

The Influence of Flexible Working on Performance with Job Satisfaction as A Mediator on Lecturers with A Millennial Generation Background at the Timor University

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Abstrak

Tujuan dilaksanakannya penelitian ini adalah untuk mengetahui signifikansi pengaruh fleksibilitas kerja terhadap kinerja secara langsung maupun tidak langsung yang dimediasi oleh kepuasan kerja. Pendekatan metode penelitian yang digunakan adalah kuantitatif menggunakan data primer yang diperoleh melalui penyebaran kuesioner kepada 149 dosen milenial di Universitas Timor yang menjadi sampel penelitian. Data yang diperoleh kemudian dianalisis melalui pendekatan Partial Least Square (PLS) dengan menggunakan bantuan program SmartPLS. Hasil dari penelitian ini menunjukkan bahwa fleksibilitas kerja secara langsung berpengaruh signifikan terhadap kepuasan kerja dosen dengan latar belakang generasi milenial di Universitas Timor, kepuasan kerja secara langsung juga berpengaruh signifikan terhadap kinerja dosen dengan latar belakang generasi milenial di Universitas Timor, fleksibilitas kerja secara langsung tidak berpengaruh signifikan terhadap kinerja dosen dengan latar belakang generasi milenial di Universitas Timor, dan fleksibilitas kerja secara tidak langsung berpengaruh signifikan terhadap kinerja dosen dengan latar belakang generasi milenial di Universitas Timor melalui kepuasan kerja sebagai variable pemediasi.

Kata Kunci: Fleksibilitas Kerja; Kepuasan Kerja; Kinerja; Dosen Milinial.

Abstract

This research aims to determine the significance of the influence of flexible working on performance directly and indirectly, which is mediated by job satisfaction. The research method approach is quantitative, using primary data from questionnaires to 149 millennial lecturers at the University of Timor who were the research samples. The data obtained was then analyzed using the Partial Least Square (PLS) approach using the SmartPLS program. This research shows that flexible working directly significantly affects the job satisfaction of lecturers with millennial generation backgrounds at the University of Timor. Directly, job satisfaction also significantly affects the performance of lecturers with a millennial generation background at the University of Timor. Directly, flexible working does not significantly affect the performance of lecturers with a millennial generation background at the University of Timor. Indirectly, flexible working significantly affects the performance of lecturers with a millennial generation background at the University of Timor through job satisfaction as a mediating variable.

Keywords: Flexible Working; Job satisfaction, Performance; Millennial Lecturer.

INTRODUCTION

In general, every organization aims to realize the shared ideals of each of its members. A successful organization is an organization whose individuals have good performance. (Sudarmanto, 2014) The University of Timor is one of the State Universities with the vision "To become a centre of science, technology, humanities and arts that excels in the field of dry land agriculture that is independent and dignified at regional, national and international levels by 2025." (Renstra UNIMOR 2020) It has a strategic role in educating the nation's life and advancing science and technology. Based on Law Number 12 of 2012 concerning Higher Education, all universities providing higher Education,

including the University of Timor, must implement the Tridharma of Higher Education: Education, Research and Community Service. (UU No.12 Tahun 2012)

Implementing higher Education in the four-point zero era requires a management model that can strengthen and improve institutional performance. Current technological advances can be both opportunities and challenges for educational institutions. Institutions utilizing technological facilities to support their academic activities will quickly achieve their goals and vice versa. To face these challenges, the government has made many regulations to be used as guidelines in higher education administration. Timor University, to build an excellent internal quality control and assurance system, has also issued several regulations to achieve its performance targets. One of these regulations is the Decree of the Chancellor of the University of Timor Number 085/UN60/KP/2022 concerning the Determination of Guidelines for Working Hours and Provisions for Payment of Meal Fees within the University of Timor. There are three predetermined working hour schedules: 1) flexible schedule, 2) regular schedule, and 3) shift schedule. Based on this decision, Lecturers at the University of Timor, as Tri Dharma of Higher Education implementers, have a flexible working hours schedule with the following provisions: 1) Working Days and Free Hours. The schedule is Monday to Friday. 06.00-22.00 WITA, 2) The lecturer scans two times/day, and 3) The minimum distance between scans is 4 hours. (Keputusan Rektor Universitas Timor, No.085/UN60/KP/2022)

In general, flexible work arrangements (FWA) give employees more freedom to set their desired work hours and locations. According to Albion, work flexibility is a variety of work systems that allow employees to work flexibly. (Albion, 2004) Meanwhile, Kelliher and Anderson define work flexibility as a system that gives workers freedom in choosing the place and time of work, aiming to improve the quality of employee work. (Kelliher & Anderson, 2008) Carlson et al. said that work flexibility can be characterized by the existence of flexible work arrangement facilities both formally and informally for employees in determining how long (time flexibility), when (timing flexibility), and where (place flexibility) employees work. (Carlson et al., 2010)

Determining flexible working hours for lecturers who have duties as educators, researchers, and community service is one strategy that can maintain and improve lecturer performance. Setting flexible working hours makes it easier for lecturers to organize research and service schedules and other supporting activities. However, from several previous research results regarding the direct influence of work flexibility on performance, there are still inconsistent research results, such as Listyowati et al. They stated that work flexibility positively and significantly affected teacher performance. (Listyowati et al., 2022) Meanwhile, Wahyuni and Cahyono stated that work flexibility does not significantly influence performance. (S. I. Wahyuni & Cahyono, 2022) Moreover, with Hakim's research results he stated that flexible working hurts performance. (Hakim, 2021) This means that based on Hakim's research results, work flexibility cannot improve performance, on the contrary.

The inconsistency of several previous research results regarding the direct influence of work flexibility on performance can be caused by several factors, including theoretical, population, and evidence gaps. To overcome this inconsistency problem, researchers tried to apply job satisfaction as a mediating variable. Job satisfaction was chosen as a mediating variable because not all employees like flexible work policies. In her Research, Mutiara stated that the Millennial generation tends to be more satisfied with a flexible and open work environment. In contrast, generation X prefers and is satisfied with a formal and structured work environment. (Mutiara, 2023) If implementing flexible work policies can lead to job satisfaction, it will increase performance, and vice versa. This theory is supported by the results of research conducted by Indrawaty. He stated that work flexibility has a positive and significant relationship with job satisfaction. (Indrawaty, 2022) The research results conducted by Maulana and Munandar stated that job satisfaction has a positive and significant relationship with employee performance. (Maulana & Munandar, 2019)

The following are some of the results of previous research regarding the influence of work flexibility on job satisfaction. Setyawan, in his research "The Effect of Work Flexibility on Job Satisfaction with the Empowerment Variable as a Mediator in Part-Time Workers in the Online Transportation Sector in Yogyakarta." states that work flexibility has a positive and significant effect on job satisfaction. (Setyawan, 2020) Ardiansyah supports the results of this research in his research "Analysis of Workforce Flexibility, Job Security and Organizational Commitment on Job Satisfaction (Empirical Study of the Cyber Media Industry in Yogyakarta)," which states that there is a positive influence between job flexibility and job satisfaction. (Dihan, 2020) Quoted from the results of the

Deloitte Global 2022 Gen Z and Millennial Survey with 14,808 Gen Z respondents and 8,412 millennials spread across 46 countries, it was revealed that the majority of them, or 63% of Gen Z and 62% of the millennial generation preferred and were satisfied. With flexible working patterns. (Deloitte Global, 2022)

Job satisfaction is employees' pleasant or unpleasant emotional state at work. (Newstrom & Davis, 1986) Handoko stated that job satisfaction is a condition that reflects a person's feelings towards their work. (Handoko, 2014) Meanwhile, Wexley and Yukl define "job satisfaction as an employee's feelings towards their work," namely the pleasant or unpleasant conditions employees feel related to their work and circumstances. (Mangkunegara, 2019) Gilmer explains the factors that can influence job satisfaction, including opportunities for advancement, job security, salary, company and management, intrinsic and job factors, working conditions, social aspects of work, communication, and facilities. (von Haller Gilmer, 1961) However, Indrarini believes explicitly that eight indicators can be used to measure lecturer job satisfaction, namely: 1) salary, 2) comfort of work, 3) pride in the institution, 4) appreciation for work results, 5) meaningful assignments, 6) opportunities to progress, 7) authority to regulate the work system, 8) feedback on the task itself. (Indrarini, 2009)

The following are some of the results of previous research on the influence of job satisfaction on performance. Rosmaini and Tanjung, in their research "The Influence of Competency, Motivation and Job Satisfaction on Employee Performance." states that job satisfaction has a positive and significant effect on performance. (Rosmaini & Tanjung, 2019) Nurrohmat and Lestari, in their research "The Influence of Job Satisfaction on Employee Performance." They stated that job satisfaction can influence employee performance. (Nurrohmat & Lestari, 2021) Next, Yasinta, in her research "The Influence of Job Satisfaction on Teacher Performance at MTS Negeri 1 Bandar Lampung." He Also Stated that there is a positive influence between job satisfaction and performance. (Yasinta, 2018)

Performance is a person's achievement regarding the tasks assigned to him. (Marwansyah, 2016) Job performance, according to Armstrong, "... is a record of a person's accomplishments". (Armstrong, 2021) Meanwhile, Afandi defines performance as work results that a person or group can achieve in an organization by their respective authority and responsibilities to achieve organizational goals legally without violating the law and not conflicting with morals and ethics. (Afandi, 2018) Based on several performance concepts, performance results from work in terms of quality and quantity achieved by an employee in carrying out his work by the responsibilities given to him legally without violating the law and by morals and ethics.

According to Timple, two factors can influence performance, namely: 1) Internal factors related to individual traits, for example, having good competence and being a hard worker, and 2) External factors related to the environment, such as the behavior, attitudes, and actions of co-workers, subordinates or leaders, work facilities, and organizational climate. (Timple, 2002) In more detail, the factors that can influence performance are as follows: motivation, job satisfaction, stress, physical conditions of work, compensation system, and job design. (Handoko, 2014) leadership style. (Huda et al., 2020) competence. (H. Wahyuni, 2019) Self-efficacy, flexible working. (Findriyani & Parmin, 2021) Work culture. (Arianto, 2013) work experience, Education, and training. (YASIN et al., 2021) Five dimensions can be used to measure performance, namely: 1) Quality, 2) Quantity, 3) Timeliness, 4) Effectiveness, and 5) Independence. (Robbins, 2016) However, Indrarini specifically offers several performance dimensions to measure lecturer performance: 1) Quantity and quality implementation of Education and teaching, 2) Quantity and quality implementation of research, and 3) Quantity and quality implementation of Community Service. (Indrarini, 2009) Moreover, 4) Other supporting activities. (KEPDIRJENDIKTI No. 12/E/KPT/2021)

Based on the 2021 Performance Accountability Report (LAKIN) results, Timor University has generally achieved the targeted performance targets. (LAKIN UNIMOR 2021) Even in 2021, the University of Timor won an award for excellence in PTN Satker Main Performance Indicators from the Ministry of Education, Culture, Research and Technology. (DITJEN KEMDIKBUD RISTEK NOMOR 135/E/KPT/2021) In 2022, they are based on the 2022 Performance Agreement Letter, the Chancellor of the University of Timor and Plt. Director General of Higher Education, Research and Technology, that the University of Timor has also promised to realize its performance targets as set out in the planning document. (Perjanjian Kinerja Universitas Timor Tahun 2022). Starting from the background of the problem above, the research aims to determine The Influence of Flexible Working on Performance with

Job Satisfaction as A Mediator on Lecturers with A Millennial Generation Background at The University of Timor.

RESEARCH METHOD

This research is a type of causal quantitative research which aims to confirm the causal influence that occurs in the flexible working variable on performance, which is mediated by job satisfaction. This research was carried out at the University of Timor with a population of all permanent lecturers at the University of Timor who were born from 1980 to 2000 or what is popularly known as the millennial generation lecturers. (Rifai, 2018) totaling 243 people. The sampling technique in this research uses Simple Random Sampling, and the determination is based on the Isaac and Michael formula with an error rate of 5%. (Sugiyono, 2019) namely 149 people.

To obtain research data, researchers distributed questionnaires to respondents deemed to have met the research criteria. The data that has been collected is then analyzed using the Partial Least Square (PLS) method. Researchers use the Partial Least Square (PLS) method because this analysis method is considered powerful, can be applied to all data scales, and does not require many assumptions. (Abdullah, 2015) Another advantage of the PLS method is that the data does not have to have a multivariate normal distribution, the sample size does not have to be large, it can analyze constructs formed from reflective and formative indicators simultaneously, and PLS can also be used to confirm theories but can also be used to explain the existence or absence of relationships between latent variables. (Sholihin & Ratmono, 2021) To achieve effectiveness and efficiency in conducting data analysis, researchers used the SmartPLS program with the following stages: 1) Evaluation of the Measurement Model (Outer Model), 2) Analysis of the Structural Model (Inner Model), and 3) Evaluation of the Model Suitability and Goodness.

Outer model evaluation tests whether the measurements used are appropriate (valid and reliable) for measurement tools. (Abdullah, 2015) The outer model with reflexive indicators is each measured by: 1) Convergent Validity, used to see the correlation between indicator and variable scores. An indicator is valid if it has an AVE value above 0.5 or if all outer loading dimensions of the variable have a loading value > 0.5 . (Abdullah, 2015) 2) Discriminant Validity, used to test discriminant validity with reflexive indicators by looking at the cross-loading value for each variable, must be > 0.7 . (Gozali & Latan, 2015) 3) Heterotrait-Monotrait Ratio (HTMT) is an alternative method recommended for assessing discriminant validity. (Henseler et al., 2015) Moreover, 4) Composite Reliability is used to measure the reliability of a construct with reflexive indicators. The acceptable limit for the level of reliability is 0.7. (Abdullah, 2015)

Inner model evaluation to find out (inner relation, structural model, and substantive theory). The bootstrap procedure uses the entire original sample for re-sampling. Henseler et al. recommend several bootstrap samples of 5,000, noting that this number must be greater than the original sample. (Henseler et al., 2009) However, some literature suggests that several bootstrap samples of 200-1000 are sufficient to correct the standard error of the PLS estimate. (Gozali & Latan, 2015) In this study, researchers used two results of Inner model analysis: 1) Direct Effects to determine the direct influence of a construct or exogenous latent variable on endogenous latent variables. (Hidayat, 2012) Moreover, Indirect Effects determine the indirect influence of a construct or exogenous latent variable on an endogenous latent variable through an endogenous intermediary variable. (Hidayat, 2012)

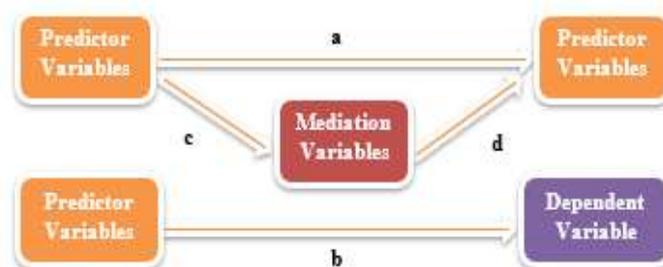


Figure 1. Mediation Variable Test Relationship

Image source: (Solimun, 2012)

If (c) and (d) are significant and (a) are not significant, then it is said to be a complete mediation variable. If (c) and (d) are significant, and (a) is significant, where the coefficient of (a) is smaller than (b), then it is said to be a partial mediation variable. If (c) and (d) are significant, and (a) is also significant, where the coefficient of (a) is almost the same as (b), then it is not a mediating variable. If (c) and (d) or both are insignificant, then it is said not to be a mediating variable. (Solimun, 2012)

Evaluation of Model Suitability and Goodness is carried out using 1) R Square to explain the relationship of certain exogenous latent variables to endogenous latent variables, whether it has a substantive influence. (Gozali & Latan, 2015) Q Square to measure how good the observation values produced by the model and its parameter estimates are. If the Q² value > 0 indicates that the model has predictive relevance, but if the Q² value < 0, it indicates that the model lacks predictive relevance. (Gozali & Latan, 2015) Model_Fit, so that the model meets the model fit criteria, the SMSR or Standardized Root Mean Square value is <0.10 or <0.08. (Hu & Bentler, 1998)

RESULTS AND DISCUSSION

The following is the PLS model proposed in this research:

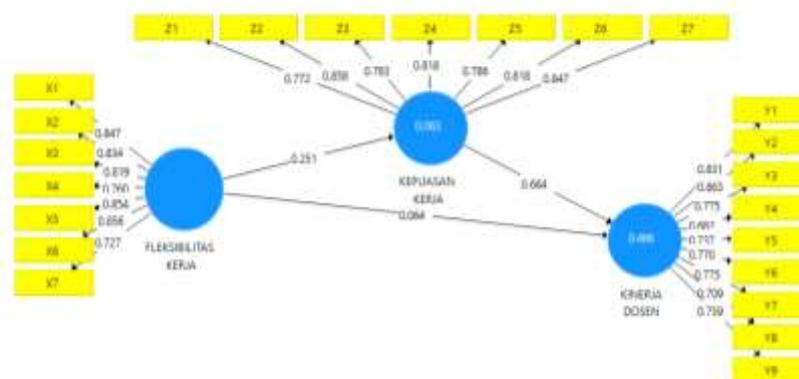


Figure 2. Partial Least Square (PLS) Model Scheme

Source: SmartPLS processed output, 2023

The final model of this research produces a work flexibility variable, which is reflected by seven indicators, a job satisfaction variable, which is reflected by seven indicators, and a lecturer performance variable, which is reflected by nine indicators. In this research, outer model measurements were carried out through convergent validity, discriminant validity, and composite reliability tests with the following test results:

Table 1. Outer Loading

	Flexible Working	Job Satisfaction	Performance
X1	0,847		
X2	0,834		
X3	0,819		
X4	0,760		
X5	0,854		
X6	0,856		
X7	0,727		
Y1			0,831
Y2			0,863
Y3			0,775
Y4			0,682
Y5			0,737
Y6			0,770
Y7			0,775
Y8			0,709
Y9			0,759
Z1		0,772	
Z2		0,858	
Z3		0,783	

Z4	0,818
Z5	0,786
Z6	0,818
Z7	0,847

Source: SmartPLS processed output, 2023

Based on the results of the data output in Table 1, it is known that all variables in this research have values > 0.5. Thus, the variables in this research can be declared valid and worthy of further analysis.

Table 2. Discriminant Validity

	Flexible Working	Job Satisfaction	Performance
Flexible Working	0,815		
Job Satisfaction	0,251	0,812	
Performance	0,230	0,680	0,769

Source: SmartPLS processed output, 2023

A model has good discriminant validity if the root of the AVE (Fornell-Larcker Criterion) has a value greater than the correlation between latent variables. Based on the results of the data output in Table 2, it can be seen that all the roots of the AVE (Fornell-Larcker Criterion) for each construct are more significant than the correlation with other variables. Thus, each construct of this research variable can be declared valid.

Table 3. Heterotrait-Monotrait Ratio (HTMT)

	Flexible Working	Job Satisfaction	Performance
Flexible Working			
Job Satisfaction	0,255		
Performance	0,224	0,720	

Source: SmartPLS processed output, 2023

Based on the data output results in Table 3, it shows that all HTMT values are <0.9. It can be stated that all constructs are valid in terms of discriminant validity based on HTMT calculations.

Table 4. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)
Flexible Working	0,917	0,943	0,933	0,664
Job Satisfaction	0,914	0,916	0,931	0,660
Performance	0,913	0,922	0,928	0,591

Source: SmartPLS processed output, 2023

A construct can be reliable if the composite reliability value is above 0.7 and Cronbach's alpha value is recommended above 0.6. Based on the output data results in Table 4, the composite reliability value for the flexible working variable was 0.933, the job satisfaction variable was 0.931, and the lecturer performance was 0.928. Meanwhile, Cronbach's alpha value for the flexible working variable is 0.917, the job satisfaction is 0.914, and the lecturer performance is 0.913. This means that all the variables above can be said to be reliable because the composite reliability value is greater than 0.7, and Cronbach's alpha is above 0.6. Likewise, the Average variance extracted (AVE) output value from the flexible working, job satisfaction, and lecturer performance constructs is > 0.5. This means that each construct has a good validity value. Thus, the questionnaire used in this research can produce stable or constant measuring results.

Statistical testing on the influence of each hypothesized variable is carried out using a simulation method, namely the bootstrapping method on the sample. The following are the results of Partial Least Square (PLS) analysis using the bootstrapping method:

Table 5. Path Coefficients

	(O)	(M)	(STDEV)	(O/STDEV)	P Values
Flexible Working -> Job Satisfaction	0,251	0,264	0,092	2,739	0,006
Flexible Working -> Performance	0,064	0,076	0,058	1,096	0,273
Job Satisfaction -> Performance	0,664	0,660	0,059	11,240	0,000

Source: SmartPLS processed output, 2023

Based on the data output in Table 5, it can be seen that flexible working directly has a significant effect on job satisfaction with t-statistics of $2.739 > 1.976$ and p-values of $0.006 < 0.05$. Directly, flexible working has no significant effect on lecturer performance with t-statistics of $1.096 > 1.976$ and p-values of $0.273 < 0.05$. Job satisfaction directly has a significant effect on lecturer performance with t-statistics of $11.240 > 1.976$ and p-values of $0.000 < 0.05$.

Table 6. Specific Indirect Effects

	(O)	(M)	(STDEV)	(O/STDEV)	P Values
Flexible Working -> Job Satisfaction -> Performance	0,166	0,175	0,061	2,732	0,007

Source: SmartPLS processed output, 2023

Based on the data output in Table 5, it can be seen that flexible working directly has a significant effect on job satisfaction with t-statistics of $2.739 > 1.976$ and p-values of $0.006 < 0.05$.

Directly, flexible working has no significant effect on lecturer performance with t-statistics of $1.096 > 1.976$ and p-values of $0.273 < 0.05$. Job satisfaction directly has a significant effect on lecturer performance with t-statistics of $11.240 > 1.976$ and p-values of $0.000 < 0.05$.

Table 7. R Square

	R Square	R Square Adjusted
Job Satisfaction	0,063	0,056
Performance	0,466	0,458

Source: SmartPLS processed output, 2023

Based on the output data results in Table 7, the R^2 value for the job satisfaction variable is 0.063 or 06.3%. This value indicates that the flexible working variable can explain the job satisfaction variable. Meanwhile, lecturer performance can be explained by flexible working and job satisfaction, with an R^2 value of 0.466 or 46.6%. The remaining 53.4% is explained by other variables not included in this study.

Table 8. Construct Crossvalidated Redundancy

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Flexible Working	1043,000	1043,000	
Job Satisfaction	1043,000	1005,507	0,036
Performance	1341,000	1035,593	0,228

Source: SmartPLS processed output, 2023

Based on the data output results in Table 8, the Q^2 value > 0 can be concluded that the exogenous construct model in this research has predictive relevance for endogenous constructs. In addition, to measure whether or not the model can predict can be measured through the respective R^2 values in this study, namely R^2_1 of 0.063 and R^2_2 of 0.466. Here are the calculations:

$$Q^2 = 1 - (1-R^2_1) (1-R^2_2) \quad Q^2 = 1 - (1- 0,063) (1- 0,466) \quad Q^2 = 1 - (0,937) (0,534)$$

$$Q^2 = 1 - 0,500 \quad Q^2 = 0,500 \quad Q^2 = 50,0 \%$$

Based on the Q^2 calculation results above, the predictive relevance value is 0.500 or 50.0%. This indicates that the model is considered feasible because the diversity of data can be explained by the model by 50.0%. Meanwhile, the remaining 50.0% is explained by other variables that have not been explained in this research model or errors. The Q^2 results of 50.0% show that the Partial Least Square (PLS) model formed in this research is excellent and able to explain 50.0% of the total information.

Table 9. Fit Summary

	Saturated Model	Estimated Model
SRMR	0,092	0,092
d_ ULS	2,361	2,361
d_ G	2,494	2,494
Chi-Square	1447,138	1447,138
NFI	0,581	0,581

Source: SmartPLS processed output, 2023

Based on the data output results in Table 9, the SRMR or Standardized Root Mean Square value is $0.092 < 0.10$, so it can be concluded that the model in this research fits the data.

This discussion was carried out with the aim of answering the problems that had been previously formulated. Apart from that, it also discusses whether the hypothesis proposed in this research is accepted or rejected, accompanied by an explanation.

H₁: Flexible working directly significantly influences the job satisfaction of lecturers with a millennial generation background at the University of Timor. Based on the evaluation results of the structural model (inner model), it shows that flexible working (X) directly has a significant effect on job satisfaction (Z). This can be seen from the path coefficient value of 0.251 and p-value of $0.006 < 0.05$. Both have a linear effect. This means that the more flexible the working hours are, the greater the level of satisfaction will increase. Establishing a flexible working hours policy for lecturers who have duties as educators, researchers, and community service is one strategy that can help reduce work stress levels and increase lecturer job satisfaction. By establishing a flexible working hours policy, it becomes easier for lecturers to organize research and service schedules as well as other supporting activities. Thus, it can be concluded that the hypothesis (H₁) is accepted.

The results of this research are in line with the results of previous research studies carried out by Setyawan. He stated that work flexibility has a significant effect on job satisfaction. (Setyawan, 2020) Ardiansyah also stated that there is a positive influence between job satisfaction and job satisfaction. (Dihan, 2020) Apart from being in line with the results of previous research studies, this research also supports the theoretical study expressed by Mutiara that the Millennial generation tends to be more satisfied with a flexible and open work environment. (Mutiara, 2023) Survey results from the Deloitte Global 2022 Gen Z and Millennial Survey stated that the majority of them (63% Gen Z and 62%) prefer a combined work pattern. (Deloitte Global, 2022)

H₂: Job satisfaction directly and significantly influences the performance of lecturers with a millennial generation background at the University of Timor. The next discussion regarding job satisfaction (Z) directly has a significant effect on performance (Y). This can be seen from the path coefficient obtained value of 0.664 and p-values of $0.000 < 0.05$. Both have a linear influence. This means that the higher the level of job satisfaction, the higher the performance. If a lecturer feels satisfied with his work, then the lecturer will tend to have a more positive attitude and rate his work highly. Thus, it can be concluded that the hypothesis (H₂) proposed is acceptable.

The results of this research are in line with the results of previous research studies carried out by Rosmaini and Tanjung, who stated that job satisfaction has a positive and significant effect on employee performance. (Rosmaini & Tanjung, 2019) Yasinta, in his Research, also stated that there is a positive influence between job satisfaction and performance. (Yasinta, 2018) Furthermore, Nurrohmat and Lestari also stated that job satisfaction can influence employee performance. (Nurrohmat & Lestari, 2021)

H₃: Flexible working does not directly influence the performance of lecturers with a millennial generation background at the University of Timor. The next discussion regarding work flexibility (X) does not have a significant effect on performance (Y). This can be seen from the path coefficient value of 0.064 and p-value of $0.273 > 0.05$. This means directly flexible working cannot improve performance. Thus, it can be concluded that the hypothesis (H₃) proposed is acceptable.

The results of this research support the results of a research study carried out by Hakim. He stated that work flexibility was not able to improve teacher performance, on the contrary. (Hakim, 2021) The results of this research can also provide a new picture and empirical evidence that work flexibility does not significantly affect performance and must be mediated by other variables. Here, the researcher uses the satisfaction variable as a mediating variable so that work flexibility can significantly influence performance. The job satisfaction variable was chosen as a mediating variable here because of the consideration that not everyone likes and is satisfied with the implementation of work flexibility policies, as the results of research conducted by Mutiara show that the Millennial generation tends to be more satisfied with a flexible and open work environment. In contrast, Generation X tends to prefer and be satisfied with a formal and structured work environment. (Mutiara, 2023)

H₄: Flexible working indirectly significantly influences the performance of lecturers with a millennial generation background at the University of Timor through job satisfaction as a mediating variable. The final discussion regarding flexible working (X) indirectly has a significant effect on performance (Y) through job satisfaction (Z) as a mediating variable. From the values obtained, the path

coefficient is 0.166, and the p-value is $0.007 < 0.05$. This means that work flexibility (X) can indirectly improve performance (Y) if it is mediated by job satisfaction (Z). Thus, it can be concluded that the hypothesis (H_4) is accepted.

The results of this research can provide a new solution to the problem of inconsistencies in several studies of previous research results regarding the direct influence of flexible working on performance. Here, the researcher offers a solution for applying the mediating variable job satisfaction to determine the effect of work flexibility on performance. The role of the job satisfaction variable in mediating work flexibility falls into the perfect/complete mediation category. This role can be proven by the p-values of work flexibility on job satisfaction of $0.006 < 0.05$. Moreover, the p-values of job satisfaction on performance are $0.000 < 0.05$.

CONCLUSION

Based on the results and discussion in this research, it can be concluded that flexible working directly has a significant effect on the job satisfaction of lecturers with millennial generation backgrounds at the University of Timor. Job satisfaction also has a significant influence on the performance of lecturers with a millennial generation background at the University of Timor. Meanwhile, flexible working does not have a significant effect on the performance of lecturers with a millennial generation background at the University of Timor. However, if mediated by the job satisfaction variable, flexible working can have a significant effect on the performance of lecturers with millennial generation backgrounds at the University of Timor.

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