Ferdinand). Validity is quantified statistically by the needed correlation value; the minimal requirement for a questionnaire to be considered valid or valid is more than 1.96 for sample data bigger than 200 (Ghozali, 2006).

According to the study's findings, after validating all indicators for the variables Intellectual Capital (X1), Intrinsic Motivation (X2), Creativity Empowerment (X3), Knowledge-Based Signature Skill (X4), and performance (X5). It may be determined that all questions to be asked of respondents are legitimate; the CRCR value for all indicators is greater than 1.96 and the p-value is less than 0.05.

Reliability Test

A reliability test shows the extent to which a measuring instrument can provide relatively the same results when repeated measurements are made on the same object. The minimum reliability value of the dimensions forming the latent variable that can be accepted is 0.70. The test results above show that all reliability values are above 0.7. This means that the measurement of this SEM model has met the reliability requirements of the measurer. Likewise, for the variance extracted values, all are above 0.5. This means that the measurement of this SEM model has met the requirements of good factor extraction. Based on the loading factor value and the construct reliability value, all question items on the five variables Intellectual Capital (X1), Intrinsic Motivation (X2), Creativity Empowerment (X3), Knowledge-Based Signature Skill (X4), and performance (X5), have reliability.

Model Testing and Development

Considering the complexity in data measurement, the technique used is a multivariate technique, namely SEM. Using this technique as a data analysis method is because SEM can develop models. The advantage of this technique is that it can analyze more complicated and complex models. A whole SEM model is made of a measuring model and a structural model. Structural modeling is a model describing the structure of interactions that forms or explains the causation of factors (Ferdinand, 2006).

Exogenous Construct Confirmatory Analysis

The findings from confirmatory factor analyzes are measures of the latent variables of the study model with 12 variables observed. In Figure 1, below the impact of data handling on the confirmative factor analysis of intrinsic motivation and creativity in intellectual capital structures is demonstrated:

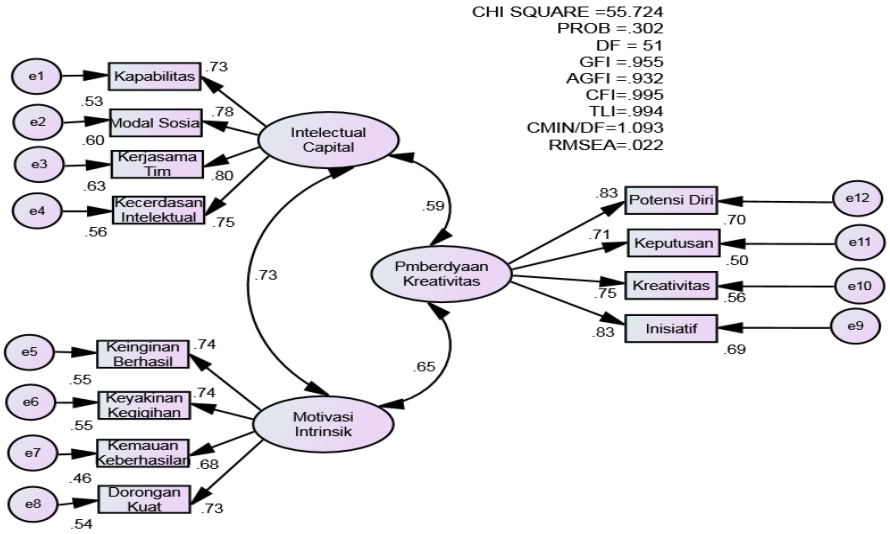

Figure 1 Analysis of Exogenous Intellectual Capital Construct Factors, Intrinsic Motivation and Creativity Empowerment
Source: Primary data processed (2015)

Table 1 summarizes the feasibility test for the confirmatory factor analysis model for the external structure of intellectual capital, intrinsic motivation and creative capacity.

Table 1 Feasibility Test Results of Exogen Intellectual Capital Model, Intrinsic Motivation and Creativity Empowerment Confirmatory Factor Analysis – 1

The goodness of fit Index	Cut Off Value	Analysis Results	Model Evaluation
Chi-Square	< 79.018 (5%.51)	55.724	Marginal
Probability	≥ 0.05	0.302	Good
RMS	≤ 0.08	0.020	Good
GFI	≥ 0.90	0.955	Good
AGFA	≥ 0.90	0.932	Good
TLI	≥ 0.95	0.994	Good
CFI	≥ 0.95	0.995	Good

Source: Primary data processed in 2015

The findings of data processing analysis indicate that all components utilized to create a research model during the whole SEM model analysis procedure fulfilled the established goodness of fit requirements. The probability value in this analysis is less than the significance threshold of 0.302, but more than 0.05, indicating that the hypothesis is accepted, namely that there is a difference between the sample covariance matrix and the estimated population covariance matrix obtained. This indicates that a difference exists between the sample and estimated population covariance matrices, and therefore that this model may be accepted. Other model suitability indices, such as the GFI (0.955), the TLI (0.994), the CFI (0.995), the RMSEA (0.020), and the AGFI (0.932), provide sufficient evidence for the unidimensionality hypothesis's acceptance, indicating that the three variables above can accurately reflect the latent variables analyzed.

The test results on the loading factor values for each indicator are obtained as follows:

Table 2. Standardization of Regression Weights Confirmatory Factor Analysis of Exogenous Constructs

			Estimate	SESE.	CRCR.	P	Label
intellectual	<---	Intellectual_Capital	1.197	.125	9.569	***	par_1
Capability	<---	Intellectual_Capital	1.000				
urge	<---	Intrinsic_Motivation	1.070	.114	9.352	***	par_2
Success	<---	Intrinsic_Motivation	1.000				
Persistence	<---	Intrinsic_Motivation	1.178	.128	9.170	***	par_3
Success	<---	Intrinsic_Motivation	1.078	.127	8.492	***	par_4
Social_Capital	<---	Intellectual_Capital	1.122	.117	9.627	***	par_5
Cooperation	<---	Intellectual_Capital	1.110	.111	9.983	***	par_6
Creativity	<---	Empowerment	.960	.087	11.045	***	par_7
Initiative	<---	Empowerment	1.000				
Decision	<---	Empowerment	.911	.090	10.144	***	par_8
Potency	<---	Empowerment	1.053	.084	12.505	***	par_9

Source: Primary data processed in 2015

In the context of the t tests of regression weights as provided in Table 4.39 and in the loading factor of these dimensions, the strength and weakness of the dimensions to create the latent factor may be analysed. In a regression analysis the critique ratio (CR) of the table is the same as the t-count. Critical ratios (CR) above 2% (significant threshold 5%) show that the dimensions of the generated latent components are considerably those of these variables. Table 2 shows that the CR has fulfilled the requirements of each size, i.e. CR >2.00, which implies that considerably the factors listed above are the dimensions of the generated latent variables. This study allows future examination of this research model without any changes or changes.

Endogenous Construct Confirmatory Factor Analysis

The strength and weakness of the dimensions to produce the latent factor may be analyzed in the context of the t tests for regression weights as presented in Table 4.39 and in the loading factor of these dimensions. The critical ratio (CRCR) of the table in a regression analysis is the same as the t-count. Critical proportions (CRCRs) higher than 2% (significant threshold 5%) suggest that these variables are significantly larger in the dimension of the latent components produced. The conditions of each size, that is to say CRCR>2, have been met by the CRCR, shown in Table 2 that the aforementioned parameters are substantially the dimensions of the latent variables created. Without modifications or alterations this study permits a future assessment of this research paradigm:

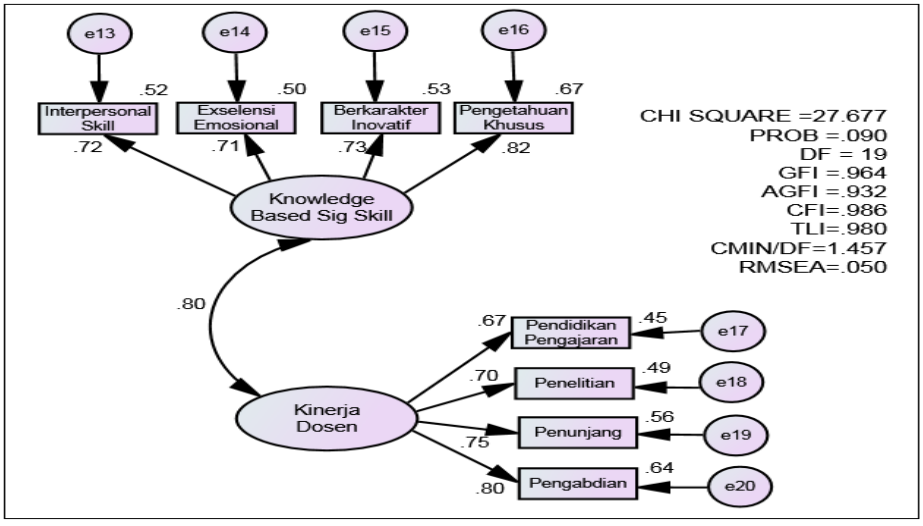

Figure 2 Endogenous Construct Confirmatory Factor Analysis

The summary of the feasibility test of the confirmatory factor analysis model is as follows:

Table 3 Feasibility Test Results of Endogenous Confirmatory Factor Analysis Model-2

The goodness of fit Index	Cut Off Value	Analysis Results	Model Evaluation
Chi-Square	< 30.144 (5%.19)	27.677	Good
Probability	≥ 0.05	0.091	Good
RMS	≤ 0.08	0.050	Good

Source: Primary data processed in 2015

The findings of the data processing analysis indicate that all components utilized to create a research model during the whole SEM model analysis procedure fulfill the established goodness of fit requirements. The probability value in this study is more than or equal to 0.091; this value suggests that the null hypothesis, that there is no difference between the sample and estimated population covariance matrices, cannot be rejected. This indicates that the sample covariance matrix and the predicted population covariance matrix are identical, and so this model may be accepted. Other model appropriateness indices, such as GFI (0.964), AGFI (0.932), TLI (0.980), CFI (0.986), and RMSEA (0.050), offer adequate evidence for the unidimensionality hypothesis to be accepted, indicating that the three indicators above may accurately reflect the latent variables examined. The following table summarizes the test findings for loading factor values for each indication:

Table 4 Standardization of Endogenous Regression Weights Confirmatory Factor Analysis of Endogenous Constructs

			Estimate	S ESE.	CRCR.	P	Label
Edu & Teach	<---	Lecturer_Performance	1.000				
Devotion	<---	Lecturer_Performance	1.114	.125	8.949	***	
Support	<---	Lecturer_Performance	.969	.114	8.528	***	
Research	<---	Lecturer_Performance	.894	.111	8.082	***	
Emotional	<---	Knowledge	1.034	.117	8.841	***	
Innovative	<---	Knowledge	.989	.109	9.075	***	
Special	<---	Knowledge	1.197	.119	10.040	***	
Skills	<---	Knowledge	1.000				

Source: Primary data processed in 2015

The strength and weakness of the dimensions that combine to produce the latent factor may be determined by doing a t-test on the regression weights as shown in Table 4.39 and examining the loading factor for each of these dimensions. In the table, the crucial Ratio (CRCR) corresponds to the t-count in the regression analysis. A critical ratio (CRCR) larger than 2.00 (significant level 5%) shows that these variables are strongly related to the generated latent components. According to Table 4, the CRCR for each dimension satisfied the criteria, namely CRCR> 2.00, indicating that the variables listed above are significantly the dimensions of the latent variables generated. This study model can be further studied without any alterations or adjustments based on the results of this investigation.

Whole Model Structural Equation Modeling (SEM) Analysis

The entire model's feasibility was determined using Structural Equation Model (SEM) analysis, which was also utilized to determine the suggested hypothesis's validity. After validating the indicators that comprise the latent variables using confirmatory factor analysis, the whole model is analyzed using the Structural Equation Model (SEM). Conformity and statistical tests were used to analyze the data processing outcomes at each level of the SEM model. The impacts of data processing on the whole location of the SEM model were analyzed using conformance and statistical tests. Figure 3 illustrates the outcomes of data processing for the full SEM model analysis.

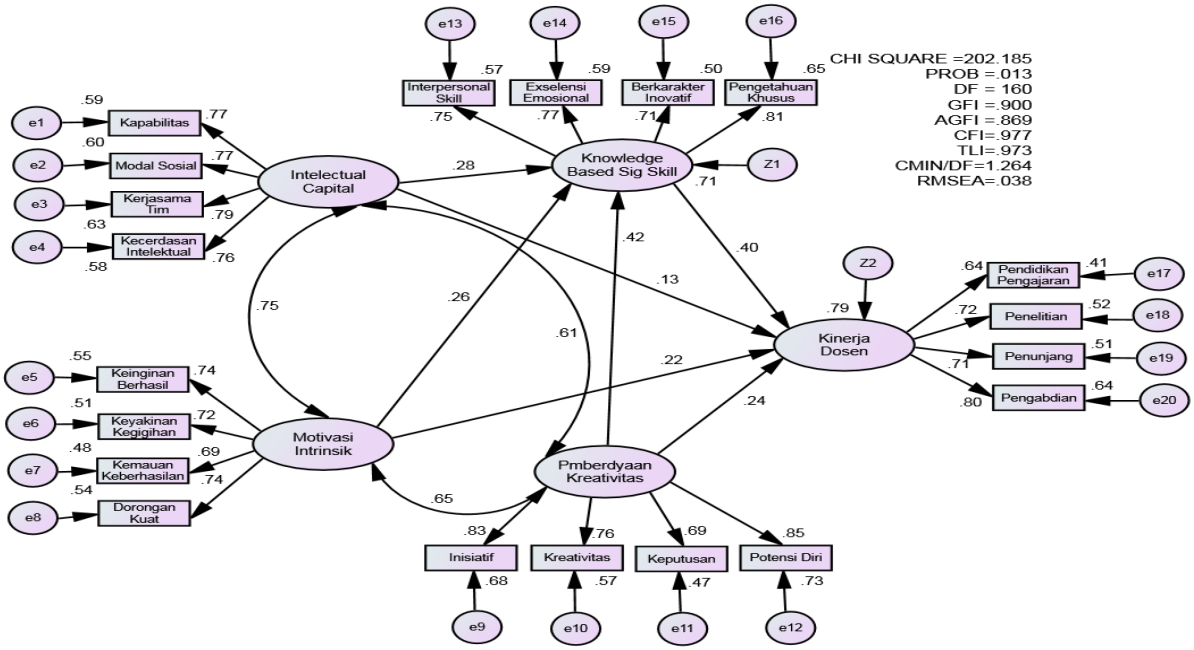

Figure 3 Structural Equation Model Test Results

Model testing on SEM is used to determine the model's appropriateness. The whole model is tested for feasibility in the same manner that the exogenous and endogenous variable measurement models are tested for feasibility using confirmatory factor analysis (CFA). The model hypothesis assessment demonstrates that this model follows and/or fits the data utilized in the study, as seen in the accompanying table:

Table 5 Feasibility Test Results of the Structural Equation Model (SEM)

The goodness of fit Index	Cut Off Value	Analysis Results	Model evaluation
Chi-Square	< 190,516 (5%,160)	202,185	Marginal
Probability	≥ 0,05	0,013	Marginal
RMS	≤ 0,08	0,038	Good
GFI	≥ 0,90	0,900	Good
AGFA	≥ 0,90	0,869	Marginal
TLI	≥ 0,95	0,973	Good
CFI	≥ 0,95	0,977	Good

Source: Primary data processed in 2015

The findings of the data processing analysis indicate that all components utilized to create a research model during the whole SEM model analysis procedure fulfill the established goodness of fit requirements. The probability value in this study is less than the significance threshold of 0.013 or less than 0.05. This number shows that the null hypothesis, that no difference exists between the sample and estimated population covariance matrices, is rejected. This implies that there is a discrepancy between the sample and estimated population covariance matrices, and hence this model cannot be accepted. Other model appropriateness indices, such as GFI (0.900), AGFI (0.869), TLI (0.973), CFI (0.977), and RMSEA (0.038), offer adequate evidence for the unidimensionality hypothesis to be accepted, indicating that the aforementioned indicators may accurately reflect the investigated latent variables.

Conformity Test and Empirical Model Statistical Test

Chi-Square (χ^2)

(2) Chi-Square the Chi-Square (2) is only applicable to discrete data. The Chi-Square test (2) is an independent variable test that is used when a variable is unrelated to or uninfluenced by other factors. The Chi-Square (2) technique is used to determine whether there is a statistically significant (significant) difference between the number of observations of an item or a particular response in each categorization and the anticipated value under the null hypothesis. (2003) (Djarwanto). If the

Chi-Square value is small, the tested model is deemed excellent or adequate. The smaller the value of 2, the more accurate the model, and it is accepted on the basis of probability with a cut-off of p>0.05 (Hair et al., 1995 in Ferdinand, 2006). The entire model test results yielded a Chi-Square value of 202.185 above the table value for degrees of freedom = 160 at a 5% level of significance, namely df (0.05;160) 190.516, satisfying the criterion that the Chi-Square count be less than the table value. This demonstrates the model's accuracy based on the Chi-Square value, which is classified as a poor match.

RMSEA (The Root Mean Square Error of Approximation)

The root mean square error (RMSEA) is a statistic that is used to account for chi-square statistics in big samples (Baumgartner & Homburg, 1996). The root mean square error of the fit indicates the predicted goodness-of-fit if the model is calculated in the population (Hair, 1995). RMSA provides the anticipated value of Goodness-Of-Fit when the model is calculated in the population (Hair, 1995 in Ferdinand, 2006). The RMSEA score of 0.08 indicates that the model is acceptable, indicating that it fits the data well in terms of degrees of freedom. The RMSEA value in this study is 0.039, which is less than 0.038, and so the model's accuracy test is classified as a perfect match based on the RMSEA value.

GFI (Goodness of Fit Index)

GFI is a fit index that calculates the weighted proportion of variance in the sample covariance matrix that corresponds to the estimated population covariance matrix (Bentler, 1983; Tanaka & Huba, 1989). GFI is a non-statistical index that ranges from 0 (poor fit) to 1.0 (perfect fit). A greater value implies a better match (Ferdinand, 2006). The GFI value in this investigation is 0.900, indicating that the model is acceptable.

AGFI (Adjusted Goodness of Fit Index)

In a repeated regression, Tanaka & Huba (1989) reported that GFI is similar to R2. This Fit Index is adjustable to the degree of flexibility allowed to test whether or not the model is accepted (Arbuckle & Wothke, 1999). Acceptance rate is suggested if AGFI has a value greater than or equal to 0.90 (Hulland in Ferdinand, 2006). The findings indicated that the outcome of AGFI was 0.869 and this model had modest marginality.

TLI (Tucker Lewis Index)

A cumulative index compares a model evaluated to a model base where the suggested value is 0.95 for approval of a model (Hair et al. 1995 in Ferdinand, 2006). The number near to one means that it fits perfectly, and the value close to one implies a perfect fit (Hair et al. 1995 in Ferdinand in 2006). (Arbuckle 1997 in Ferdinand, 2006). The results of the test indicate a TLI of 0.973, which implies that this model fits perfectly since the value is greater than 0.95.

CFI (Comparative Fit Index)

CFI is a 0-1 range where approaching 1 means a high degree of fitness (Arbuckle, 1997 in Ferdinand, 2006). The value of 0.95 was recommended. The findings indicated 0.977 thus that is excellent and acceptable.

Holter's Index

The last goodness of fit statistic in AMOS is critical N developed by Hoelter (1983) regarding the required sample size. This index explicitly describes the level of adequacy of the sample used in a particular analysis. The primary purpose of this index is to estimate the size of examples that are sufficient to produce a model fit enough for the two tests (Ferdinand, 2006).

Critical N is the maximum sample size that allows a person to assume that a model is correct. For a meaning of 0.05 and 0.01, AMOS generates real output of N. (Ferdinand, 2006). The findings of the N Hoelter 0.05 and 0.01 are provided below.

Table 6 Hoelter's Full Model

Model	HOELTER .05	HOELTER .01
Default model	169	181
Independence model	20	21

Source: Primary data processed in 2015

Based on the critical N test results for a significance level of 0.05, 169 samples are needed if more than 169 models will be rejected. At the 0.01 significance level, 181 pieces are required if more than 181 models will be dismissed. In this study, the sample used was 186, if you look at the Hoelter's value with a significance level of 0.05 and 0.01, 180 examples are still below 181, so this model can be accepted.

Empirical Model Hypothesis Testing

The test is performed by analysis of the CRCR value and P-value from the data processing results of the SEM data, and then the statistical limitations that are above 1,96 for the CRCR value and below 5,05 for the P-value are compared to those necessary. The data reveal a transaction which fulfills these conditions and can thus accept the offered hypothesis. In addition, hypothesis testing can be carried out in phases following the recommended sequence based on data processing findings, as indicated in Table 7.

Table 7 Hypothesis Testing

			Estimate	S ESE.	CRCR.	P	Label
Knowledge	<---	Intellectual_Capital	.271	.106	2.551	.011	par_15
Knowledge	<---	Empowerment	.352	.076	4.611	***	par_19
Knowledge	<---	Intrinsic_Motivation	.278	.124	2.237	.025	par_21
Lecturer_Performance	<---	Intellectual_Capital	.102	.102	1.002	.316	par_4
Lecturer_Performance	<---	Intrinsic_Motivation	.238	.122	1.955	.051	par_5
Lecturer_Performance	<---	Empowerment	.191	.085	2.240	.025	par_20
Lecturer_Performance	<---	Knowledge	.398	.138	2.879	.004	par_22

Source: Primary data processed in 2015

Hypothesis Testing 1

H1: The higher the Intellectual Capital, the higher the Lecturer's Performance

The Intellectual Capital variable is built with four indicators which include: (1) Capability, (2) Social Capital, (3) Teamwork, (4) Intellectual Intelligence. On the other hand, performance is built with four measurement indicators which include: (1) Implementation of Education and Teaching, (2) Implementation of Research, (3) Implementation of Supporting Higher Education (4) Implementation of Community Service.

The test results above demonstrate that the calculated parameter for the effect of intellectual capital on the performance of lecturers is 0.316 p value, with a significant value higher than 0.05. The CRCR value of importance = 1.002 below the 1.96 value. This demonstrates the acceptance of the zero hypothesis and the rejection of the alternative hypothesis. It may thus be inferred that the higher the intellectual capital, the higher the performance of the instructor is not acceptable. The Intellectual Capital variable therefore reveals that professors in Kopertis Region III DKI Jakarta cannot enhance their performance.

This research is not in accordance with the study of Jardon & Martos (2009), which shows that the performance of the enterprise has a positive relationship between human and structural capital, and that human capital has an indirect effect on the performance of the enterprized firm. Relational capital is linked to structural capital favorably. This study also contradicts the research undertaken by Bollen et al. (2005), which reports on the company's success in relation with the three components of intellectual capital. The company's overall success is affected by ownership of intellectual property. Bontis et al. 2000, describe the positive and large impact of human capital on customer capital. The influence of human capital on structural capital is favorable but not considerable. The influence of customer capital on structural capital is good and important. The impact of structural capital on performance is favorable and considerable.

Hypothesis Testing 2

H2: The higher the Intellectual Capital, the higher the Knowledge-Based Signature Skill

The Intellectual Capital variable is built with four indicators which include: (1) Capability, (2) Social Capital, (3) Teamwork, (4) Intellectual Intelligence, on the other hand, Knowledge-Based Signature Skill is built with four measurement indicators which include: (1) Interpersonal Skill, (2) Emotional Excellence, (3) Innovative Character, (4) Special Knowledge (Specific).

The test results above show that the estimated parameter for the influence of Intellectual Capital on Knowledge-Based Signature Skill is a p_value of 0.011 with a significant value below the considerable level of 0.05 (5%). The significance value of CRCR = 2.551 above the significance value of 1.96. This demonstrates that the null hypothesis is rejected and the alternative one accepted. Intellectual capital can therefore be inferred to have a favorable influence on knowledge-based

signature skills. This demonstrates that in Kopertis Region III DKI Jakarta lecturers, the intelligent capital variable may enhance the skill in knowledge-based signature; thus, the hypothesis has been proved.

This study is consistent with Wiramiharja's (2003) research that revealed that cognitive intelligence has a favorable link with a substantial influence on one's performance in work. Wiramiharja continued that the brilliant work performance will lead him to more satisfying results to improve his performance. In his research, he provides evidence that IQIQ contributes 30% to work achievement and lecturer performance. This study was conducted in accordance with Huang & Wu (2012), who investigated the impacts on knowledge productivity of human capital, organizational capital, and social capital and the interaction development between intellectual capital and knowledge productivity. The results demonstrate that knowledge affects human capital, corporate capital and social capital.

Hypothesis Testing 3

H3: The higher the Knowledge-Based Signature Skill, the higher the Lecturer's Performance

The Knowledge-Based Signature Skill variable is built with four indicators which include: (1) Interpersonal Skill, (2) Emotional Excellence, (3) Innovative Character, (4) Special Knowledge (Specific), on the other hand, the lecturer's performance is built with four measurement indicators which include: (1) Implementation of Education and Teaching, (2) Implementation of Research, (3) Implementation of Supporting Higher Education (4) Implementation of Community Service.

From the test results above, it shows that the parameter estimation of the effect of Knowledge-Based Signature Skill on lecturer performance is p_value of 0.004 with a significant value which is below the significant level of 0.05 (5%) and the significance value of CRCR = 2.879 above the significance value of 1.96, p. This shows that the null hypothesis is rejected, and the alternative hypothesis can be accepted, and thus, the hypothesis is proven. So it can be concluded that the higher the Knowledge-Based Signature Skill, the higher the Lecturer's Performance can be accepted. This shows that the Knowledge-Based Signature Skill variable can improve Lecturer Performance at Kopertis Region III DKI Jakarta.

Surya (2014) explains that Knowledge, Skill, Ability, Use of Human Resource Information Systems, affect the performance of lecturers. Gholami, Asli, Shirkouhi, & Noruzy (2013), Knowledge management involves organizational culture. According to the results of research by Ridrgues & Millan (2013), Knowledge-based, innovation results, barriers to the relationship of health care corporate culture. Meanwhile, according to a study by Gholami, Asli, Shirkouhi, & Noruzy (2013) stated that knowledge management affects organizational culture.

Hypothesis Testing 4

H4: The higher the Intrinsic Motivation, the higher the Knowledge-Based Signature Skill

The Intrinsic Motivation variable is built with four indicators which include: (1) High Desire to Succeed, (2) Confidence and Persistence, (3) Willingness to succeed, (4) Strong drive, on the other hand, Knowledge-Based Signature Skill is built with four indicators measurement which includes: (1) Interpersonal Skill, (2) Emotional Excellence, (3) Innovative Character, (4) Special Knowledge (Specific).

From the test results above, it shows that the estimated parameter of the influence of Intrinsic Motivation on Knowledge-Based Signature Skill is p_value of 0.025 with a significant value which is below the significant level of 0.05 (5%) and the significance value of CRCR = 2.237 above the significance value of 1.96, p. This indicates a rejection of a zero hypothesis and the adoption of the alternative and therefore verified hypothesis. So the more the intrinsic motivation, the better the ability to know-how-based signature may be accepted. This shows that the Intrinsic Motivation variable can increase the Knowledge-Based Signature Skill of the lecturers at Kopertis Region III DKI Jakarta.

The intrinsic motivation of Gunarsa (2008) is a powerful drive or will from a person. The higher the intrinsic drive of the person, the more probable it is to be forceful in achieving objectives. Prayitno (2009) believes that the driving drivers within (internal) persons are the inherent motivations for the urge to act. Persons driven by innate motivation can only be fulfilled by the results of the actions carried out.

Speaking Lin (2007) the results revealed that motivating elements such as mutual gain, knowledge autonomy and pleasure in assisting others were strongly related with attitudes and intents shared by employees. However, the predicted organizational benefits did not significantly impact attitudes and intentions of employees in terms of sharing information. Leng (2011) indicates that correlations were very low between independent (self-concept, inherent motivation and responder self-determination) and the dependent (academic success) factors. Analysis of past research finds a number of important elements in relation to present research results.

Hypothesis Testing 5

H5: The higher the Intrinsic Motivation, the higher the Lecturer's Performance

Intrinsic Motivation variable is built with four indicators which include: (1) High Desire to Succeed, (2) Confidence and Persistence, (3) Willingness for Success, (4) Strong drive, on the other hand, performance is built with four measurement indicators which include: (1) Implementation of Education and Teaching, (2) Implementation of Research, (3) Implementation of Supporting Higher Education (4) Implementation of Community Service.

From the above test findings, it shows that the parameter estimate of the influence of Intrinsic motivation on the performance of the readers is p value 0.051 with a meaningful value that is below the significant level of 0.05 (5 percent) and the meaning value of the CR = 1.955 above the meaning value of 1.96. You can accept the alternate theory. Therefore, the hypothesis has been demonstrated. So, the more the internal motivation, the higher the performance of the instructor may be achieved. This indicates that the intrinsic motivation variable in Kopertis Region III DKI Jakarta can increase the performance of lecturers.

The findings of the study were carried out by Mulyanto & Widayati in 2003 which showed motivation to the Karanganyar Regency Department of Farming, Food Crops, Plants and Forestry. Leadership has an important and beneficial impact on performance. Employment happiness affects performance negatively and significantly. In her research, Putri (2001) focused on the impact on lecturer performance of motivating variables. Multiple regression analyzes with the SPSS program are used to analyze research. The study resulted in variables of motivation such as remuneration, workplace, interpersonal connections and occupational safety having a favorable impact on the performance of lecturers. (1) Inherent motivation has a substantial role in the performance of teachers, (2) a positive link has been shown between extrinsic motivation and the performance of the lecturer. (3) The link between skills and lecturer performance is significantly positive.

Hypothesis Testing 6

H6: The higher the Creativity Empowerment, the higher the Knowledge-Based Signature Skill

Creativity Empowerment variable is built with four indicators which include: (1) Initiative, (2) Creativity, (3) Decision Making, (4) Self Potential; on the other hand, Knowledge-Based Signature Skill is built with four measurement indicators which include: (1) Interpersonal Skill, (2) Emotional Excellence, (3) Innovative Character, (4) Special Knowledge (Specific).

From the test results above, it shows that the parameter estimation of the influence of Creativity Empowerment is higher Knowledge-Based Signature Skill is p_value of 0.000 with a significant value which is below the significant level of 0.05 (5%) and the significance value of CRCR = 4.611 above the significance value of 1.96, this shows that the null hypothesis is rejected. The alternative hypothesis can be accepted, and thus, the hypothesis is proven. So, it can be concluded that the higher the Creativity Empowerment, the higher the Knowledge-Based Signature Skill can be acknowledged. This shows that the Creativity Empowerment variable can increase the Knowledge-Based Signature Skill of the lecturers at Kopertis Region III DKI Jakarta.

Chebat, Jean-Charles, & Paul Kollias. (2000) demonstrates that empowerment has a positive influence on adaptability, self-efficacy, work satisfaction, role conflict, and role ambiguity. At the same time, role stress has a significant influence on work satisfaction and transformation. While adaptability has a substantial influence on performance, self-efficacy and work satisfaction have a little effect on job satisfaction. Fariana (2013) asserts that e-Knowledge has a good and substantial effect on people, processes, products, and organizational performance. Quantitatively, the influence on development is the greatest. Almahamid (2010) demonstrates that information sharing has a substantial impact on the human dimension, namely employee learning.

Rulli, (2011), the results show a direct impact of Knowledge Management on the people factor, which will affect the product, process, and organizational performance. Muhammed (2006), the study results show that cognitive effort, empowerment, information technology support, and community of practice have a significant impact on the application of KMKM. Bhatti's (2011) findings show that Knowledge Management is correlated with processes, intellectual capital, culture, and strategy.

Hypothesis Testing 7

H7: The higher the Creativity Empowerment, the higher the Lecturer Performance

The creativity Empowerment variable is built with four indicators which include: (1) Initiative, (2) Creativity, (3) Decision Making, (4) Self Potential. On the other hand, Lecturer Performance is built with four measurement indicators which include:

(1) Implementation of Education and Teaching, (2) Implementation of Research, (3) Implementation of Higher Education Support (4) Implementation of Community Service.

The test results above show that the parameter estimation of the influence of Creativity Empowerment is higher. Lecturer Performance is p_value of 0.025 with a significant value below the considerable level of 0.05 (5%). The significance value of CRCR = 2.240 above the significance value of 1.96, which shows that the null hypothesis is rejected. The alternative hypothesis can be accepted. Thus, the hypothesis is proven. So, it can be concluded that the higher the Creativity Empowerment, the higher the Lecturer's Performance. This shows that the variable of Creative Empowerment can improve lecturer performance at Kopertis Region III DKI Jakarta.

Deborah (2006). The results showed that work empowerment had a significant and positive effect on psychological empowerment, organizational trust, and job satisfaction. Psychological empowerment has a substantial and positive impact on organizational confidence and job satisfaction. Organizational trust has a significant and positive effect on job satisfaction. Likewise, work empowerment has a significant and positive impact on job satisfaction mediated by psychological empowerment and organizational trust.

Koberg et al. (1999) conducted empirical research on the factors causing empowerment and its results. This study examines the relationship and consequences of empowerment divided into two factors, namely organizational and individual factors. This study says that organizational factors and personal factors influence the perception of empowerment; however, there is no difference in gender and ethnicity of employees towards empowerment. While assignment increases job satisfaction, work productivity and reduces lecturers' desire to leave the organization.

Analysis of Direct Effects and Indirect Effects

The direct effect, indirect effect, and total defects were carried out to determine the impact of the hypothesized variables. By looking at the output results of AMOS 20 used in this study, the value of each development of the causal relationship in this study can be seen in Table 8 below:

Table 8 Direct Effect and Indirect Effect

	Effect	Intellectual Capital	Intrinsic Motivation	Creativity Empowerment	Knowledge-Based Signature Skill	Performance
Knowledge-Based Signature Skill	Direct	0.268	0.264	0.431	0.000	0.000
	Indirect	0.000	0.000	0.000	0.000	0.000
	Total	**0.268**	**0.264**	**0.431**	**0.000**	**0.000**
Lecturer Performance	Direct	0.105	0.234	0.242	0.411	0.000
	Indirect	0.110	0.109	0.177	0.000	0.000
	Total	**0.215**	**0.343**	**0.419**	**0.411**	**0.000**

Source: Primary data processed in 2015

First, Knowledge-Based Signature Skill is directly influenced by Intellectual Capital 0.268, while Knowledge-Based Signature Skill is directly influenced by intrinsic motivation of 0.264. The value of the direct influence of Intellectual Capital on Knowledge-Based Signature Skill and Intrinsic Motivation on Knowledge-Based Signature Skill is statistically significant. This can be explained that the increase in Intellectual Capital will increase Knowledge-Based Signature Skill and Intrinsic Motivation, which has a direct contribution to Knowledge-Based Signature Skill. Knowledge-Based Signature Skill is also directly influenced by the Creativity Empowerment variable of 0.431. The value of the direct influence of Knowledge-Based Signature Skill on Creativity Empowerment is statistically significant. It can be explained that increasing Knowledge-Based Signature Skills will increase Creativity Empowerment.

Second, Lecturer Performance is directly influenced by Intellectual Capital 0.215 while Lecturer Performance is directly influenced by Intrinsic Motivation of 0.343. The value of the direct influence of Intellectual Capital on Lecturer Performance and Intrinsic Motivation on Lecturer Performance is statistically significant. It can be explained that the increase in Intellectual Capital will increase Lecturer Performance and Intrinsic Motivation, which has a direct contribution to Lecturer Performance, Intrinsic Motivation, which increases will be balanced with Lecturer Performance, which increases. Lecturer's performance is also directly influenced by the variable of Creative Empowerment of 0.419. The value of the direct influence of Lecturer's Performance on Creativity Empowerment is statistically significant. It can be explained that the increase in

Lecturer Performance will increase Creativity Empowerment. Lecturer performance is also directly influenced by the Knowledge-Based Signature Skill variable of 0.411. The value of the direct influence of Lecturer Performance on Knowledge-Based Signature Skill is statistically significant. It can be explained that increasing Knowledge-Based Signature Skills will improve Lecturer Performance.

CONCLUSION

According to the research above, the first hypothesis about the effect of intellectual capital on lecturer performance is unsatisfactory (rejected) and cannot be statistically verified in this study. As a result of these findings, it is concluded that Intellectual Capital does not have a beneficial influence on lecturer performance. The second hypothesis, that Intellectual Capital has an effect on Knowledge-Based Signature Skills, may be accepted and quantitatively shown in this study. As a result of these findings, it appears that Intellectual Capital has a beneficial effect on Knowledge-Based Signature Skills. The third hypothesis, that Knowledge-Based Signature Skill has an influence on performance, may be accepted and quantitatively demonstrated in this study. As a consequence of these findings, it appears that Knowledge-Based Signature Skill has a beneficial effect on Lecturer Performance. The fourth hypothesis regarding the effect of Intrinsic Motivation on Knowledge-Based Signature Skills can be accepted and proven statistically in this study. Thus, these results indicate that Intrinsic Motivation influences Knowledge-Based Signature Skills. The fifth hypothesis regarding the effect of Intrinsic Motivation on Lecturer Performance can be accepted and statistically proven in this study. Thus, these results indicate that Intrinsic Motivation influences Lecturer Performance. The sixth hypothesis regarding the effect of Creativity Empowerment on Knowledge-Based Signature Skill can be accepted and proven statistically in this study. Thus, these results indicate that Creativity Empowerment influences Knowledge-Based Signature Skills. The seventh hypothesis regarding the effect of Creative Empowerment on Lecturer Performance can be accepted and proven statistically in this study. Thus, these results indicate that the Empowerment of Creativity influences Lecturer Performance.

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