



PERFORMANCE LECTURER ANALYSIS PERSPECTIVE COMPENSATION AND SELF-MOTIVATION

Firdaus Jauzi

Universitas Sintuwu Maroso, Central Sulawesi

Email: firdausjauzi@gmail.com

ABSTRAK

Tidak dipungkiri, bahwa kinerja dosen menjadi salah satu indikator utama dalam penyelenggaraan pendidikan tinggi bermutu. Pasalnya, kinerja dosen memiliki keterkaitan dengan pengajaran, penelitian, dan pengabdian secara langsung. Menariknya, kinerja dosen pada bidang penelitian memiliki kontribusi yang besar terhadap pengembangan ilmu pengetahuan, sehingga secara langsung dapat dirasakan oleh peserta didik dalam kegiatan pendidikan dan masyarakat dalam kegiatan pengabdian. Penelitian ini hendak melihat, bagaimana kinerja dosen dapat meningkat secara positif dan signifikan berdasarkan faktor kompensasi dan motivasi diri. Adapun metode penelitian yang digunakan adalah kuantitatif dengan analisis regresi berganda. Objek penelitian adalah universitas di Sulawesi Tengah, dengan dosen sebagai unit analisis. Data penelitian diperoleh melalui sebaran kuesioner, dengan teknik acak sederhana. Hasil penelitian menunjukkan, jika kenaikan kinerja dosen berbanding positif dengan kenaikan motivasi diri dan kompensasi. Hal ini menegaskan, bahwasanya seorang dosen akan lebih bertanggung jawab atas capaian kinerja Tri Dharma jika mereka mendapatkan dukungan materil dan memiliki kepribadian positif.

Kata Kunci: Dosen, Tri Dharma, Kinerja, Kompensasi, Motivasi Diri

ABSTRACT

It is undeniable that the performance of lecturers is one of the main indicators in the implementation of quality higher education. The reason is that the performance of lecturers is directly related to teaching, research, and service. Interestingly, the performance of lecturers in the field of research has a great contribution to the development of science, so that it can be directly felt by students in educational activities and the community in service activities. This research wants to see how lecturer performance can increase positively and significantly based on compensation and self-motivation factors. The research method used is quantitative with multiple regression analysis. The object of research is a university in Central Sulawesi, with lecturers as the unit of analysis. Research data obtained through the distribution of questionnaires, with a simple random technique. The results showed that the increase in lecturer performance was positively proportional to the increase in self-motivation and compensation. This confirms that a lecturer will be more responsible for the achievement of Tri Dharma's performance if they get material support and have a positive personality.

Keywords: Lecturer, Tri Dharma, Performance, Compensation, Self-Motivation

I. INTRODUCTION

The

In the opening of Law No. 14 of 2005 concerning "Teachers and Lecturers" it is stated:

1. that national development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people who are faithful, pious, and have noble character and master science, technology, and technology. and art in creating an advanced, just, prosperous and civilized society based on Pancasila and the 1945 Constitution of the Republic of Indonesia;



2. that in order to ensure the expansion and equitable distribution of access, improvement of quality and relevance, as well as good governance and accountability of education that is able to face challenges in accordance with the demands of changes in local, national and global life, it is necessary to empower and improve the quality of teachers and lecturers in a planned, targeted, and sustainable;

In line with the mandate of the Act above, the University in the Central Sulawesi as an institution that provides education encourages its educators (lecturers) to carry out the Tri Dharma of Higher Education as well as possible.

Through the Institute for Research and Community Service, a concrete step taken is to provide information on research grants organized by the Ministry of Research, Technology and Higher Education. In addition, training was conducted on campus internal research. However, to this day the participation of lecturers, especially in terms of research, is still low. Research and Community Service data suggests, of 2000 lecturers who conduct research both internally and externally only 5% and community service by 40%.

The above conditions are recognized by many lecturers as deficiencies that must be corrected. However, the low level of knowledge of scientific works, writing skills and the incentives provided make the lecturers dissolve with these problems. In fact, the existence of information about certification does not also make the lecturers excited to carry out the Tri Dharma of Higher Education as much as possible.

Some lecturers think that research and service are just activities that waste time, money and thoughts, so their activities are not a priority. Not to mention, the lack of incentives provided by the institution adds to the list of difficulties for lecturers in conducting research and service. In addition, lecturers' interest in writing is still low. This can be seen in written works in the form of books, where only 1% of lecturers write books.

Based on discussions with some lecturers, it was stated that low reciprocity has resulted in low performance. Whether we realize it or not, compensation is a consideration for every lecturer to carry out their obligations properly or normally. Support from institutions in the form of compensation is a source of encouragement for lecturers, because they are considered to have appreciated the fruit of their thoughts. Even though the lecturers admit that the institution provides research and service incentives. However, the amount is considered insufficient for operations. This condition causes many lecturers to focus more on teaching.

In addition, the motivational factor of individual lecturers has not yet been born. Ignorance and indifference are the underline for lecturers at University in the Central Sulawesi. This means that some lecturers do not know anything about research and service because of the age factor, usually the lecturers are 50 years old and over, including NIDK lecturers. In this lecturer's mind, being a lecturer is a time filler, so the focus is on teaching. While indifferent lecturers are lecturers who know about research and service but they don't have enough time to do it, due to work factors.

It is undeniable that some lecturers have other jobs outside the campus. Considering that teaching time only takes half the time and doesn't last all week. This provides space for lecturers to look for other activities that can generate income. Unfortunately, many lecturers end up not being able to divide their time to write, and this is the beginning of



the cause of lecturers' negligence, because they have a choice, namely to work better because they get income. While writing, you don't get anything, so just focus on teaching.

Another thing that is also still being noted is the writing culture. With the above conditions, it can be said that the writing culture of lecturers is still low. Writing culture is actually expected to be one of the solutions to inspire enthusiasm among lecturers in writing, remembering that culture is good values. In other words, if the writing culture has flourished in the lecturers, it will be very easy to transmit the goodness of writing to other lecturers.

In addition, LP2M's role is only limited to providing information on research grants from Higher Education, not yet at the level of research and service training, LP2M also does not have a research and service manual that should be a campus standard, and LP2M has also not had time to provide training on how to write scientific papers. From this situation, it is natural that the participation of lecturers in writing scientific papers is still low.

Various problems that occurred above, the lecturers understand, the fault is not entirely in the agency, but also in each individual lecturer. Not to mention, the circumstances and conditions that do not allow private universities to provide more compensation, because the payment system is cheap for students. Then the limitation of LP2M which only has 2 employees, of course it will not be optimal in providing services to 2000 lecturers spread over 21 study programs in terms of research and service.

In line with the explanation above, the results of research conducted by Ibrahim, Yunus, & Amri [1], Zain & Yuliana [2], and Saputra [3] suggest that compensation and motivation have a significant effect on performance. Furthermore, performance is a dependent factor that is very sensitive to compensation. In addition, performance can not be separated from high motivation, especially during the implementation of work, motivation has a dominant portion. The results of research conducted by Garaika [4] and Putri [5] suggest that compensation and motivation have a significant effect on performance.

II. THEORY BASIS

Compensation

The results of research conducted by Kule, Ilyas, & Tamsah [6] has a positive and significant effect on performance employees, either partially or simultaneously. Compensation is also a dominant factor in influencing performance, especially financial compensation. Financial compensation is an indicator that has the greatest value in influencing employee performance.

Motivation

The results of research conducted by Daulay [7] and Sembiring, Jufrizen, & Tanjung [8] suggest that work motivation has a significant effect on performance. According to the research results of Sutardi [9] and Noverhadi [10] suggest that motivation has a significant effect on performance. This finding confirms empirically, motivation not only can affect performance, but practice in the field shows the same thing. Although it is very difficult to find employees who are characterized by strong work ethic, at least the organization or company can provide support both materially and morally, so that high morale is embedded.



Performance

Many studies that examine performance, including Heryati [11], Nirmalasari & Amelia [12] suggest that performance is strongly influenced by Human Resource Management functions, including compensation and work motivation. It is proven that the ups and downs of performance cannot be separated from the determinants, the higher the determinant, the performance increases, but if on the contrary, the performance decreases.

III. RESEARCH METHOD

This research departs from deductive thinking, so the approach taken is quantitative. The research method uses causal associative with descriptive and inferential explanations. The population in this study were lecturers at University in the Central Sulawesi. Based on the calculation with the Slovin formula, the number of samples was 100 people. The sample technique used is simple random sampling, questionnaire research instrument and multiple linear regression analysis method.

IV. RESULTS AND DISCUSSION

Table 1. Correlation Coefficient Test

Parameter	Value of Correlation
Compensation – Motivation	0.481
Compensation – Performance	0.556
Motivational – Performance	0.487
Correlation significance	0.000

Source: Research Data, 2021

Based on the table above, it can be stated that the correlation value between compensation and performance is 0.556 entered in category medium. While the correlation value of the motivation variable with the performance of 0.487 is included in the medium. In other words, there is a moderate/strong relationship between compensation and motivation variables and performance.

Table 2. Partial Test of Compensation on Performance

Parameter	Regression Estimated
Constant Value	17,810
Value Compensation – Performance	0.641
Sig	0.000
Value t	5,967
Value Standard error value	0.099

Source: Research Data, 2021

Based on the results of the above data processing, the following research explanation can be put forward:

1. That the constant value of 17.810 means that, even though there is no influence from the compensation variable, lecturers still have a performance of 17.810.
2. The compensation variable has a $t_{arithmetic}$ greater than t_{table} ($5.967 < 1.985$) and a significant value less than 0.05 ($0.000 < 0.05$). This means that compensation has a significant effect on performance.



- The regression coefficient is 0.641, meaning that if the compensation increases by 1 unit, the performance will increase by 0.641.

Table 3. Partial Test of Motivation on Performance

Parameters	Estimated Value of Regression
Constant Value	21.330
Motivation – Performance	0.497
Value Sig	0.000
Value t	5.019
Value Standard error	0.099

Source: Research Data, 2021

Based on the results of the above data processing, the following research explanation can be put forward:

- That the constant value of 21.330 means that, even though there is no influence from the motivation variable, lecturers still have a performance of 21.330.
- Motivation variable has a $t_{\text{arithmetic}}$ greater than t table ($5.019 > 1.985$) and a significant value less than 0.05 ($0.000 < 0.05$). This means that motivation is proven to have a significant effect on performance [13, 14].
- The regression coefficient is 0.497, meaning that if the motivation increases by 1 unit, the performance will increase by 0.497 [15].

Based on the two analyzes above, the research findings can be stated as follows:

- Both compensation and motivation have been shown to have a significant effect on performance. This confirms that all forms of compensation given to lecturers will affect the improvement of lecturer performance both in quality and quantity. In more detail, a high teaching spirit will be born, namely teaching with new methods and new insights. Then, the spirit of writing was born, namely the spirit to do research and dedication and the results were published in the form of a journal or book. In line with the increase in compensation, lecturer motivation will increase by itself. That is the total spirit of carrying out the teaching profession in truth based on the mandate of Law no. 14 of 2005 concerning Teachers and Lecturers (Tri Dharma of Higher Education: Education and Teaching, Research, and Community Service).
- Quantitative compensation has a dominant effect on lecturer performance. This finding emphasizes specifically for University in the Central Sulawesi to make the issue of compensation a priority for improvement.

Table 4. Multiple Linear Regression Test

Parameter	Value Estimated	Value T	Value Sig
Constant	5.033	2.453	0.020
Compensation - Motivational	0.491	3.343	0.002
Performance - Performance	0.286	2.944	0.020

Source: Research Data, 2021

Based on the results of the above data processing, the research explanation can be stated as follows :

- That the constant value of 14,097 means that, although there is no influence from the compensation and motivation variables, lecturers still have a performance of 14,097.



2. Compensation is proven to have a significant effect on performance in this case, it can be shown by the regression coefficient value of 0.502, the t_{count} 3.343 and the significance value of 0.002. This finding confirms the theory that compensation is one of the positive factors that can affect the improvement of lecturer performance. Even compensation resulted in the birth of high morale. Among the benefits of compensation are:
 - a. The birth of satisfaction. Whether we realize it or not, lecturers feel happy when they get gifts from universities, both financial and non-financial.
 - b. Increased work motivation. Whether we realize it or not, compensation gives birth to a sense of pleasure at work. Lecturers will bring pleasure in every obligation, namely teaching, happy doing research and happy doing service.
 - c. Reduce commitment. Consciously or not, compensation strengthens the sense of commitment in every lecturer. That the goodness of the campus must be responded to with kindness as well.
 - d. Increase pride. Whether we realize it or not, compensation gives birth to an institutional identity. The lecturers are very proud to be part of a campus that has cared for him and raised him. Therefore, it is important for University in the Central Sulawesi to pay attention to the compensation aspect as the most priority thing. With a good level of compensation, it is expected to be able to restore the focus of employees' work in carrying out the Tri Dharma of Higher Education properly.
3. Motivation is proven to have a significant effect on performance, in this case it can be shown by the regression coefficient value of 0.328, the t_{count} of 2.944 which is greater than 1.985 and the significance value of 0.020 is smaller than 0.05. This finding confirms the theory that motivation is able to control appropriate work behavior, where lecturers work regularly and consistently, so that performance is achieved.

Table 5. Test of Coefficient of Determination

Parameter	Value of Determination
R Square	0.478
Adjusted R Square	0.449
Standard Error Value	3.412

Source: Research Data, 2021

Based on the table above, the contribution value of compensation and motivation variables to performance is 0.449. This means that compensation and motivation have the ability to explain the performance variable of 44.9% while the remaining 55.1% is explained by other variables outside this study.

Based on the analysis and discussion above, the research findings can be stated as follows:

1. Partially or simultaneously compensation and motivation have a significant effect on performance. The implication of this research is that compensation is a positive influence for lecturers that must be improved. Meanwhile, work motivation needs to be built based on organizational values, then clearly arranged in the form of SOPs, Renja, Policies, strategies, etc. which aim to raise organizational spirit.



2. The result of simple analysis is better than multiple. The implication is that in problem solving, it should be done separately, so that the success rate is higher.
3. In both simple and multiple models, compensation is the dominant variable on performance. This finding emphasizes specifically for University to make the issue of compensation a priority in the organization.

V. CONCLUSIONS

Based on the analysis and discussion above, it can be concluded as follows:

1. Compensation has a significant effect on the work performance of lecturers.
2. Motivation has a significant effect on lecturer performance.
3. Compensation and motivation together have a significant effect on lecturer performance.

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