

Strategies in Improving the Performance of the Lecturers of STIE XYZ through Motivation and Job Satisfaction

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Abstract: *This study aimed to analyze the levels of motivation and job satisfaction and their effects on the performance of the lecturers of STIE XYZ. The data were collected using a structured interview in the form of a closed questionnaire. The Likert Scale Model and the criteria range analysis were used to analyze the levels of the variables of motivation, job satisfaction and lecturer performance. The data were analyzed using SEM (Structural Equation Modeling) analysis technique with an alternative method based on variance or component base SEM called Partial Least Square (PLS). The results showed that the lecturer motivation level was categorized as Reasonably Good, and both the lecturer job satisfaction and performance levels were categorized as Not Good. Motivation and job satisfaction variables showed positive and significant influences on the lecturer performance variable. Based on the result of the research, strategic recommendations to improve the lecturer performance that is the need for the professional and career development of the lecturers were formulated; moreover, the institutional management needs to conduct evaluation and monitoring systems to its lecturer properly. A number of efforts are required to increase the lecturers' interest in conducting their dharma research.*

Keywords: job satisfaction, motivation, performance

1. Introduction

Universities have a role and strategic function in developing the potential of learners to become useful human beings for the nation and country. Efforts to achieve the goals and functions of a university, the university needs to apply good management principles. The quality management system implemented by the managers of the educational institution aimed to strengthen and develop the quality of human resources of the institution. Its success in carrying out its functions is largely determined by the quality of educators working in this institution. Lecturers are human resources who become the internal factors in the process of achieving the goals and determinants of success of the higher education institutions. The performance of lecturers is measured by the ability of lecturers in performing their duties in implementing the Tri Dharma University, namely, education, research, and community service. The successful implementation of this Tri Dharma can be seen from the ability of lecturers in carrying out their duties and responsibilities in the institution.

The School of Economics of XYZ (STIE) is a private educational institution responsible for organizing educational programs for the community. Based on the observations in the field, the condition of infrastructure facilities owned by the institution is still insufficient in supporting the quality of learning process in its university. The location of the campus buildings located in the area of shops can reduce the comfort and beauty of the campus. The institution has not been able to collect and subscribe to scientific journals from within and outside the country so that its students have difficulties in getting the latest information on scientific research. In addition, lack of learning media available in the lecture room also reduces the comfort in teaching and learning process.

Based on the accreditation of BAN-PT, since its establishment in 1994, STIE XYZ has been accredited by C (Sufficient). The result of this accreditation showed that the performance of STIE XYZ is worse than that of the other STIE institutions with an A accreditation. The average of the student grade point average from the academic year of 2009/2010 to 2014/2015 was still below 3.0, and it was ever below 2.0. The number of the students who graduate on time is also low on every academic year. The number of new students enrolling from year to year has not increased significantly, although it ever increased several years ago, and the number of active students each year is not more than 200 students. Based on the above problems, it is necessary to improve the performance of the lecturers by improving the motivation and job satisfaction of lecturers in order to improve their performance.

2. Literature Review

According to the research conducted by Akhtar et al. (2014), a factor that can affect a person's performance is motivation. The same idea was also revealed by the results of the research by Masvaure et al. (2014), Nantha (2013), Roy and Sengupta (2013), Eyal and Roth (2011) stating that motivation is often described as internal and external forces that influence a person in acting and behaving. It is suspected that lecturers who have a strong motivation will have good performance as well. Herzberg in Mangkuprawira and Hubeis (2007) explains that human resource management should seek good planning in maintaining and motivating its employees so that hygiene and motivation factors require some attention.

Aside from the motivation factor, job satisfaction factor is the determinant factor of the success of one's performance. The research result of Soegandhi et al. (2013) showed that employee satisfaction has a positive effect on the overall performance of the organization. Westover (2012) mentions

that one factor that makes employees stay in their job is job satisfaction. Colquitt et al. (2013) see the element in job satisfaction, namely, Pay Satisfaction which concerns the feelings of the employees on their salary or wages they receive, Promotion satisfaction which concerns the feelings of the employees on the company promotion policy, Supervision satisfaction which is the feelings of the employees towards their boss, Co-worker satisfaction which concerns the employees feelings toward their colleagues, and Satisfaction with the work itself that reflects the employees' feelings on their current job duties.

3. Method

The research took place at STIE XYZ. The selection of the research location was intentional (purposive) because STIE XYZ has long been established, but the quality has been lower than its competitors. The type of the data used in this study consisted of the primary and secondary data. The population and samples used in this research were all lecturers of STIE XYZ amounted to 23 respondents. SEM (Structural Equation Modeling) data analysis technique with variance based alternative method or component based SEM called Partial Least Square (PLS) was used to identify the influences of work motivation and job satisfaction on the performances of the lecturers of STIE XYZ. Goodness of fit model used can be identified based on the results of the outer and inner research models. The outer model can be identified by looking at the value of composite reliability. This composite reliability can be evaluated by two measures, namely, internal consistency and Conbach's Alpha. The acceptable limit value for the composite reliability is above 0.50. The inner model can be identified based on the value of R Square model used. The coefficient of determination (R Square) reflects how great the ability of the independent variables in explaining the variance of the dependent variables. The hypothesis testing (resampling bootstrapping) is carried out with the purpose of deciding whether to accept or reject the hypothesis that has been established in the study. The decision to accept or reject the research hypothesis is based on the results of the t-statistic test. The limit for rejecting and accepting the proposed hypothesis is when the t value falls within the range of 1.96.

The criteria range analysis was used to find out the respondent perception level to the research questionnaire. The criteria range categories used were (Umar, 2011.) the scales of 1.00 - 1.80 (Not Very Good), 1.81-2.60 (Not Good), 2.61-3.40 (Reasonably Good), 3.41-4.20 (Good) and 4.21-5.00 (Very Good).

4. The Research Results and Discussions

The result of the analysis shows that the level of motivation of the lecturer had a total score of 2.89 categorized as Good. The level of the lecturer motivation starting from the highest score included the indicators of progress, achievement, recognition of work, and responsibility. The level of job satisfaction of the lecturer had a total score of 2.54 score categorized as Not Good. The indicators of job satisfaction of the lecturers in the job satisfaction variable starting from the highest score included the promotion, superior, salary, colleagues, and job. Furthermore, the lecturer performance

level had a total score average of 2.57 categorized as Not Good. The result of the research analysis shows the lecturer performance starting from the highest score included the *dharma* of education research, and community service.

After reviewing the perception of the respondents, the next step was to see the goodness of fit model used. The result of the outer model analysis on the convergent validity stage shows that the indicators used had been able to reflect each construct variable with the t count value > 1.96. Figure 1 shows the statistical t value of each variable indicator.

The following outer model evaluation is the discriminant validity evaluation with respect to the square root of average variance extracted value (AVE). Table 1 shows that motivation, job satisfaction and lecturer performance had an AVE value of > 0.50; therefore, the model could be accepted. The acceptable composite reliability value is > 0.6. Table 1 shows that each variable had a composite value of > 0.6 so that the model was acceptable, and it also shows that the R Square value in this study was 0.5955 or 59.55%. This means that the variables of work motivation and job satisfaction could explain the variance in the lecturer performance variable of 59.55 percent while the rest was influenced by other variable factors outside this study.

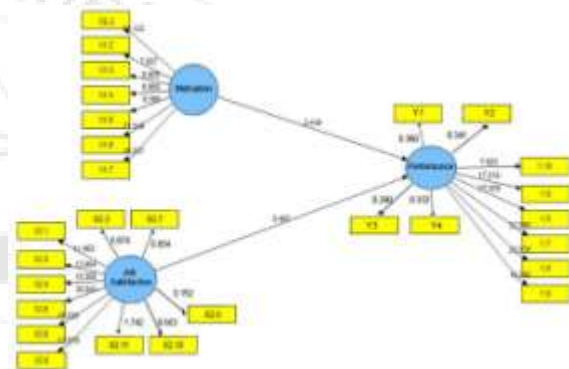


Figure 1: The value of t-statistical results of the research model by smartPLS

After the goodness of fit test of the research model was performed, the next step was to test the research hypothesis. The first hypothesis of the study suggests that motivational factor affects the lecturer performance. The result of the data analysis shows that motivation variable (X1) had a t-statistic value > 1.96 i.e. 3.41, indicating that influence of motivation factor on performance was positive and significant. The second hypothesis of the study assumed that the job satisfaction factor was influential on the lecture performance. The value of t-statistics of job satisfaction variable of 8.46 shows that job satisfaction had a positive and significant influence on performance because the value of t-statistics was > 1.96.

Table 1 The values of AVE, composite reliability, cronbach's alpha and R-Square

Variable	AVE	Composite Reliability	Cronbach's Alpha	R Square
Motivation	0.54	0.84	0.79	
Satisfaction	0.58	0.89	0.85	
Performance	0.59	0.89	0.85	0.59

One way to identify the indicators that most reflect the latent variables of lecturer motivation is to see the result of t test at the level of significance of 5% and the loading factor value of each indicator of lecturer work motivation. The loading factor values of the lecturer motivation variable is shown in Table 2.

Table 2: The loading factor value of the motivation variable

Indicator	Statement	Loading Factor	T-Statistic
AchievementX1.1	The existence of lecturer work achievement	0.64	8.40
RecognitionX1.2	Leaders accepted suggestions	0.62	8.18
X1.3	Recognition from colleagues	0.62	8.20
The job X1.4	Being proud to work as a lecturer	0.60	6.06
Responsibility X1.5	Efforts in increasing the accreditation	0.51	5.69
Progress X1.6	Desire to have a position	0.82	20.82
X1.7	Desire to upgrade the rank	0.75	13.32

The measured and valid indicator which had the largest loading factor value of 0.82 was the progress indicator (X1.6). The progress indicator contains statements on the work motivation of the lecturers who worked well in order to be able to occupy certain positions in the institution. The low response of the respondents on this statement indicates that the lecturers are not motivated to occupy certain positions in this institution. This problem is caused by a lack of institutional management attention in giving rewards to the lecturers. Such awards include the provision of incentives and recognition of lecturer responsibilities in certain positions. In addition, there was lack of institutional support in providing facilities and fees to the lecturers who hold certain positions to attend seminars and activities related to Tri DharmaUniversity. These factors are the reason why the lecturers are not motivated to hold certain positions in this institution

Table 3 shows the loading factor values of each indicator of job satisfaction variables. The indicators that most reflected the latent variable of job satisfaction were X2.5 and X2.4 because they had the highest loading factor values of the overall job satisfaction variable. The loading factor value of the X2.5 indicator was 0.85 and the loading factor of X2.4 was 0.82. This indicator focused on the level of satisfaction of the respondents on the promotion they obtained at the institution. The results showed that the lecturers were dissatisfied with the promotion imposed by the institution. Promotion on the periodic rank upgrade and based on the achievements of the lecturers was not well implemented. According to Utomo (2010), promotion is a rank promotion or position that can lead to satisfaction, pride and hope to improve income.

Promotion is considered to be a new experience and knowledge for an employee to handle his or her new job, and it can be a driving force for other employees to follow. Therefore, if promotion is not applied properly especially to lecturers who have good professionalism, the condition will trigger dissatisfaction, even there is a possibility that they will ask to quit work and look for a better new work place.

Table 3: The loading factor value of job satisfaction variable

Indicator	Statement	Loading Factor	T-Statistic
SalaryX2.1	Amount of salary	0.65	11.05
X2.3	Periodic salary rise	0.72	10.55
PromotionX2.4	Periodic rank upgrade	0.82	9.45
X2.5	Rank upgrade by achievement	0.85	23.57
SuperiorX2.6	Good manner of superiors	0.74	13.54
ColleagueX2.8	Smart colleagues	0.75	9.44

One way to find out which indicator that most reflected the latent variable of the lecturer performance was by measuring all valid and reliable indicators. Performance indicators that had been declared valid included: Y5, Y6, Y7, Y8, Y9, and Y10. The loading factor value of the lecturer performance indicators is described in Table 4.

Table 4: The loading factor value of the lecture performance variable

Indicator	Statement	Loading Factor	T-Statistic
Education Y5	Creating their own teaching materials	0.75	16.95
Y10	Developing course programs	0.56	8.89
Research Y6	Writing scientific papers annually	0.80	13.24
Y7	Editing scientific papers annually	0.87	28.71
Community Y8	Providing trainings to the communities	0.82	19.92
Service Y9	Joining the governmental organization	0.75	13.14

The indicator that had the largest loading factor value of the performance variable was the research indicator. The statement on the lecturer activity in editing or adapting scientific papers each year had a loading factor value of 0.87. The statement on the lecturer activity in the annual journal writing had a loading factor value of 0.80. In the questionnaire, the aspect questioned to the respondents focused on the respondents' responses on their performance in conducting the scientific research activities. Based on the data obtained from the respondents, it was found that the lecturers rarely conducted their scientific activities. These scientific activities included conducting research, writing journals, editing scientific papers, translating foreign language books into Indonesian or vice versa, or conducting various other scientific activities.

The low interest of the lecturers in conducting scientific activities was caused by several factors. According to Muljono (2012), the lack of interest of lecturers in conducting scientific research is caused by the factors of minimum fund and high work load of the lecturers. Information from some lecturers stated that the low motivation of the lecturers to write journals and publish their research results was due to the lack of facilities and financial support provided by the institution. Frequently, they had to find a sponsor to fund their research. In addition, they also found it difficult to find a forum to publish their research results and journals because the institution does not have a journal publishing facility. The issue of time availability for

writing scientific papers was also an indication why the lecturers seldom conducted scientific research. A high work load and the fact that the majority of the lecturers also taught in other campuses made them lose their interest in conducting research activities.

5. Recommendations on Strategies

A number of recommendations of managerial strategies which can be presented to STIE XYZ institution in an effort to improve the lecturer performance are as follows: Firstly, the importance of guidance and development of profession and career of the lecturers. Guidance and development of the lecturers focus on their profession and career conducted through functional positions or academic positions. The aim of job promotion for the lecturers is to give them morale to always strive to improve their capability and quality. The promotion for the lecturers is determined based on criteria and requirements by the institution with a reference to the government regulations. Efforts that can be carried out by the institution so that the guidance and development of profession and career are achieved include the establishment of a policy on efforts in improving the quality of lecturers, especially in providing the job promotion. Providing scholarships to the lecturers to pursue their higher education is also considered to be necessary because it affects their performance in performing their duties and responsibilities, especially in the achievement of job promotion. Through the guidance and development of profession and career, the lecturers are expected to influence the improvement of the professionalism of the lecturers in implementing Tri Dharma University as well as to realize the national education goals. Secondly, there is a need to increase the research interest of the lecturers. The lecturer performance is measured by their ability in implementing Tri Dharma University. The good performance of the lecturers is evidenced by the implementation of every dharma without having to put emphasis on one dharma only so as to ignore the other dharma. The dharma of research is a top priority that needs to be improved because the loading factor value of the research had the highest importance compared to the other dharma. The constraints faced by the lecturers in conducting research included the lack of lecturer ability in preparing research proposals and the difficulty of finding funds to carry out the research process. An effort that can be made to increase the research interest of the lecturers is to provide good and correct proposal writing training so that they can get the right knowledge and direction in submitting their research proposal title. Providing incentives and rewards to those who excel in developing research work is also necessary. Various efforts are expected to increase the interest of the lecturers in improving their performance.

6. Conclusion

Based on the results of the research analysis that had been done, it can be concluded that the motivation level of the lecturers of STIE XYZ is categorized as Reasonably Good. The indicator that has the lowest average score in the motivation variable is the progress indicator. The level of job satisfaction of the lecturers is categorized as Not Good, and the indicator that has the lowest average score is the promotional indicator. The lecturer performance level based

on the respondent perception is categorized as Not Good, and the indicator that has the lowest average score in the lecturer performance variable is the indicator of community service.

Work motivation has a positive and significant effect on the performance of the lecturers of STIE XYZ. This indicates that work motivation becomes the motivator to the lecturers to improve the quality of the institution, and the greatest motivation factor is the progress indicator. Job satisfaction shows a positive and significant influence on the performance of the lecturers of STIE XYZ. Job satisfaction variable gives the biggest influence on the lecturer performance when compared with work motivation. The highest satisfaction that has an effect on performance is promotion; conversely, the lowest indicator is salary.

The recommended strategic formulation for the STIE XYZ management to improve its lecturer performance through motivation and job satisfaction of the lecturers is by providing supports for professional and career development of the lecturers. Guidance and professional development of the lecturers can be implemented through the opportunity to achieve the functional position or academic position. Therefore, it is necessary to carry out periodic evaluation and monitoring of lecturers' work so that the institutional management can apply the reward and punishment system appropriately. In addition, there is a need to increase the research interest of the lecturers by providing a training on how to write a good and correct proposal writing so that the lecturers get the right knowledge and direction in submitting the research proposal title. Providing incentives and awards to the lecturers who excel in developing research work also needs to be done.

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