The Effect of Trust, Rewards, and the Quality of Work Life to the Lecturers' Performance at Muhammadiyah University of North Maluku

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Abstract: *The performance of lecturers in higher education is the most important aspect in the implementation of higher education principles (tri dharma), which includes education and teaching, research, and community service. There are three important aspects that affect the performance of lecturers at universities, namely trust, rewards, and quality of work life. To improve the performance of the lecturers, Muhammadiyah University of North Maluku has been able to implement those important aspects: trust, rewards, and quality of work life. The result of the research shows that (1) trust, (2) rewards, and (3) quality of work life can directly affect the lecturers' performance at Muhammadiyah University of North Maluku. On the other hand, (4) trust and (5) rewards also directly affect the lecturers' quality of work life.*

Keywords: performance, trust, rewards and quality of work life

1. Introduction

The performance of lecturers is the implementation of the main duties as stated in higher education principles (henceforth *tri dharma*), namely education and teaching, research, and community service. For the performance of lecturers in education and teaching, lecturers must conduct learning to improve knowledge, encourage creativity and innovation of students. Lecturers are expected to be able to conduct research and publish scientific journals to encourage the development of science and technology. On the aspect of community services, lecturers are expected to be able to give counseling, training and lectures to the community.

To encourage the improvement of lecturers' performance that leads to educational goals in universities, awareness on the aspects of trust, rewards, and quality of work life is required. Trust makes lecturers build harmonious relationships, feel secure, dare to make decisions and develop creativity and ideas well. For the rewards, it is expected that lecturers get their needs in the form of money, security and self-esteem. Meanwhile, the quality of work life is the achievement of wishes and expectations of lecturers in the form of satisfaction, involvement, balance and prosperity. These aspects are intended to be able to optimize the implementation of lecturers' duties so as to achieve the expected goals.

The main duties of lecturers are listed in Law No. 14 of 2005 Article 60 describing professional duties where lecturers are obliged to: conduct education, research, and community services, plan, implement the learning process, assess and evaluate learning outcomes, improve and develop sustainable academic qualifications and competence that is in line with the development of science, technology, and art.

Muhammadiyah Univeristy of North Maluku has the responsibility to develop human resources as an asset for the development of North Maluku province. This university has 8 faculties and 17 programs. It also has 268 lecturers of civil servants (PNS) as well as lecturers of Muhammadiyah foundation; those lecturers have master and doctoral qualifications from various fields of expertise. On the other hand, Muhammadiyah University of North Maluku has 247 lecturers who have the status of daily executive agency (BPH) lecturers and as many as 21 lecturers have DPK (third party funds) status. Lecturers of BPH are appointed and financed by the Muhammadiyah Foundation of North Maluku. (Data source: Personnel Section of UMMU Rectorate).

The problem of lecturers' performance at Muhammadiyah University of North Maluku can be seen from the implementation of tri dharma. Due to data of 2016, of 268 lecturers can be identified as follows: on the aspects of education and learning, the number of lecturers who missed face to face sessions in the class is as much as 38%. Lecturers who do not make syllabus and lecture administration unit (SAP) when conducting lectures are as much as 45%. For the semester exam report, lecturers that do not submit timely reports as determined by the academic sectionare as much as 48%, which causes delay in the making of study result cards (KHS).

In the field of scientific research, local research (faculty) is none, national research is as many as six titles or 2.2%, while international research is none either. The writing of internationally published journal is nine articles or 3.3%, accredited national journal is three articles or 1.1%, while the faculty journal is 84 articles from 7 journals or 31.3%. Writing and publishing books is only one (document of LP3M UMMU).

On community services, it is still very limited, among others are: college social work (KKS); activities conducted in the community and directly guided by lecturers, such activities can be carried out once in a year; lecture and sermon activities, giving upgrading materials and counseling in the community (Isaac Jamaludin, Rector, interviewed October 8, 2016).

The relation to research variables is that the occurrence of problems that affect the lecturers' performance is allegedly caused by factors of trust, rewards, and quality of work life.

Aspects of trust, lecturers have not gained the trust given to the leaders to perform the task freely and responsibly. The trust has not been built in accordance with the principles in giving authority within an organization that can encourage members to develop ideas quickly, dare to take risks and innovate that can improve performance. As a result lecturers have low responsibilities, have no thoughts and ideas in taking policy, and are afraid to face risks in making decisions or strategic actions.

Problems in the aspect of rewards, lecturers have not received satisfactory awards as one of the needs, both materially and spiritually. For material aspect, lecturer still get low salary and incentive if compared with standard salary of civil servant, lecturer only receive standard salary of UMR (regional minimum wage). For career opportunities, lecturers have not been fully rewarded for developing careers in the form of creativity that fosters and develops the talents and potential of the lecturers themselves.

The field of quality of work life is a response to what lecturers wish and expect, that is to achieve the same goal of improving the performance of lecturers. However, the lecturers have not received a clear perception of the control performed by the leadership. Lecturers also have not gained satisfaction with the decision and policy of the leader has not been involved in the real planning, activities and completion of University's activity programs, so they do not feel having work life balance.

The purpose of this study is to determine the direct positive effects of trust, rewards and quality of work life on the performance of lecturers, as well as trust and rewards to the quality of work life of lecturers of Muhammadiyah University of North Maluku.

2. Review of Literature

As the foundation of thought, the concepts and theories from various experts will be explained in accordance with their point of view about performance, trust, rewards and quality of work life.

The first is the performance aspect. Basically, this aspect is the achievement of end products or the value of the behavior of a person or individual within the organization, and is the implementation of the planning in achieving goals. According to Wibowo, performance is defined as the work result or work achievement. (Wibowo, 2012:7).

Colquitt, Lepine, and Wesson declared performance as the value of employee's work behavior associated, both positively and negatively, with the achievement of organizational goals (Colquitt, Lepine, and Wesson, 200:37). Gibson, Ivancevich, Donelly, and Konopaske considered that 'job performance is the outcomes of jobs that relate to the purposes of the organizations such as quality, efficiency, and other criteria of effectiveness'. (Gibson, Donelly, Ivancevich, and Konopaske, 2012: 374). Therefore, quality,

quantity, punctuality, cost effectiveness, monitoring needs, interpersonal influences, service, and value can serve as a benchmark for achieving effective performance.

In line with this, Lioyd said that "job performance is the net effect of an employee's effort as modified by abilities and role (or task) perception". (Byars.2011:214). It is explained that performance is the accuracy and exactness of workers that are objectively tailored to the ability and role (task).

Meanwhile, Newstrom and Davis stated that "performance: the outcomes, or end results, are typically measured in various forms of three criteria: quantity and quality of products and services; level of customer service" (Newstrom and Davis,2002:29). According to them, the success of performance can be seen from three facts, namely amount, quality and customer service satisfaction.

According to Colquitt, LePine, and Wesson performance is influenced by four main factors; those are: (1) organizational mechanisms, namely: (a) organizational culture; (b) organizational structure; (2) group mechanism, namely: a) leadership; (b) teamwork process; (c) team characteristics; (3) individual characteristics, namely: (a) personality and cultural values; (b) ability; (4) individual mechanisms, namely: (a) job satisfaction; (b) stress; (c) motivation; (d) trust, justice, and ethics; (e) learning and decision making. (Colquitt, Le Pine, and Wesson, 2009:34). In line with Mullins' opinion on the importance of performance appraisal, Newstrom explained that performance appraisal is essential to: (1) determine the allocation of needed resources; (2) reward and increase employees' motivation; (3) provide feedback on employees' work; 4) maintain relationships among employees in performance groups; (5) train and develop employees, and (6) provide organizational regulation. (Newstrom, 2007:137.)

Second, trust aspect. According to Mullins, trust is included in one of the needs an employee must have to create a sense of joy in work, like other needs like pride and accountability of results. All of these are needed so that diversity is motivated in working. (Mullins, 2005: 902). Trust according to Colquitt, LePine, Wesson: There are thee dimensions of trust, (1) Competence, defined as the skills, abilities and areas of expertise that enable and authority to be successful in some specific area, (2) Character, conveys enlightenment between words and deeds -a sense that authorities keep their promises, walk the talk. And do what they say they will do. It means that the authorities have integrity-1 they have honest motives and intentions, (3) Benevolence, defined the belief that the authority wants to do good for the trust or, if authorities are perceived as benevolent, it means that they care for employees, are concerned about their well-being, and feel a sense of loyalty to them. (Colquitt, LePine, and Wesson, 2009:202). In this concept, it can be understood that there are three aspects that affect the trust, namely competence, character and policy. So with the element of ability and expertise, the suitability between words and beliefs that the authorities have integrity, they have motivation and sincere goals, then the authorities care and pay attention to the welfare of employees and have loyalty to them.

Meanwhile, McShane and Glinow's views on trust are as follows: Trust refers to positive expectations one person has toward another person in situations involving risk. Trust means putting faith in another person or group. To gain trust, you must demonstrate trust. Employees identify with and feel obliged to work for an organization only when they trust its leaders (Colquitt, LePine, and Wesson, 2009:113). In this concept it is understood that trust includes positive expectations of others in situations involving risk. Provide clear assignments either to individuals or groups so that employees will feel involved to perform the task.

The link between trust and performance is explained by Luthans, that by establishing trust in accordance with the principles of empowerment within an organization, it can encourage members to develop ideas quickly, take risks and innovate in order to improve organizational performance. (Colquitt, LePine, and Wesson, 2009:113). According to Robbins and Judge, the dimensions of trust include: (1) Integrity refers to honesty and truthfulness, (2) Commence encompasses an individual's technical and interpersonal knowledge and skills, (3) Consistency relates to an individual's reliability, predictability, and good judgment in handling situations, (4) Loyalty is the willingness to protect and save face of another person and, (5) openness: ready to receive new ideas. (Robbins. 2001: 423).

Trust is excellent for improving lecturers' performance according to Colquitt, Lepine, and Wesson's theories that performance is influenced by trust in teamwork. The four main influencing factors are: (1) organizational mechanisms, namely: (a) organizational culture; (b) organizational structure, (2) group mechanisms, namely: (a) leadership; (b) teamwork process; (c) team characteristics; (3) individual characteristics, namely: (a) personality and cultural value; (b) ability (4) individual mechanisms, namely: (a) job satisfaction; (b) stress; (c) motivation; (d) trust, justice, and ethics; (e) learning and decision making. (Colquitt, LePine, and Wesson, 2009: 34).

The third is rewards aspects. This is a factor that refers to money, security and career opportunities. According to Cooper, Quick, and Schabracq, "rewards, in turn, refer to money, job security, self-esteem and career opportunities, mostly distributed by the employer (but also by society at large)."(CaryL. Cooper and James Campbell Quick,2009:55). At this definition, it can be understood that rewards, in turn, refer to money, job security, self-esteem and career opportunities, mostly distributed by employers (but also by the wider community).

Ivancevich, Konopaske, and Matteson conveyed "reward is perceived to be desirable and is provided to a person after performance." Received rewards are considered to be desirable and given to someone after the performance. It is further explained :One of the most powerful influences on individual performance is an organization's reward system. Management can use rewards (or punishment) to increase performance by present employees. Management also can use rewards to attract skilled employees to join the organization. Paychecks, raises, and stock options are important aspects of the reward system, but they are not the only aspects. (Ivancevich, dkk2011: 187).

From the above statement it is more specifically submitted that one of the most powerful thing influencing individual performance is the organization's reward system. Management can use rewards (or penalties) to improve the performance of existing employees. It also explains that awards can be used by management to attract skilled employees to join the organization. It should be noted that the important aspects of the reward system are salary, salary augment, and stock options, but also be known that these are not the only aspects. From this view it is widely seen that one the most influences of individual performance is an organizational reward system.

The fourth is quality of work life aspect. This refers to the high level of employees' satisfaction in enjoying their work by taking the good of the work design. Gibson said that: Quality of work life (QWL) is now widely used to refer to "a philosophy of management that enhances the dignity of all workers; introduces changes in organization's culture; and improves the physical and emotional well-being of employees (e.g. providing opportunities for growth and development). Indicators of quality of work life include accident rates, sick leave usage, employee turnover, and number of grievances filed. (Gibson, 2012:370). The above concept provides an understanding that the quality of work life refers to the management philosophy of improving and enhancing the dignity of workers, adapting to organizational culture; and improving the welfare of employees, both physically and mentally (such as providing opportunities for growth and development). The indicators of quality of work life include: the decrease of accident rate, the use of sick leave, employee turnover, and number of complaints. The better the quality of an organization's work life, the lesser the accident, the sick leave, the change of staff, and the number of complaints from employees.

According to Rogelberg, the quality of work life is a reaction of the work environment as follows: Quality of work life (QWL) has been identified as a personal reaction to the work environment and experience such as perceptions of control, satisfaction, involvement, commitment, work–life balance, and well-being in relation to someone's job and organization, with no one generally accepted definition of the term. (Rogelberg, 2007:651).

From the above opinion it is known that the quality of work life (QWL) is identified as a personal reaction to the work environment and experiences such as perceptions of control, satisfaction, involvement, commitment, work life balance, and welfare in relation to one's work and organization, with no definition applied generally to the term.

3. Research Methodology

This research was conducted at Muhammadiyah University of North Maluku. This research was conducted by using the survey method with the quantitative approach. The technique of data analysis is done by Path Analysis Method to know the influence of each variable that influences performance.

The target population in this study is all 268 lecturers (full time and part time) of Muhammadiyah University of North Maluku. The sampling technique used is the simple random

sampling with the assumption that the population has the same characteristics (homogeneous).

Slovin formula was used to determine the number of samples taken in this study, with 5% error rate (precision) or the level of confidence reached 95%. By using the above formula, then from the population of 268 lecturers of Muhammadiyah University of North Maluku, the sample that researchers use is as many as 160 lecturers.

To collect information or data, four questionnaires were made. The researcher used questionnaires with well-structured instruments and those questionnaires; X1 (trust), X2 (rewards) and X3 (work life quality) then were given to the lecturers. As for the questionnaire Y (performance), it was submitted to the chairman of the program to assess the performance of the lecturers.

4. Results of Research and Discussion

Data descriptions include performance variable data (Y) called endegenous variables, trust variables (X1) and reward variables (X2) as exsogenous variables, and work-life quality variables (X3) as intervening variables. Description of each variable is presented in succession starting from variables Y, X1, X2, and X3.

4.1 Normality Test

The test results of the research sample were used to draw the conclusion whether the observed population was normally distributed or not. For normality testing, the Lilliefors test was used. In this test, first, the error (sample) was arranged in order of value, then the standard number (Z_i), the frequency S (Z_i), and the lowest frequency F (Z_i) were determined, and next the difference of the lowest frequency and the real frequency at each error value were also determined. The maximum absolute price of the difference was referred as L_{count}. The L_{count} value was then compared with L_{table} for the real level $\alpha = 0.05$. The following hypotheses were proposed : H_0: Data derived from normally distributed populations, and H_1: Data not derived from normal distributed populations.

If the value of $L_{count} \leq$ the value of L_{table} then the estimated error data Y on X comes from the normal distributed population, conversely if the value of $L_{count} >$ the value of L_{table} then the estimated error data of Y on X is not from the normal distributed population. From the result of normality test calculation (full calculation in appendix 5) some result were obtained as follows:

a) **Regression Estimated Error Normality Testing Y over X1**
From the calculation resultsthe value of $L_{count} = 0.0448$ was obtained, this value is smaller than the value of L_{table} (n = 160 ; $\alpha = 0.05$) of 0.070. Since L_{count} is less than L_{table} then the distribution of performance data on trust comes from a normally distributed population.

b) **Regression Estimated Error Normality Testing Y overX_2**
From the calculation results the value of $L_{count} = 0.0588$ was obtained, this value is smaller than the value of L_{table} (n = 160 ; $\alpha = 0.05$) of 0.070. Since L_{count} is less

than L_{table} then the distribution of performance data on rewards comes from a normally distributed population.

c) **Regression Estimated Error Normality Testing Y overX_3**
From the calculation results the value of $L_{count} = 0.0327$ was obtained, this value is smaller than the value of L_{table} (n = 160 ; $\alpha = 0.05$) of 0.070. Since L_{count} is less than L_{table} then the distribution of performance data on work life quality comes from a normally distributed population.

d) **Regression Estimated Error Normality Testing X_3overX_1**
From the calculation results the value of $L_{count} = 0.0401$ was obtained, this value is smaller than the value of L_{table} (n = 160 ; $\alpha = 0.05$) of 0.070. Since L_{count} is less than L_{table} then the distribution of work life quality data on trust comes from a normally distributed population.

e) **Regression Estimated Error Normality Testing X_3overX_2**
From the calculation results the value of $L_{count} = 0.0383$ was obtained, this value is smaller than the value of L_{table} (n = 160 ; $\alpha = 0.05$) of0.070. Since L_{count} is less than L_{table} then the distribution of work life quality data on rewards comes from a normally distributed population.

Recapitulation Result of Regression Estimated Error Normality Testing

Regression Estimated Error	n	L_{count}	L_{table} $\alpha = 0,05$	Remarks
Y over X_1	160	0.0448	0.070	Normally distributed
Y over X_2	160	0.0588	0.070	Normally distributed
Y over X_3	160	0.0327	0.070	Normally distributed
X_3over X_1	160	0.0401	0.070	Normally distributed
X_3over X_2	160	0.0383	0.070	Normally distributed

4.2 Test of Significance and Linearity of Regression

Before using the regression equation in order to draw conclusions in hypothesis testing, the significance and linearity of the regression model obtained was tested using the F test in the ANAVA table. The criteria for significance test and linearity of the regression model is determined as follows: Significant Regression: $F_{count} > F_{table}$ on the regression line. And Linear Regression: $F_{count} \leq F_{table}$ on matching tuna row. The overall test results of significance and linearity of regression for each influence of trust, appreciation and quality of work life on performance are summarized in the following table.

The Results of Significance Test and Regression Linearity Test

Regression	Regression Equation	Significance Test		Linearity Test	
		F_{count}	F_{table} $\alpha = 0.05$	F_{count}	F_{table} $\alpha = 0.05$
Y overX_1	$\hat{Y} = 61.08 + 0.41X_1$	43.78 **	3.90	0.75[ns]	1.56
Y overX_2	$\hat{Y} = 48.71 + 0.55X_2$	42.84 **	3.90	1.06[ns]	1.61
Y overX_3	$\hat{Y} = 43.17 + 0.60X_3$	52.21 **	3.90	1.43[ns]	1.65
X_3overX_1	$\hat{X}_3 = 80.92 + 0.21X_1$	14.28 **	3.90	1.24[ns]	1.56
X_3overX_2	$\hat{X}_3 = 71.84 + 0.31X_2$	17.07 **	3.90	1.06[ns]	1.61

Remarks : **=Very significant, ns= Not significant (linear regression)

4.3 Model Testing

In order to obtain the value of the influence coefficient parameter of each path contained in the model, the following steps are taken: (1) counting the correlation coefficient between variables and subsidize it into the recursive equation. (2) looking for the recursive equation of each sub model structure. (3) counting the coefficient value of paths between variables with the help of determinant matrix. (4) counting the significance value (t-values) on each path. From the results of the analysis in the previous section and the counting process done in appendix 6, the following can be summarized:

Summary of Correlation Coefficient Testing Results

Matrix	Correlation Coefficient		
	X_2	X_3	Y
X_1	–	$r_{13} = 0.288$	$r_{1y} = 0.466$
X_2		$r_{23} = 0.312$	$r_{2y} = 0.462$
X_3			$r_{3y} = 0.498$

From the division of two models, the first model sub-structure and the second model sub-structure, it can be explained that the path coefficient value in the first model sub-structure is the path that connects the trust variable to the performance variable, the path that correlates the reward variable to the performance variable, and the path connecting the quality of work life variable against performance variables.

The path coefficient value in the second model sub-structure is the path that connects the trust variable to the quality of work life variable, and the path that correlates the variable of appreciation to the variable of quality of work life. The model summary can be seen in Figure as follows:
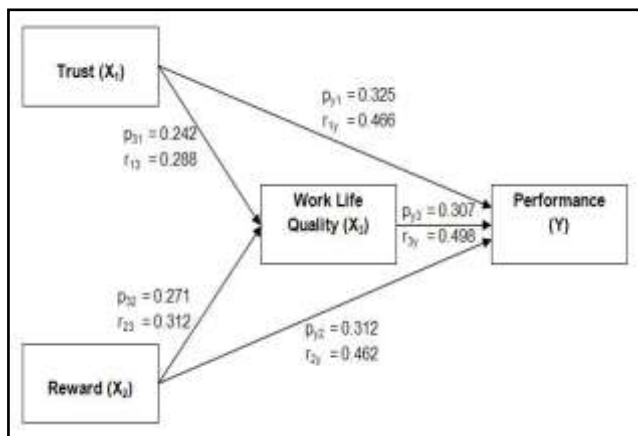
Figure: Model of Structural Relationships among Variables Based on Calculation Result of Path Analysis Hypothesis Testing

1) The coefficient value of the trust path to the performance is 0.325with the t_{count}value of5.23. Since the value of $t_{count}$is greater than the value of t_{table}at dk = 156for α = 0.05of 1.98then $H_0$is rejected and $H_1$is accepted, which

means there is a very significant positive direct effect of trust variable on performance variables.

2) The coefficient value of the rewards path to the performance is 0.312with the t_{count}value of4.98. Since the value of $t_{count}$is greater than the value of t_{table}at dk = 156forα = 0.05 of 1.98then H0 is rejected and H1 is accepted, which means there is a very significant positive direct effect of reward variableon performance variables.

3) The coefficient value of the work life quality to the performance is 0.307with the t_{count}value of4.76. Since the value of $t_{count}$is greater than the value of t_{table}at dk = 156forα = 0.05 of 1.98then H0 is rejected and H1 is accepted, which means there is a very significant positive direct effect ofwork life quality variableon performance variables.

4) The coefficient value of the trust path to the work life quality is 0.242with the t_{count}value of 3.26. Since the value of $t_{count}$is greater than the value of t_{table}at dk = 157 forα = 0.05 of 1.98then H0 is rejected and H1 is accepted, which means there is a very significant positive direct effect of trust variable on work life quality variable.

5) The coefficient value of the reward pathto the work life quality is 0.271with the t_{count}value of 3.64. Since the value of $t_{count}$is greater than the value of t_{table}at dk = 157 for α = 0.05of1.98then H0 is rejected and H1 is accepted, which means there is a very significant positive direct effect of reward variable on work life quality variable.

From the results of the analysis and the counting process carried out in the direct influence section, the followings are the summary:

Direct Influence Among Variables

No.	Direct Influence	Path Cooficient	dk	t_{count}	t_{table} α = 0.05
1.	X_1toY	0.325	156	5.23 **	1.98
2.	X_2toY	0.312	156	4.98 **	1.98
3.	X_3toY	0.307	156	4.76 **	1.98
4.	X_1toX_3	0.242	157	3.26 **	1.98
5.	X_2toX_3	0.271	157	3.64 **	1.98

** = very significant (t_{count}> t_{table})

There are five hypotheses in the study that directly affect the lecturers' performance and the hypothesis can be described as follows:

The results of the first hypothesis analysis resulted in the finding that trust (X1) had a direct positive effect on performance (Y). Based on these findings it can be concluded that performance is directly influenced positively by trust. Increased trust leads to improved performance. The results of this study are consistent with the opinions of some experts including Colquitt, LePine, Wesson ie: There are three demensions of trust (1) Competence, defined as the skills, abilities and areas of expertise that enable an authority to be successful in some specific area , (2) Character, conveys an alignment between words and deeds-a sensethat authorities keep their promises, walk the talk,and do what they say they willdo. It means that the authorities have intergrity-1 they have honest motives and intentions, (3) Benevolence, defined as the belief that the authority wants to do good for thetrustor, if autorithies are perceived as

benevolent, it means that they care for employees, are concerned about their well-being, and feel a sense of loyalty to them. (Colquitt, LePine, dan Wesson, 2011: 202.)According to Colquitt, there are three dimesions of trust that can improve the performance ie.(1) competence, ability and expertise to achieve success, (2) character, suitability between words and beliefs that the authorities will fulfill their promise. (3) policy, a belief that the authorities will do good for those who believe in him, who care and pay attention to the welfare of employees and have loyalty to them.Trust is excellent to improve lecturers' performance and it is in accordance with Colquitt, Lepine, and Wesson's theories which stated that performance is influenced by trust in teamwork and the four major influencing factors are: (1) organizational mechanisms, namely: (a) organizational culture; (b) organizational structure, (2) group mechanism, namely: (a) leadership; (b) teamwork process; (c) team characteristics; (3) individual characteristics, namely: (a) personality and cultural value; (b) ability (4) individual mechanisms, namely: (a) job satisfaction; (b) stress; (c) motivation; (d) trust, justice, and ethics; (e) learning and decision making. (Colquitt, LePine, and Wesson, 2009: 34).

McShane and Glinow's views on trust are as follows: Trust refers to the positive person in situations involving risk. Trust means putting faith in another person or group. To gain trust, you must demonstrate trust. Employees identify with and feel obliged to work for an organization only when they trust its leaders. (McShane and Glinow 2008: 120).

According to Robbins and Judge, dimensions of trust include: Demensions of trust, (1) Integrity, refers to honesty and truthfulness, (2) Commence, encompasses an individual's technical and interpersonal knowledge and skills, (3) Consistency, relates to an individual's reliability, predictability, and good judgment in handling situations, (4) Loyalty, the willingness to protect and save another person face and, (5) openness, ready to receive new ideas(Stephen P. Robbins 2001: 423).

The whole discovery states that all types of trust have a good direct impact on performance. Based on the above explanation both conceptually and empirically, trust has a direct positive effect on performance satisfaction.

The results of the second hypothesis analysis resulted in the finding that rewards have a direct positive effect on performance. Based on the findings it can be concluded that performance is directly affected positively by the reward. The increase of reward will lead to improved performance. The results of this study are consistent with the opinions of some experts including Ivancevich, Konopaske, and Matteson who explain:One of the most powerful influences on individual performance is an organization's reward system. Management can use rewards (or punishment) to increase performance of present employees. Management also can use rewards to attract skilled employees to join the organization. Paychecks, raises, and stock options are important aspects of the reward system, but they are not the only aspects. (John M. Ivancevich, Robert Konopaske, and Michael T. Matteson, 2011: 18.)The above statement is

more specifically submitted that one of the most powerful factors affecting individual performance is the organization's reward system. Management can use rewards (or penalties) to improve the performance of existing employees. It also explains that rewards can be used by management to attract skilled employees to join the organization. It should also be noted that the important aspects of the reward system are salary, salary augment, and stock options, but it must be known that these are not the only aspects. We found a consistent positive relationship between rewards and performance.

There is a general belief that rewards directly affect performance. According to Armstrong:Rewards can be provided by the working environment if it improves the quality of working life. This is a matter of how the work is organized and the type of facilities provided as well as the design of the job or role. For example, research workers may feel well rewarded when they have excellent laboratories or other facilities that they can use to deliver exciting results. (Michael Armstrong, 2007: 39). Armstrong sees that rewards can be available through the work environment if they improve the quality of work life. This is a matter of how the work is structured and the type of facilities provided and the design of work or work roles. Based on the above explanation both conceptually and empirically,rewards have a positive direct effect on performance.

The results of the third hypothesis analysis resulted in the finding that the quality of work life (X3) had a direct positive effect on performance (Y). Based on these findings it can be concluded that performance is directly affected positively by the quality of work life. Increasing the quality of work life will lead to improved performance. The results of this study is similar to the opinion of some experts among others is Rogelberg, who says the quality of work life is the reaction of the working environment as follows:Quality of work life (QWL) has been identified as a personal reaction to the work environment and experience such as perceptions of control, satisfaction, involvement, commitment, work–life balance, and well-being in relation to someone's job and organization, with no one generally accepted definition of the term.(Steven G. Rogelberg,2007: 651). Armstrong describes the definition of "quality of working life: consciously and continually aiming to improve the quality of working life." (Michael Armstrong, 2006:14). From here it can be seen the quality of work life, which aims to improve the quality of work life, increase sense of satisfaction, reduce monotony, increase variation, autonomy and responsibility, and avoid stress. Thus the quality of work life plays an important role in influencing performance. Based on the various analysis mentioned above, which has been presented then both conceptually and empirically, quality of work life has a direct positive effect on performance.

The results of the fourth resulted in the finding that trust (X1) had a direct positive effect on work life quality(X3).Based on these findings it can be concluded that the quality of work life is directly affected positively by trust. Increased beliefs lead to improved quality of work life. The results of this study is consistent with the opinion of some experts who said that trust will create work life quality, considering every policy process decided by the

organization is a response to what the employees desire and expect; to have the same goal that is improvement of employees' and company's performance.

Robbins states that trust is a person's psychological condition that arises when influenced by others because he has positive expectations of something. The mutual trust between the boss and his subordinates is associated with a number of positive outcomes. Here are some important research results on mutual trust: (Stephen P. Robbins and Timothy 2010 : 429.)

These results are: (1) trust can lead one to take risks when they decide to use unusual ways of completing their tasks, or to take new leads from leaders, (2) they feel secure when leaders provide opportunities for employees to express ideas, they will be very enthusiastic and improve their work, (3)it is more effective when the leader implements trust in team system, team members will have more desire to help other members which ultimately increase mutual trust. Mutual trust increases productivity. Employees who trust their bosses will tend to perform well.

Therefore, trust plays an important role in influencing the quality of work life of the lecturers. Based on the various aspects mentioned above, then, both conceptually and empirically, trust has a direct positive effect on the quality of work life.

The results of the fifth hypothesis analysis resulted in the finding that the reward (X2) had a direct positive effect on the quality of work life (X3). Based on the findings it can be concluded that the quality of work life is directly affected positively by the reward. Increased appreciation leads to increased quality of work life. The results of this study is consistent with the opinion of some experts among them is according to Cascio: Many workers want to see a tighter connection between working smarter and the tangible and psychological rewards they receive from doing their jobs well. They want to see significant improvements in their quality of work life. (Cascio, 2003: 27). Based on Cascio's opinion, workers want to see a significant improvement in the quality of their work lives. It can be said that rewards play an important role in influencing the quality of work life. Ivancevich, Konopaske, and Matteson further explained:One of the most powerful influences on individual performance is an organization's reward system. Management can use rewards (or punishment) to increase performance by present employees. Management can also use rewards to attract skilled employees to join the organization. Paychecks, raises, and stock options are important aspects of the reward system, but they are not the only aspects (Gibson, and Ivancevich, Konopaske. 2010:18).From the above statement it is more specificicly coveyed that aspect of reward system has an important role to the worker so that the task of the worker can increase. It should also be noted that the important aspects of reward system are salary, a raise, and stock options, but it must be known that these are not the only aspects. There is a general belief that rewards directly affect performance. According to Armstrong:Rewards can be provided by the working environment if it improves the quality of working life. This is a matter of how the work is organized and the type of facilities provided as well as the

design of the job or role. For example, research workers may feel well rewarded when they have excellent laboratories or other facilities that they can use to deliver exciting results. (Michael Armstrong, 2007: 39). Armstrong sees that if work is organized and the type of facility is provided and tailored to the job design or work role, it will improve the quality of work life.

From this view we can broadly see that one of the most affecting factors for individual performance is an organizational reward system. Based on the various things mentioned above, conceptually and empirically, rewards have a direct positive effect on the quality of work life.

5. Conclusion

Based on the results of data analysis and statistical calculation as described in the previous chapter, the findings of this study results can be summarized as follows: 1) trust has a positive effect on the performance. This means that the trust given to the lecturers can improve the performance of the lecturers. (2) Rewards have a direct positive effect on performance. This means that reward given to the lecturers can improve the performance of lecturers (3) Quality of work life has a direct positive effect on performance. This means that the quality of working life improves the performance of lecturers (4) Trust has a direct positive effect on the quality of work life. This means that the trust given to the lecturer can affect the quality of work life of the lecturer (5) Reward has a direct positive effect on the quality of work life. This means that the award given to lecturers can improve the quality of work life of lecturers of Muhammadiyah University of North Maluku.

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