

THE INFLUENCE OF INTELLIGENCE ON LECTURERS' PERFORMANCE IN PRIVATE UNIVERSITIES, MEDAN CITY, INDONESIA

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ABSTRACT: *This study discusses about how lecturer intelligence can influence their performance. This research is a study that uses numerical numbers and changes feed approach to quantitative methods, with descriptive research. This research is conducted in Medan city. This study examines the performance of lecturers in private universities represented by universities that have lecturers of foundations with a long category of founding universities over 10 years, namely: (1) Islamic University of North Sumatra (UISU); (2) Muhammadiyah University of North Sumatra (UMSU); (3) Muslim Nusantara University (UMN); (4) Nomensen University; (5) Indonesian Methodist University (UMI); (6) Catholic University of Santo Thomas. The result shows that Cognitive abilities tend to be "high" (53.33%). The average value of the overall cognitive abilities of lecturers in private universities in Medan is 81.92. Cognitive ability directly influences the performance of permanent lecturers in private universities in Medan.*

KEYWORDS: *influence, intelligence, lecturer performance, private university, Medan, Indonesia*

INTRODUCTION

The success of lecturers' performance in Medan private university achieved is not only influenced by the high integrity of the intellectual abilities of lecturers in practicing their competencies. Intellectual ability will make individual human beings have the competence to be able to carry out their duties with no doubt to be wrong. Intellectual ability makes individuals have competencies including knowledge, skills, abilities and characteristics. It is obtained from the profession of service through pre-service education, in training positions and work experience and standards of interpersonal relations can be achieved with high work results. This success is inseparable from the abilities possessed by individuals who are based on strong personalities, cultural values that are inherent in the individual with the character they possess. That each decision will be influenced by ability, cultural values and characteristics, excavation of higher education tridharma toward lecturers only refers to education and teaching points in the teaching and learning process, while the most important thing is to increase the second and third points, namely research and community service.

According to Colquitt, et al. (2013: 51) personality shows the composition and sincerity in someone who explains about each character's patterns, namely thoughts, emotions, and behavior. Personality creates a person's social reputation and the way he or she is observed by friends, family, co-workers, and supervisors. Competence is a characteristic that underlies a person related to the effectiveness of individual performance in his work or the basic characteristics of individuals who have a causal relationship or as a cause and effect with reference criteria, effective or excellent or superior performance in the workplace or in certain situations. A person's competency becomes a basic characteristic of an individual associated with the standard criteria and effectiveness of individual performance that is effective and / or superior in his work, so that competence is always a behavior that can be observed and measured that contains a part of work. Competence as knowledge, expertise, ability, or individual personal characteristics that directly affect job performance. Unlike Munene et al. say that the main role of lecturer competency in preparing human resources is to prioritize managing competency-based training including competency-based lecturers, and the target of lecturer performance appraisal, according to Feryal (2010: 110) says that lecturer competence must have the ability to use various learning methods in the classroom, their learning needs to meet students, create a relaxed environment and their interests meet the needs of students about learning motivation, but as an affective side the lecturer is considered the most important must have performance. When they fail that they are responsible, but students believe they want to accept if the lecturer provides enough encouragement and positive feedback, this will increase their desire to study harder. Various studies of the performance model have a number differences, contradictions, and scope of discussion. So the question arises about finding gaps between these performance models.

REVIEW OF LITERATURE

Performance of Lecturer

The performance of human resources is a term derived from the word job performance or actual performance (work achievement or actual achievement achieved by a person) that has some input (entries) (1) doing (2) fulfilling or carrying out something, (3) carrying out a responsibility answer, and (4) do something expected by someone in Marion (1986: 62). The statement can be interpreted that performance is an implementation and improvement of work in accordance with its responsibilities so that it can achieve results as expected. This shows that performance is more emphasized in the process, where during the implementation of a job, improvements are made so that the achievement of work results can be optimized as expected.

The results of one's work as a whole for a certain period in carrying out tasks, such as work results standards, targets or criteria that have been determined in advance and have been mutually agreed upon are included in the performance. According to Mathis and Jackson (2006: 378) that "performance is basically what is done and / or not done by employees". Unlike the

higher education organization, the assessment or evaluation of lecturers is a way to determine the effect of teaching lecturers on students. While the quality of lecturers' performance can be seen from the implementation of their duties and responsibilities as lecturers, both in the fields of education and learning (teaching), research, and community service, and activities that support the tridharma of higher education. Therefore efforts to realize the quality of lecturer performance as expected by all parties, it is time for the higher education institutions concerned and other related parties to develop a more effective and productive system of teaching lecturers (academic supervision). Wibowo (2007: 4) says that performance is the implementation of the plans that have been prepared. Implementation of performance is carried out by human resources who have the ability, competence, motivation, and interests. How an organization respects and treats its human resources will influence its attitudes and behavior in carrying out performance.

The ability to show someone's skills that are stable and must show different directions that are related but connect an activity Performance can be seen as a process and results of work according to Rivai, et al (2005: 14) that "good performance is concerned about: statements about intentions and values, strategic management, human resource management, organizational development, organizational context, work design, functionalization, culture and cooperation".

Performance is translated as achievement, which is an achievement or the results of the work done. Rivai states that performance comes from the word "to perform" which has several meanings as follows (1) doing, carrying out, (to do or carry out, execute), (2) fulfilling or carrying out promise obligations (to discharge of fullfil as vow), (3) implementing or perfecting responsibility (to execute or complete an understanding), (4) doing something expected by someone or machine (to do what is expected of a person or matchine)". According to Gibson, et al. (2012: 118), that "performance is the level of success in carrying out tasks and the ability to achieve set goals". Based on the above understanding it can be stated that performance is a process of a person or group of people doing an activity and perfecting it according to their responsibilities with the expected results. Performance translates into performance, which means work performance or work results / performance performance. Tasks (jobs) given to someone should be in accordance with their expertise so that the results of their performance are good, this can be seen from the achievement of the objectives set.

Cognitive abilities

Intellectual ability is the ability needed to perform various mental activities-thinking, reasoning, and solving problems. Individuals in most societies place intelligence, and for the right reasons, at high values. Understanding of abilities according to Colquitt-LePine-Wesson (2013: 337) that "ability refers to the ability of relatively stable people must do a variety of different but related activities". In contrast to skills that can be improved from time to time with training and experience, abilities are relatively stable. Whereas according to James L Gibson, et al (2002: 90)

that "Ability, skills and other factors play a role in individual behavior and performance. an innate or learned ability that permits a person to do something mental or physical. Task-related skills are competencies in a group's mission goals. Abilities, skills and other factors play a role in individual behavior and performance. Capability is a trait that allows a person to do something mental or physical. Skills are competency-related tasks, such as the skills to negotiate as a merger or operate a computer or skills to communicate clearly the purpose of a group mission. The theory of self-efficacy, also known as social cognitive theory or social learning theory, refers to the individual's belief that he is able to perform tasks ".

There are several types of cognitive abilities according to Colquit (2013: 314), namely: 1) Verbal; oral, written; 2) Quantitative; number facility; 3) Reasoning; sensivity problem: 4) Spatial; spatial Orientation: 5) Perceptual; speed and flexibility. According to Goleman (2002: 512), said that "intellectual ability is the ability to recognize our own feelings and other people's feelings, the ability to motivate ourselves and the ability to manage emotions well in themselves and in relationships with others, while Robbins mentions Intellectual abilities is the capacity needed to carry out mental activities". Intellectual abilities are expressed as competencies of thinking (cognitive) which have individual work functions:

1. Analytical thinking, namely the ability to understand a situation or problem by looking at it as a whole includes the ability to identify fundamental problems in complex situations.
2. Conceptual thinking, namely the ability to understand a situation or situation by looking at it as an integrated unit that includes the ability to identify patterns of attachment between problems that are not clearly visible or the ability to identify the main problems that are fundamental in complex situations.
3. Professional technical expertise (technical / professional / managerial expertise), namely mastery of explicit knowledge, in the form of expertise / skills to complete a job and motivation to develop, use and distribute knowledge or skills to others.

RESEARCH METHODOLOGY

This research is a study that uses numerical numbers and changes feed approach to quantitative methods, with descriptive research that processes data with SPSS from the results of questionnaires on population samples, so as to get a significant relationship and mutual tendency to the probability of errors in the hypotheses built.

The research site is a private college consisting of universities, college, academies and Medan city polytechnics in Kopertis Region I of North Sumatra Province, because the university is a complex PTS with a diversity of study programs and many lecturers of private universities so this study only examines and analyze research at the level of private universities in the city of

Medan. This research takes universities as populations because homogeneously has the same characteristics in managing university activities. Based on the number in North Sumatra Region I Kopertis in 2016/2017 there were 23 private universities in the form of Universities, as in table 1. This research is not the same as the previous research, especially the dissertation that already exists in the education management of Postgraduate Unimed S3 (State University of Medan). In this study, what is interesting is the performance of PTS lecturers who are influenced by human resources themselves, through factors that influence performance lecturers, including factors related to cognitive abilities, organizational culture and factors related to individual characteristics, and related to work ethics. Lecturer performance has a big influence on the quality legality of higher education, both internally and externally.

This research is conducted in Medan city, especially for private lecturers at universities in the Kopertis Region 1 Medan. Data on Private Universities in Medan city are 285 PTS consisting of: academies, polytechnics, college, and universities. Active PTS data as many as 247 PTS and 25 non-active PTS and 13 PTS universities in the Ministry of Research and Technology. Data on the number of universities in Kopertis Region 1 Medan are as many as 23 private universities according to the table 3.1. the following :

Tabel 1. Data of Universities in Medan City

No	UNIVERSITIES	STATUS
1	Universitas Muhammadiyah Sumatera Utara (UMSU)	Active
2	Universitas Islam Sumatera Utara (UISU)	Active
3	Universitas Medan Area (UMA)	Active
4	Universitas Pembangunan Panca Budi (UNPAB)	Active
5	Universitas Dharmawangsa (Undhar)	Active
6	Universitas Darma Agung (UDA)	Active
7	Universitas Muslim Nusantara Alwasliyah	Active
8	Universitas Cut Nyak Din	Active
9	Universitas Methodist Indonesia (UMI)	Active
10	Universitas Pembangunan Masyarakat Indonesia (UPMI)	Active
11	Universitas Nomensen	Active
12	Universitas Al Azhar	Active
13	Universitas Amir Hamzah	Active
14	Universitas Dian Nusantara	Active
15	Universitas Katolik Santo Thomas	Active
16	Universitas Potensi Utama	Active
17	Universitas Prima Indonesia	Active
18	Universitas Sari Mutiara Medan (USM Medan)	Active
19	Universitas Sisingamangaraja	Active
20	Universitas Al Wasliyah	Active
21	Universitas Pelita Harapan	Active
22	Universitas Sutomo	Active
23	Universitas Quality	Active

Source: Kopertis Region 1 Medan

Permanent lecturers registered at the database of the directorate of higher education or PDDIKTI provide unbalanced data at each university. The following is the lecturer recapitulation data at unbalanced PTN and PTS in the 2016/2017 Academic Year:

Table 2 National Recap 2016/2017 Odd Semester

	Universities			Lecturer		
	State	Private	Total	State	Private	Total
PT	122	3,119	3,241	70,576	157,487	228,063
PTA	76	962	1,038	11,803	9,576	21,379
PTK	174	0	174	9,409	0	9,409
Total	372	4,081	4,453	91,788	167,063	258,851

Latest data per 16 Aug 2017 17:30

Note :

- PT = University under the auspices of the Directorate of Higher Education
 PTA = Religious universities the auspices of the Ministry of Religion
 PTK = Official universities which are not under the auspices of the Directorate of Higher Education and Ministry of Religion

This study examines the performance of lecturers in private universities represented by universities that have lecturers of foundations with a long category of founding universities over 10 years, namely: (1) Islamic University of North Sumatra (UISU); (2) Muhammadiyah University of North Sumatra (UMSU); (3) Muslim Nusantara University (UMN); (4) Nomenzen University; (5) Indonesian Methodist University (UMI); (6) Catholic University of Santo Thomas.

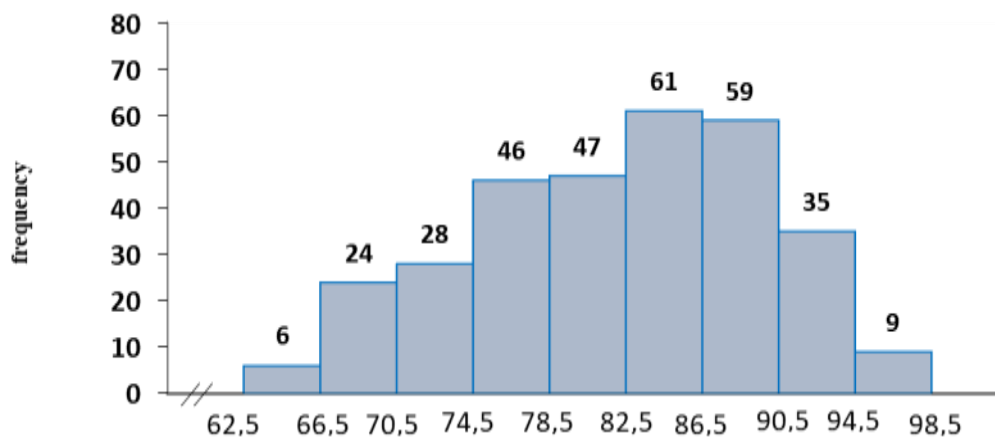
DISCUSSION

Data on cognitive ability variables (X1) consist of four indicators: 1) involvement 2) consistency 3) adjustment and 4) mission. Data distribution and frequency distribution of cognitive ability variable scores can be seen through table 3. Below:

Table 3. Frequency Distribution of Cognitive Ability Scores

Class	Class Interval	F.Absolute	F.Relative(%)
1	63-66	6	1,90
2	67-70	24	7,62
3	71-74	28	8,89
4	75-78	46	14,60
5	79-82	47	14,92
6	83-86	61	19,37
7	87-90	59	18,73
8	91-94	35	11,11
9	95-98	9	2,86
Total		315	100,00

Table 3 shows that the average score of 81.92 is in the fifth interval class with respondents as many as 47 people or 14.92%. This means that from 315 respondents there were 104 people or 33.02% who had scores below the average and as many as 164 respondents or 52.06% who had scores above the average. To see whether the data is normally distributed or not, a frequency histogram can be used as shown in Figure 1 below:

**Figure 1. Histogram Frequency of cognitive ability**

The frequency histogram figure shows data tends to be normally distributed. To determine the quality of cognitive ability data is done by comparing the average and standard deviation of the empirical score with the average and the ideal standard deviation score. The lowest score of empirical data is known to be 63 and the highest score is 97 and the average score of empirical data is 81.92, while the ideal maximum score is 100 and the ideal minimum score is 30, so the ideal average score is $\frac{1}{2} (30 + 100) = 65$ and ideal standard deviation is $\frac{1}{6} (100 - 30) = 11.67$.

Thus based on the results of these calculations it is known that the average empirical score (81.92) is higher than the average ideal score of (65).

Data netted from 30 questions answered by 315 respondents indicated that there were variations in several answer choices. From the choices of respondents' answers, a calculation is then based on the category classification formula. The results of the respondents' tendencies about cognitive abilities and recapitulation of the respondents' tendency rates through table 4 below:

Table 4. Classification of Variable Categories of Cognitive Ability

No	Score Range X_1	Cumulative Frequency	Relative Frequency (%)	Category
1	$X \geq 83$	117	37,14	Very High
2	$71 \leq X < 83$	168	53,33	High
3	$59 \leq X < 71$	30	9,52	Standard
4	$48 \leq X < 59$	0	0,00	Low
5	$X < 48$	0	0,0	Very Low

Data Table 4 above shows that as many as 37.14% respondents stated that the cognitive abilities of lecturers were very high, as much as 53.33% of respondents stated that cognitive abilities were in the high category, 9.52% of respondents stated that the cognitive abilities of lecturers were in sufficient category and no one has low cognitive abilities. The distribution of cognitive ability scores spread from the lowest score of 63 to the highest score of 97. Thus it was concluded that the respondents' scores on the cognitive abilities of lecturers tended to be high.

Lecturer performance variable data (X_5) consists of four indicators, namely 1) the task of conducting education and teaching, 2) the task of conducting research and development of scientific work, 3) the task of doing community service and 4) tri dharma tertiary support assignments. The following is presented the distribution of data and the trend level of lecturer performance data as follows:

Data distribution and frequency distribution of lecturer performance variable scores can be seen through Table 5. The following:

Table 5. Frequency Distribution of Lecturer Performance Assessment Scores

Class	Class Interval	F.Absolute	F.Relative (%)
1	79-83	10	3,17
2	84-88	17	5,40
3	89-93	50	15,87
4	94-98	55	17,46
5	99-103	69	21,90
6	104-108	57	18,10
7	109-113	36	11,43
8	114-118	11	3,49
9	119-123	10	3,17
Total		315	100,00

Table 5 shows that the average score of 100.45 is in the interval 5 class with 69 respondents or 21.90%. This means that from 315 respondents there were 132 people or 41.90% who had scores below the average and as many as 114 respondents or 36.19% who had scores above the average. To see whether the data is normally distributed or not, a frequency histogram can be used as shown in figure 2 below:

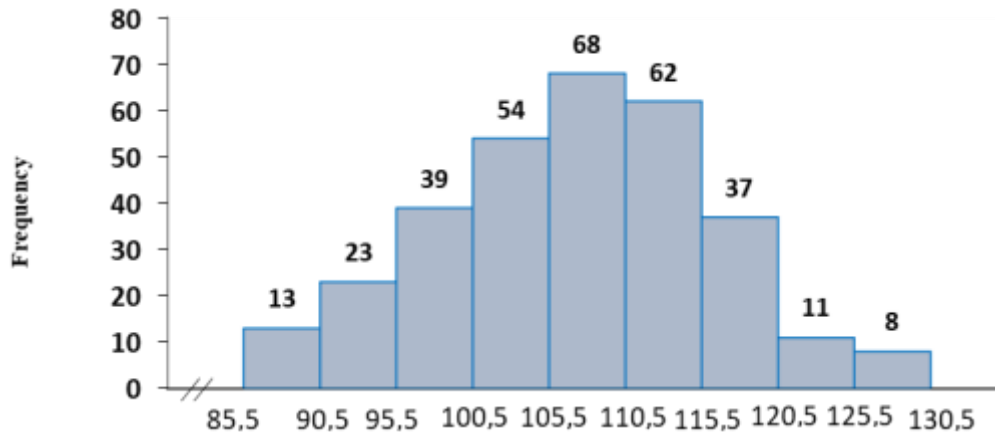


Figure 2 Histogram of Frequency of Lecturer Performance

The figure of frequency histogram above shows data tends to be normally distributed. Whereas to determine the quality of lecturer performance data can be done by comparing the average and standard deviation of the empirical score with the average and the ideal standard deviation score. The lowest score of empirical data is known to be 79 and the highest score is 123 and the average empirical data score is 100.45. While the ideal maximum score is 128 and the ideal minimum score is 32, so the average ideal score is $\frac{1}{2} (128 + 32) = 80$ and the ideal standard deviation is $\frac{1}{6} (128 - 32) = 16$. Thus based on results The calculation shows that the average empirical score (104.45) is higher than the average ideal score of (80). This finding can be interpreted that the performance of lecturers is categorized as good

Data netted from 30 items answered by 315 respondents indicated variation in some of the answer choices. From the choices of respondents' answers, a calculation is then based on the category classification formula. The results of the tendencies of respondents' answers about the performance of the lecturers and the recapitulation of the tendency of respondents' answers through Table 6:

Table 6. Criteria for Calculation of Classification of Variable Categories Lecturer Performance

No	Score Range X_3	Cumulative Frequency	Relative Frequency (%)	Category
1	04	103	32,70	Very High
2	$88 \leq X < 104$	192	60,95	High
3	$72 \leq X < 88$	20	6,35	Standard
4	$56 \leq X < 72$	0	0,00	Low
5	$X < 56$	0	0,00	Very Low

The data in Table 6 above shows that as many as 32.70% of respondents stated that the performance of lecturers was very high, as many as 60.95% of respondents indicated that the performance of lecturers was high, as many as 6.35% of respondents stated that lecturers' performance was sufficient and no respondents stated lecturers are in the low category. The distribution of empirical scores for the assessment of lecturer performance spreads between the lowest scores of 79 to the highest score of 123. Thus it is concluded that the respondents' scores on the performance of lecturers tend to be high. The calculation results obtained the L_0 as the largest 0.0371. With $N = 315$ and a real level of 5% from the list of tables obtained $L_{table} = 0.0500$. Because $L_0 < L_{table}$ ($0.0371 < 0.0500$) then accept H_0 so it is concluded that the sample comes from a population that is normally distributed.

The results of the calculation in Appendix 10 are obtained $\chi^2 = 11.25$. While the price of χ^2_{tabel} with $dk = 11$ at a significant level of 5% of 19.68. Therefore, $\chi^2_{hitung} < \chi^2_{tabel}$ ($11.25 < 19.68$) then H_0 is accepted so that it is concluded that the population has a homogeneous variance.

The regression equation of the Lecturer Performance variable (X_5) for cognitive ability (X_1) is $\bar{X}_5 = 83,611 + 0,206 X_1$. A summary of the results of the calculation of the regression equation is presented in table 4.19 below:

Table 7. Summary of ANOVA for Regression Equations X_5 on X_1

Source of Variance	Dk	JK	RJK	F_h	$F_{t(0,05)}$
Total	315	3203364	-		
Regression (a)	1	3178464,013	-		
Regression (b/a)	1	817,879	817,879	10,630	3,87
Residue (residual)	313	24082,109	76,940		
Tuna Suitable Error	11 302	802,472 23279,636	72,952 77,085	0,946	1,82

From the results of linearity regression test results obtained results 0.946. By consulting F_c with F_{table} with the level of 0.05 $dk = 13-2$ ($db = 11$) as the numerator, and ($dk = 304$) as the denominator, obtained $F_{table} = 1.91$. Then obtained $F_{count} < F_{table}$ ($0.946 < 1.82$) so that it can be concluded that the regression equation: $X_5 = 83.611 + 0.206 X_1$ is linear. From the results of the regression equation significance test obtained a result of 10.630. From the distribution table F_{table} with a level of 0.05 $dk = 1: 313 = 3.87$. By consulting F_{count} to F_{table} with $dk = 1: 313$ obtained the price of $F_{count} > F_{table}$ ($10.630 > 3.87$) can be concluded the regression coefficient.

The results of the calculation of the correlation between cognitive abilities and individual characteristics indicate the price of the correlation coefficient of $r_{13} = 0.074$. From the critical price table at a significance level of 5% with $df = N - 2 = 313$, obtained $r_{table} = 0.111$. Thus the price of $r_{13} < r_{table}$ ($0.074 < 0.111$), it can be said that there is no significant correlation between the variables of cognitive ability and individual characteristics. With large $r_{13} = 0.074$ calculated the significance number of the cognitive ability variable correlation with individual characteristics was tested by t test, resulting in the price of $t_{count} = 1.306$. From the distribution list t with $dk = 313$ and the 5% significance level obtained $t_{table} = 1.968$. Thus it turns out that $t_{count} < t_{table}$ ($1,306 < 1,968$) which means that there is no meaningful correlation between cognitive ability variables with individual characteristics. Because the correlation between cognitive abilities and individual characteristics is not significant and does not mean it can be said that the two variables are independent .

The results of the calculation of the correlation between cognitive abilities and the performance of lecturers indicate the price of the correlation coefficient of $r_{15} = 0.181$. From the critical price table at a significance level of 5% with $df = n - 2 = 313$, obtained $r_{table} = 0.111$. Thus the price of $r_{15} > r_{table}$ ($0.181 > 0.111$), it can be said that there is a significant correlation between the variables of cognitive ability and the performance of lecturers. With the magnitude of $r_{15} = 0.203$ calculated the significance number of the cognitive ability variable correlation with the performance of the lecturer was tested by **t test**, resulting in $t_{count} = 3.260$. From the distribution list t with $dk = 313$ and the 5% significance level obtained $t_{table} = 1.968$. Thus it turns out that $t_{count} > t_{table}$ ($3,260 > 1,968$) so it can be concluded that there is a meaningful correlation between the variables of cognitive ability and lecturer performance. From the results of the calculation it can be concluded that between cognitive abilities and lecturer performance there is a significant and significant correlation.

Hypothesis 1

ρ_{51} : cognitive ability (X_1) on lecturer performance (X_5).

H_0 : $\rho_{51} = 0$

H_1 : $\rho_{51} \neq 0$

The testing criteria are H_0 rejected if $t_h > t_t$ (0.05). The amount of $t_{(0.05; 315)}$ is 1.968. This hypothesis states that there is a direct and positive influence on cognitive ability (X_1) on the performance of lecturers with the coefficient $\rho_{51} = 0.092$. Price of individual test calculation shows the price of 2.167. Thus $t_h > t_t$ ($2.167 > 1.968$), so that H_0 is rejected, the coefficient of cognitive ability path (X_1) on lecturer performance can be declared significant. Thus, it can be said that cognitive ability directly and positively influences the performance of permanent lecturers in private universities in Medan.

Based on the results of the calculation of research data as a whole can be explained various things relating to the influence of each exogenous variable which includes cognitive friendship, organizational culture, individual characteristics, and work ethics of lecturers on the variable performance of lecturers as endogenous. The results of the calculation of the influence are presented in Table 8 below:

Table 8 Summary of Direct and Indirect Effects on X_5

Variabel	R	Effect / Influence			Non-Effect
		Direct	Indirect	Total	
X_1	0,200	0,092	0,019	0,111	0,070

Tabel 9. Summary of Direct and Indirect Effects on X_4

Variabel	R	Effect / Influence			Non-Effect
		Direct	Indirect	Total	
X_1	0,155	0,087	-	0,087	0,068

Based on various references about performance that can be concluded is as a result of work in quality and quantity achieved by someone in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time. Followed by lecturer performance which in the sense is interpreted as achievement carried out by lecturers in a certain period of time. Lecturer performance is part of the implementation of learning in higher education. Lecturers are considered as a supporting subject in school activities because not only when students have problems, but participate in activities carried out in the college environment.

Based on the results of the study showed that as many as 30.79% respondents stated that the cognitive abilities of the lecturers were very high, as many as 61.90% of respondents stated that cognitive abilities were in the high category, as many as 7.30% of respondents stated that the lecturers' cognitive abilities were in sufficient categories. The overall average value of cognitive abilities of permanent lecturers in private tertiary institutions is 81.98. The results of this study explain that cognitive ability can be improved if the school involves more all the elements in the

school and explains and often reminds about the importance of carrying out higher education missions so that the performance of lecturers can also increase.

Furthermore, the results of the descriptive analysis, as many as 60.95% of respondents indicated that Lecturer Performance was in the "high" category even though none was included in the low category, but for the very high category it was still 32.70%, which meant that it still needed to be improved. The results of these studies indicate that it still needs to be improved in planning better education and teaching. The results showed that the effect of exogenous variables on cognitive ability on endogenous variables of lecturer performance was 0.092. Thus structural predictions that $X_5 = 0.092 X_1$. If it is assumed that the increase in one unit of cognitive ability will increase the 0.092 lecturer performance units. In other words the results of the analysis provide information that the performance of lecturers can be improved through increasing the cognitive ability of permanent lecturers in private universities in Medan.

Furthermore, the results of this study also show that there is a direct and positive influence on cognitive abilities on the performance of lecturers in Private Universities in Medan. This study is in accordance with the results of a study conducted by Restu which showed that cognitive abilities directly influence the performance of lecturers at Medan State University. The results of this study in accordance with Trisnaningsih (2013: 23) in his journal said that lecturers' performance was influenced by university leaders who had to provide motivation to their lecturers, so that the lecturers' performance would be better and optimal, because lecturers who had commitment and loyalty to institutions would have high motivation to become an outstanding lecturer. The word achievement is certainly closely related to the cognitive abilities of a lecturer who continues to hone his ability to develop his performance to the full.

Then according to Ivancevich (in Alindra, 2015; 2) strong cognitive abilities are characterized by having shared core values. The more the value of sharing and receiving core values, the stronger the culture, and the greater the influence on organizational behavior. Cognitive ability variables have a direct influence on lecturer work ethics by 0.087. Influence outside the 0.068 line. Thus to improve the work ethics of lecturers can be done by increasing the cognitive ability of the lecturer. The results showed that the effect of exogenous variables on cognitive abilities on endogenous variables of lecturer's work ethics was 0.087. Thus the structural equation predicts that $X_4 = 0.087 X_1$. If it is assumed that the influence of other variables remains, it can be concluded that the increase in one unit of cognitive ability will increase 0.087 lecturers' work ethics units. In other words the results of the analysis provide information that to improve the work ethics of lecturers can be done by increasing the cognitive ability of permanent lecturers in private universities in Medan.

CONCLUSION

Cognitive abilities tend to be "high" (53.33%). The average value of the overall cognitive abilities of lecturers in private universities in Medan is 81.92. Cognitive ability directly influences the performance of permanent lecturers in private universities in Medan. In other words, the better the support of cognitive abilities, the higher the performance of permanent lecturers in private universities in Medan. Cognitive abilities directly influence the performance of lecturers, all indicators in cognitive abilities are categorized as good, with indicators of the ability of aspects of experience, skills and evaluations said to be good in constructing the variable cognitive abilities.

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