The effects of job satisfaction on lecturer performance : case study in faculty x Universitas Indonesia

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ABSTRACT

Job satisfaction needs to be considered by the organization because based on the theory, job satisfaction affects employee performance. This study aims to evaluate the influence of job satisfaction on the lecturer performance in the faculty X Universitas Indonesia. This study uses quantitative approach to answer the five hypotheses. The population in this study were all permanent lecturers at faculty X, totally 66 people. The data is obtained through structured questionnaire distributed to permanent lecturer. The instrument was tested using validity and reliability tests; afterwards data were analyzed use correlation and multiple regression. The regression results prove that job satisfaction with salary has a significant effect on lecturer performance. For indicators job satisfaction with promotion, co-worker and faculty leader have not significant effect.

Keywords: Job Satisfaction, Performance, Human Resource

INTRODUCTION

Global changes in the business environment have caused deep concern in contemporary business organizations. Organizations seeking to achieve competitive advantage become learning organizations (Namada, 2018). The influence of competition is also felt by educational organizations that must participate in the competition. Educational organizations must make innovations and creations in order to be able to compete with other educational institutions. To achieve the goals of educational organizations, capable and professional human resources (HR) are needed in each field of knowledge (Kartika et al., 2018).

Human resources (HR) are valuable assets in an organization; the existence of HR is included in the category of intangible assets. In practice, recognition of the importance of human resources does not work. This is caused by management practices, organizational culture, or the composition of the workforce that affect the value of these human resources(Fulmer & Ployhart, 2014). This can be seen in the performance report of a company or organization, which focuses

mainly on tangible assets and ignores intangible assets. In fact, other organizational resources without the presence of human resources cannot operate and cannot fulfill the established goals (Halmaghi & Bacila, 2018).

Human resource development needs to be implemented consistently. With the implementation in good and correct steps, it is hoped that the performance of the organization can be increased (Damayanti et al., 2018). Organizations need to recognize the importance of "employee or lecturer value", which is believed by many HR as the important company asset. Lecturers, like other humans, do not only have intrinsic and extrinsic motivation but also have other needs, including "satisfaction". If it is associated with Maslow's concept, "satisfaction" is a category of the esteem needed (Aruma & Hanachor, 2017).

Employees who have "satisfaction" will encourage their "attitude" to work fully to achieve organizational goals and involve themselves fully in organizational achievements (Fattah, 2017). Motivation is divided into two types: intrinsic and extrinsic. Intrinsic motivation is when an individual acts to achieve something because of an impulse from himself or to achieve something satisfying. Extrinsic motivation refers to the performance of behaviors that are fundamentally dependent on the achievement of certain outcomes. This motivation exists because of external pressure (Legault, 2020).

According to the Tatar study (Tatar, 2020), job satisfaction on salary, career, style of leadership and supervision, etc. shows a very significant impact on the level of organizational commitment. Job satisfaction reflects the general attitude of employees towards their work, whether they are happy with their profession or their work (Dalkrani & Dimitriadis, 2018). Job satisfaction refers to an employee's pleasant or positive emotional state resulting from their job or work experience. Job satisfaction can arise from various sources, such as the quality of supervision, social relations between coworkers, etc. (Chin & Rowley, 2018).

The two-factor model or motivation-hygiene theory which describes two factors that influence job satisfaction, intrinsic job satisfaction factors or motivator satisfaction factors and extrinsic job satisfaction factors or dissatisfaction preventing factors (Alromaihi & Alshomaly, 2017). Robbins (2006) states that job satisfaction is closely related to job performance. An organization with more satisfied employees tends to be more effective and productive. In addition, employees with a high level of satisfaction will have a low turnover rate (Eliyana et al., 2019).

There are six aspects related to job satisfaction: wages or salaries, career development, interaction with other employees, job placement, organizational structure, and quality of supervision (Mangkunegara, 2004). According to Smith in Robbins (2015), there are five indicators of job satisfaction: the job itself, income or salary, promotion, leader, and co-workers (Tri Darma Putra et al., 2021).

The first thing that must be done by the organization is to determine the target criteria that must be achieved by employees or lecturers. With setting goals, it is possible to know a person's performance because there are standards. *Performance* is a function of individual ability, skill, and effort in a given situation.

Job performance generally refers to whether a person performs their job well or not. Job performance is the way employees execute their work. An employee's performance is determined during job performance reviews (Ezeanyim & Ufoaroh, 2019; Javed et al., 2014). Performance appraisal needs to be carried out by the organization, which is used as a diagnostic for the development of individuals, teams, and organizations. Otherwise, we need performance management that is used to equate individual achievement with organizational goals (Cascio & Aguinis, 2020).

The problem statement in this study is (1) whether the permanent lecturer at faculty X obtains job satisfaction at work. And (2) how does job satisfaction affect their performance? As measured in this paper, job satisfaction is measured by salary, promotion, co-worker relations, and faculty leader relations. Performance appraisal described in this paper is a lecturer obligation with pedagogy and education, research, and community development. The novelty of the research on "job satisfaction" is that it was conducted on permanent lecturers, of whom most are young and junior (see Table 3), or 60.4 percent occupy the positions under *lektor*.

METHOD

This type of research uses a quantitative approach with a survey method. This study will explain the correlation between the dependent and independent variables. The dependent variable in the study is lecturer performance, while the independent variable is job satisfaction which has four indicators (see Table 1).

Table 1 Operational Definition

Job Satisfaction	Job Performance
1. Job satisfaction on salary	1.Pedagogy/ Education
2. Job satisfaction on promotion	2. Research
3. Job satisfaction on co-worker relations	3.Community Development
4. Job satisfaction on faculty leader relations	

The sampling method is saturated sampling, where the entire population is sampled. The object of this research is all permanent lecturers on faculty X Universitas Indonesia who have 12 credit points or the equivalent of 36 working hours a week.

This research is related to lecturer *perceptions* of "job satisfaction and lecturer performance"; hence the question uses a Likert scale with modification, i.e;

1 Strongly disagree

2 Disagree

3 Agree

4. Strongly Agree

The procedures for this research are as follows:
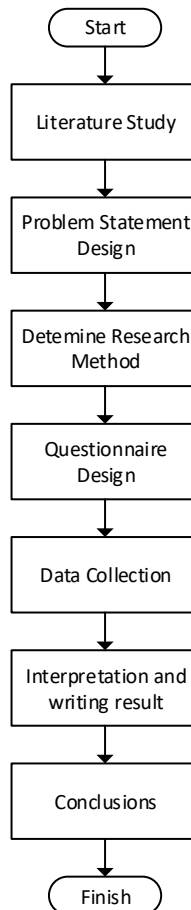
Figure 1 Research Flowchart

There are three methods of data analysis: *first* descriptive statistics, *second* assumption test, and *third* multiple regression tests using the SPSS. The author performs satisfaction and performance categories for descriptive statistics with the following stages:

First: Determine the interval

$$\text{Interval} = \frac{\text{Highest Score-Lowest Score}}{\text{Total Scale}} \qquad (1)$$

$$= \frac{4 - 1}{3}$$

$$= 1$$

Second: Determine the category of satisfaction and performance

Table 2 Level of Satisfaction and Performance

Interval	Satisfaction	Performance
1 - 2	Dissatified	Low
2 - 3	Fairly Satisfied	Medium
3 - 4	Satisfied	High

After performing categories of satisfaction and performance levels (see Table 2), statistical analysis was applied to measure validity and reliability. Pearson's correlation (r) examines the correlation between the dependent and independent variables. There are five hypotheses that were tested; the explanation is as follows:

H1. Job satisfaction on salary has a significant influence lecturer performance

H2. Job satisfaction on promotion has a significant influence lecturer performance

H3. Job satisfaction on co-worker relations has a significant influence lecturer performance

H4. Job satisfaction on faculty leader relations has a significant influence on lecturer performance

H5. Job satisfaction on salary, promotion, relationships with co-worker and faculty leader has a simultaneous significant influence lecturer performance.

RESULTS AND DISCUSSION

a. Respondent Description

This section will explain the respondent's description data, the explanation is as follows:

Table 3 Description Respondent

Indicator		Freq.	Percent (%)
Gender	Male	24	50
	Female	24	50
Education Level	Master (S2)	43	89.6
	Doktoral (S3)	5	10.4
Status	Permanent Lecturer	43	89.6
	Contract Lecturer	5	10.4
Academic Position	Pengajar (Lecturer)	16	33.3
	Asisten Ahli	13	27.1
	Lektor 200	3	6.3
	Lektor 300	16	33.3
Work Experience	Under 1 Years	4	4.3
	2-4 Years	17	35.4
	Over 5 Years	27	56.3

Based on Table 3, it can be seen that as many as 24 people or 50% of the total respondents were male and 24 were female. For education level, 43 permanent lecturers or 89.6 percent have a Master's degree. A total of 5 permanent lecturers or 10.4% have doctoral or doctoral education. For indicators of work status, as many as 43 people or 89.6 percent are permanent lecturers. As many as 5 people or 10.4% have the status of Pekerja Kontrak Waktu Tertentu (PKWT). As for the category of working period, it can be seen that 27 people or 56.3% of respondents have worked for more than 5 years, 17 people or 35.4% of respondents have worked for 2- 4 years. Finally, as many as 4 people or 4.3% of the respondents worked for less than 1 year.

b. Validity Test

Validity test was conducted with a sample of 48 respondents were analyzed using the SPSS software. Based on formula an instrument is considered *valid* if the results were r *value* ≥ r *table.*

Table 4 Validity test

Salary (X1)	r test	Promoti on (X2)	r test	Co- Worker (X3)	r test	Leader faculty (X4)	r test	Performa nce (Y)	r test
X1.1.	0,760	X2.1.	0,767	X3.1.	0,944	X4.1.	0,858	Y1.1.	0,599
X1.2.	0,778	X2.2.	0,811	X3.2.	0,966	X4.2.	0,815	Y1.2.	0,569
X1.3.	0,680	X2.3.	0,906	X3.3.	0,942	X4.3.	0,818	Y1.3.	0,705
X1.4.	0,847	X2.4.	0,734	X3.4.	0,938	X4.4.	0,911	Y1.4.	0,615
X1.5.	0,763	X2.5.	0,848	X3.5.	0,931	X4.5.	0,873	Y1.5.	0,360
X1.6.	0,819	X2.6.	0,829	X3.6.	0,904	X4.6.	0,927	Y1.6.	0,663

Based on Table 4, existing variables produce r_{value} ≥ r *table* (0.2845)**.** Thus, it can be concluded that all data is declared valid.

c. Reliability Test

Reliability test was conducted to 48 lecturer as sample, the test result shows in Table 5.

Table 5 Reliability test

Indicator	Cronbach Alpha
X1. Job satisfaction on salary	0.917
X2. Job satisfaction on promotion	0.926
X3. Job satisfaction on co-worker relations	0.972
X4. Job satisfaction on faculty leader relations	0.943
Y. Performance	0.746

Based on Table 5, it is seen the reliability test value of four independent variables and one dependent indicator. It can be concluded that the five indicators are "reliable" or "consistent" because the cronbach alpha value is exceed 0.60.

d. Assumption test

Normality test

Table 6 Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		48
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	2.90105831
Most Extreme Differences	Absolute	.091
	Positive	.062
	Negative	-.091
Kolmogorov-Smirnov Z		.628
Asymp. Sig. (2-tailed)		.825

Based on Table 6, it is seen that the sig value is 0.825; this value is greater than the sig value of 0.05. It can be concluded that the existing data is normally distributed.

Multicollinearity Test

Table 7 Multicollinearity Test

	Model	Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Job satisfaction on salary (X1)	.515	1.942
	Job satisfaction on promotion (X2)	.371	2.698
	Job satisfaction on co-worker relations (X3)	.796	1.256
	Job satisfaction on faculty leader relations (X4)	.367	2.727

Based on Table 7, it is seen values of Tolerance and VIF. The test result tolerance value of X1, X2, X3, and X4 is greater than 0.1, and the calculated value of VIF for indicators X1, X2, X3, and X4 is below 10. It can be concluded that there is no multicollinearity in the regression model.

Heteroscedastic Test

In the heteroscedasticity test the author uses the Spearman rank correlation test, the explanation is as follows:

Table 8 Heteroscedastic Test

Indicator	Rank Spearman's
X1	0.962
X2	0.829
X3	0.688
X4	0.693

Based on Table 8, it is seen that the sig value for four indicators, i.e., X1 (0.962), X2 (0.829), X3 (0.688), and X4 (0.693), where the calculated value is greater than 0.05. it can be concluded that there are no heteroscedastic in the regression models.

e. Job satisfaction level and performance

Table 9 Job Satisfaction & Performance level

Variable	Mean	Level
Salary	3,15	Satisfied
Promotion	2,86	Fairly
Co-Worker Relations	3,35	Satisfied
Leader Relations	3,12	Satisfied
Lecturer Performance	3,34	High

Table 9 shows that the average value of job satisfaction is on the indicators of salary, co-worker relations, and leader relations. Three indicators are within the satisfied category, with values of 3.15, 3.25, and 3.12. For the "promotion" indicator, the average value is 2.86. Promotion indicators are put in a fairly category. Meanwhile, the lecturer performance indicator with a value of 3.34 put in the high performance.

f. Multiple Regression Analysis

In this section, we will discuss regression analysis using the F test and t test, the explanation is as follows:

F Test

Table 10 F Test

Model		F	Sig.
1	Regression	8,803	,000(a)
	Residual		
	Total		

Based on Table 10, it can be seen that the significance value of the F test is 0.000 <alpha 0.05. it can be concluded that all independent variables, satisfaction with salary (X1), promotion (X2), co-worker (X3), and satisfaction with faculty leader (X4), have a significant influence simultaneously on the dependent variable on lecturer performance (Y).

T test

Table 11 t test

	Model	t	Sig.
1	(Constant)	5,866	0,000
	X1	3,282	0,002
	X2	0,779	0,440
	X3	1,025	0,311
	X4	-0,047	0,963

if t $_{value}$> t $_{table}$ or a significant value <0.05, then H_0 is rejected, H_1 is accepted. it can be concluded that the independent variable partially has a significant influence on the dependent variable. Based on Table 11, the t$_{value}$ results for the variable X1 (salary) on the lecturer's performance are equal 3.282> t $_{table}$ of 2.01669, with a sig value of 0.002 <0.05, then H_0 is rejected and H_1 is accepted.

Based on Table 11, the t $_{value}$ results for the variable promotion (X2) on the lecturer's performance are equal 0.779 < t $_{table}$ of 2.01669, with a sig value of 0.44> 0.05, then H_0 is accepted and H_1 is rejected. Based on table 11 the t $_{value}$ results for the variable co-workers (X3) on the lecturer's performance are 1.025 < t $_{table}$ of 2.01669, with a sig value of 0.311> 0.05, then H_0 is accepted and H_1 is rejected.

Based on Table 11 the t $_{value}$ results for the variable satisfaction on faculty leader (X4) on the lecturer's performance are -0.047 < t $_{table}$ of 2.01669, with a sig value of 0.963> 0.05, then H_0 is accepted and H_1 is rejected. It can be concluded the factor of satisfaction with salary has a partial influence on lecturer performance.

Table 12 Model Summary

Model	R	R Square
1	,671(a)	,450

Based on Table 12, it can be seen that the correlation coefficient value is 0.671. The R-Square value is 0.450 or 45%; it can be concluded that 45 percent of the variable Y (performance) can be explained by the variable satisfaction with salaries (X1), satisfaction with promotions (X2), satisfaction with co-workers (X3) and satisfaction with faculty leader (X4). The remaining 55% is influenced by other variables not included in this study.

Table 13 Regression

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	17,143	2,923
	X1	,366	,111
	X2	,092	,118
	X3	,126	,123
	X4	-,007	,154

Based on the test results, see Table 13 the equation regression is written as follows

$$Y = 17{,}143 + 0.366\,X1 + 0.092\,X2 + 0.126\,X3 + (-0.007)\,X4 \qquad (2)$$

Based on equation regression 2, this indicated that employee performance is 17.143, assuming the job satisfaction variable with the X1, X2, X3, and X4 indicators is zero. The equation regression shows the coefficient X1= 0.366. Each increase in variable X1 (satisfaction with salaries) by 1 point can be predicted to increase employee performance by 0.366. The coefficient value X2 = 0.092. Each increase in the X2 variable (satisfaction with the promotion) by 1 point can be predicted to increase employee performance by 0.092.

The coefficient value X3= 0.126. that each increase in the X3 variable (satisfaction with co-worker) by 1 point, can be predicted to increase employee performance by 0.126. The coefficient value X4 = -0.07. Each increase in the X4 variable (satisfaction with faculty leader) by 1 point, can be predicted reduce employee performance by 0.07.

Discussion

Based on Table 11, it can be concluded from 5 hypotheses; 3 rejected 2 accepted. Hypothesis 1; Job satisfaction on salary has a significant influence lecturer performance is Accepted. According to the Yaseen study (Yaseen, 2013), with the object a doctor, salary is a factor that direct influence on satisfaction level of employee. Salary is part of compensation; (Dessler, 2000) states that compensation is all the income received by employees. Compensation

divide into 2 type: direct compensation(salary, wages) or indirect compensation (like: bonuses) (Silaban & Syah, 2018).

Indirect compensation is a company policy that is used to improve employee welfare. In theory of 2 factors, it is known that salary is one of the hygiene factors which eliminate job dissatisfaction (Lestari et al., 2020; Yaseen, 2013). It can be concluded that the faculty x has carried out payroll properly. This is supported by data in Table 8 in which the majority respondent put the salary in the satisfied category (mean=3,15).

Based on Table 11, it can be concluded hypothesis 2; job satisfaction on promotion has a significant influence on lecturer performance is rejected. These results indicate dissatisfaction with the management's promotion methods. This is supported by data in Table 8 in which the majority respondent put the promotion in the fairly category (mean=2,86). According to Kanwetuu, et al. study, the respondents generally perceived the promotion carried out at educational institutions to be unfair (Kanwetuu et al., 2020).

Promotion is a position shift that enlarges authority and responsibility to a higher position in an organization, which is followed by greater obligations, rights, status, and income. The promotion system is a system that has been established by the company for an individual to occupy a position. The promotion system will promote a sense of justice and satisfaction at work (Pitasari & Perdhana, 2018).

For the promotion category, there are two lowest indicators, i.e., "knowing the promotion procedure and knowing the basis used for promotion" It can be seen that the promotion system is not well socialized and is not fair. Promotion is a key determinant of employee advancement on the organizational ladder. Faculty X must have a strategy that aims to ensure transparency in the promotion process to make it a performance-based mechanism to get the best talent.

Based on table 11, it can be concluded that hypothesis 3: job satisfaction and co-worker relations have a significant influence on lecturer performance, is rejected. This result contrasts with the Sein et al. study, which found that co-workers have a significant effect on employee performance in telecommunications companies. Strong support from co-workers improves work environments by relieving employee stress, which enhances job satisfaction and performance (Sein et al., 2018).

Co-worker support, both informal and formal, is a valuable resource in the organization. This support can also improve the well-being of an employee by reducing role conflict and overload (Singh et al., 2019). The author assumed that dissatisfaction arises between co-workers in the faculty environment because the lecturer has an individualistic character. Organizations need to have programs and activities that involve all lecturers, such as community development, team-building activities, etc.

Based on Table 11, it can be concluded that hypothesis 4, that job satisfaction and faculty leader relations have a significant influence on lecturer performance, is rejected. The statistical value for the faculty leader indicator is negative (X4 = -0,047). This result indicates *dissatisfaction with the leadership*; the two variables have a *reversed* relationship. The author assumed that the leadership style causes dissatisfaction. This output is reinforced by the survey results for the leader relations category, where there are the two lowest indicators. One of the statements is "leaders hear the suggestions, criticisms, and opinions from subordinates" (mean = 2,73).

The effectiveness of an individual employee's performance depends on the leader or supervisor. Effective leaders can enhance individual employee performance through proper leadership style and retain high-performance and talented employees within the company (Priyashantha, 2022). In common, there are three styles of leadership; autocratic style, democratic approach, and participative leadership. Leadership styles must notice the culture in higher education, which is distinct within educational organizations and business organizations (Iqbal et al., 2015).

In educational culture, the appropriate leadership style is a democratic approach. The democratic style is a type of leadership in which group members are more participative, or each member has equal input in the decision-making process. This style would make lecturers more involved and more concerned with organizational results.

CONCLUSION

Based on the results and discussion, it can be concluded that there is a significant and simultaneous influence of job satisfaction (indicators of salary, promotion, co-workers, and faculty leader) on the performance of lecturers in the faculty at X Universitas Indonesia by 45 percent. As many as 55 percent are needed for further studies related to job satisfaction in higher education outside of the four job satisfaction factors, such as motivation, working conditions, etcetera.

Satisfaction with salaries partially influences the lecturer's performance in faculty X. As for the variable promotion, coworkers and faculty leaders do not have a partial influence on the lecturer's performance at Universitas Indonesia. Further, research needs to be done on the promotion indicator in faculty X because it has the lowest rating among the four indicators.

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