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The Effect of Lecturer Characteristics, Lecturer Reward System, and Lecturer Commitment on Lecturer Welfare in Private Universities in Jambi Province

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Abstract: The research aims to add to the repertoire of knowledge of Islamic Education Management in the last trend. The author uses quantitative research with *path* analysis method and sampling technique with *purposive sampling*. The number of 78 lecturers with a distribution of trial samples of 20 respondents and 58 respondents in three (3) universities namely Adiwangsa University Jambi, Muara Bungo University, and Merangin University. The results showed the highest effect partially, which included the effect of Lecturer Characteristics on Lecturer Welfare by 20.91% and the highest effect in *intermediate* variables (*intervening*), namely the effect of the lecturer reward system on lecturer welfare through lecturer commitment by 2.47%. Similarly, the influence of lecturer characteristics, lecturer reward system, and lecturer commitment on lecturer welfare is 12.83%. While the lowest influence of lecturer characteristics on lecturer welfare through lecturer commitment amounted to 2.20%. The conclusion is that lecturer characteristics, lecturer reward system, and lecturer commitment have a very significant direct effect on lecturer welfare. And it can be explained that lecturer commitment in addition to being an exogenous variable, it is also able to carry out its role as an intervening variable.

Keywords: Lecturer Characteristics, Lecturer Reward System, Lecturer Commitment, Lecturer Welfare

INTRODUCTION

To improve the welfare of lecturers, the Government of Indonesia through the Ministry of Education and Culture of the Republic of Indonesia provides opportunities for all lecturers to participate in research and community service programs funded by the State.

The following are details of the number of lecturers who received research and community service grants in 2023.

Table 1. Number of Research and Community Service Grant Recipients

| No | Institution | Number of Lecturers | Number of Grant Fund Recipients | |
|--------------|----------------------------|---------------------|---------------------------------|-----|
| | | | Research | PKM |
| 1 | Adiwangsa University Jambi | 139 | 5 | 1 |
| 2 | University of Muara Bungo | 877 | 0 | 0 |
| 3 | Merangin University. | 114 | 0 | 0 |
| Total | | 340 | 5 | 1 |

Announcement of recipients of Research and Community Service Grants by the Ministry of Education and Culture of the Republic of Indonesia Number: 0557/E5.5/AL.04/2023 Date: June 1, 2023.

Table 1 shows that out of 340 lecturers at Adiwangsa Jambi University, Muara Bungo University, and Merangin University. Only 5 lecturers from Adiwangsa Jambi University received research grants and 1 lecturer who received Community Service grants from the Ministry of Education and Culture of the Republic of Indonesia in 2023. This is a problem for the welfare of lecturers, of course, and also in terms of carrying out the Tri Dharma of Higher Education.

Lecturers often feel high pressure to continue publishing their research results, sometimes at the expense of the time they could allocate for teaching. This pressure can create significant levels of stress, which in turn can lead to research being given higher priority than the quality of teaching, resulting in a change in dynamics in higher education.

The characteristics lecturers expect from a leader are not intelligence, courage, and even inspirational traits. While these are important, what is considered most important is honesty or ethics. Ethics indicates the moral basis or values that determine whether an action is right or wrong and the outcome is good or bad. People rely on ethical values to consider the right thing to do.

Indicators of Lecturer Characteristics are visionary, inspiring, strategic orientation, integrity.

The reward system is seen as one of the challenges that must be faced by the management of educational institutions. It is said to be a challenge because the reward system by lecturers is no longer seen solely as a means of satisfying their material needs, but has been associated with their dignity as human beings, on the other hand educational institutions tend to see it as a burden that must be borne in an effort to achieve their goals and objectives, meaning that in improving and implementing a certain reward system, the interests of educational institutions and the interests of lecturers absolutely need to be taken into account.

Lecturer Commitment is the lecturer's determination to remain in influence. Commitment means determining, not feeling. Signs of commitment are the intention to share the future Commitment is a person's tendency to involve themselves in what they do with the belief that the activities they do are important and meaningful. Commitment exists when people have the opportunity to determine what to do.

Lecturers often face a heavy workload. They have to teach, conduct research, do administration, and provide support to students. High workloads can lead to stress, burnout, and reduced quality of teaching and research. By having a strong commitment to deal with heavy workloads, it is indicated that it will affect the welfare of lecturers.

Indicators of Lecturer Commitment are:

1. Strong beliefs and acceptance of organizational goals and values,
2. Readiness to work hard; and
3. Strong desire to stay in the organization

METHOD

This study uses a quantitative research method with a survey design. Survey research design is a quantitative research procedure in which researchers survey a sample or entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

Determination of sample areas based on random sampling techniques based on areas or regions (cluster random sampling) determines samples based on regional groups of members of the research population. In this technique, research subjects will be grouped according to the area or domicile of population members. The area chosen to be the area or place of domicile of the population members. The areas selected to be the research area are: 1) Adiwangsa University Jambi City, 2) Muara Bungo University Bungo Regency, 3). Merangin University, Merangin Regency, the population in the study was specifically lecturers with a total of 340 lecturers. Details of the size of the population can be seen in the following table:

Table 2. Research Population

| No | City / Regency | Name of College | Number of Samples |
|----------------|------------------|----------------------------|-------------------|
| 1 | Jambi City | Adiwangsa Jambi University | 139 |
| 2 | Bungo Regency | Muara Bungo University | 87 |
| 3 | Merangin Regency | Merangin University | 114 |
| J Total | | | 340 |

According to Gay in Mukhtar, the minimum acceptable sample size should be based on the research design or method used. In general, the view of the population is more agreed upon for a study, where the population is considered relatively homogeneous, then the population can be drawn at a minimum of 5% and a maximum of 30%. If a study, the population is below 150 subjects, then almost all research experts agree, it should be taken entirely, or in other words, the research can be said to be population research. This means that the population is also the sample or research subject.

Sample research can be done if the population is too large and scattered so that it is difficult for researchers to reach, difficult to process data, requires enormous costs, and too much time. Given that the number of affordable populations is quite large, namely 340 people, this study uses a research sample. To obtain a representative sample size, researchers used the Slovin formula in Yusuf,¹ Slovin proposed a formulation for calculating the sample as follows:

$$= N \frac{1}{1+N.e^2}$$

Description:

s : sample

N : Population

e : Degree of accuracy or desired critical value

Based on this formula, the number of samples is obtained as follows:

$$\frac{N}{1+N.e^2} = \frac{34440}{1+340.01^2} = \frac{30}{1+340.01^2} = 4.40 = 77,27272$$

By using the Slovin formula, the number of research samples obtained was 78 people. This sample size can be said to have representativeness value. The method of determining respondents was carried out by selecting a simple random sample. The trial sample for this research instrument test used 20 lecturers. This is done to determine the validity and reliability of the instrument.

In sampling, the author used purposive sampling, so the sample was found, namely lecturers 1) Adi Wangsa University Jambi City, 2) Muara Bungo University Bungo Regency, 3) Merangin University, Merangin Regency. The following is a table of research sample calculations:

Table 3. Calculation of Research Samples

| No | Sample Area | Sample Calculation | |
|----|-------------------|-----------------------|----------------|
| 1 | Jambi City | $139 / 340 \times 78$ | $= 31,88 = 32$ |
| 2 | Bungo district | $87 / 340 \times 78$ | $= 19,95 = 20$ |
| 3 | Merangin District | $114 / 340 \times 78$ | $= 26,15 = 26$ |
| | Total | | 78 |

Based on Table 3 of the 78 samples, 20 people were used as trial samples, and 58 people as research samples.

Data collection techniques are carried out by distributing questionnaires, analyzing documents, observations, and interviews with respondents. In processing the data, the questionnaire recapitulation was carried out validity test and reliability test. In order to see the validity and consistency of each statement item answered by the respondent.

After the instrument is declared valid, the inferential analysis test is then carried out which is explained by the normality test, homogeneity test, linearity test. After that, statistical hypothesis testing is carried out by means of the T test (Pasrisal), F test (Simulthan) and Intervening Test.

RESULT AND DISCUSSION

Data Validity Test

The number of each statement bit in each variable is 40. with the results as shown in the following table:

Table 4. Data Validity Test

| No | Variable | Number of valid | Number of invalid |
|----|-------------------------------|-----------------|-------------------|
| 1 | Lecturer Characteristics (X1) | 34 | 6 |
| 2 | Lecturer Reward System (X2) | 38 | 3 |
| 3 | Lecturer Commitment (X3) | 34 | 6 |
| 4 | Lecturer Welfare (X4) | 33 | 7 |

It is said to be valid if the value of R Count > R Table which in seitan instrument the value of R Count is more than 0.444 declared Valid.

Reliability Test

The number of questions in each variable is 40. with results as shown in the following table:

Table 5. Reliability Test

| No | Variable | Instrument Reliability | R Alpha |
|----|-------------------------------|------------------------|---------|
| 1 | Lecturer Characteristics (X1) | 0,97 | 0, 60 |
| 2 | Lecturer Reward System (X2) | 0,98 | 0, 60 |
| 3 | Lecturer Commitment (X3) | 0,98 | 0, 60 |
| 4 | Lecturer Welfare (X4) | 0,97 | 0, 60 |

Reliability is said if the instrument reliability value $> R$ Alpha. Table 6 explains that each of the data variables is reliable.

Description of Research Data

The data description of the results of this study includes four variables, namely in the following table:

Table 6. Descriptive Statistics

| | N | Range | Min | Max | Sum | Mean | | Std Deviation | Variance |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|------------------|-----------|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Standard Error | Statistic | Statistic |
| X1 | 58 | 58 | 26 | 89 | 115 | 5896 | 101.66 | 0.78767 | 5.98 |
| X2 | 58 | 58 | 28 | 99 | 127 | 6517 | 112.5 | 0.95472 | 6.57 |
| X3 | 58 | 58 | 30 | 76 | 106 | 5290 | 91.21 | 0.81715 | 6.32 |
| X4 | 58 | 58 | 38 | 90 | 128 | 6161 | 105.53 | 0.93854 | 7.72 |
| Total | 58 | 58 | 122 | 354 | 476 | 23864 | 410.9 | 3.49808 | 26.59 |
| Valid N | 58 | | | | | | | | |

Normality Test

It is said that the data is normally distributed if the Chi Square Count Value $<$ Chi Square Table.

Table 7. Normality Test

| No | Variable | Chi Square Count | Chi Square Table |
|----|-------------------------------|------------------|------------------|
| 1 | Lecturer Characteristics (X1) | 3,77 | 9,488 |
| 2 | Lecturer Reward System (X2) | 6,37 | 9,488 |
| 3 | Lecturer Commitment (X3) | 3,42 | 9,488 |
| 4 | Lecturer Welfare (X4) | 6,43 | 9,488 |

From table 7, it can be seen that each variable chi squared value is smaller than the chi squared table value. So it is said that the data is normally distributed for all variables.

Homogeneity Test

It is said that the data is homogeneous if the Chi Square Count Value $<$ Chi Square Table.

Table 8. Homogeneity Test

| No | Variable | Chi Square Count | Chi Square Table |
|----|------------|------------------|------------------|
| 1 | X4 over X1 | 1,7416582 | 75,62375 |
| 2 | X4 over X2 | 19,376273 | 75,62375 |
| 3 | X4 over X3 | 15,753255 | 75,62375 |
| 4 | X3 over X1 | 49,827716 | 75,62375 |
| 5 | X3 over X2 | 2,9736347 | 75,62375 |

From table 8, it can be seen that each variable chi squared value is less than the chi squared table value. So it is said that the data is homogeneous for all variables.

Regression Linearity Test

The linearity test is carried out by finding the regression line equation of the independent variable on the dependent variable. The purpose of the linearity test is to determine whether the regression line between variables can form a linear or non-linear line.

Table 9. Regression Linearity Test

| No | Variable | F Count | F Table |
|----|------------|----------|---------|
| 1 | X1 over X4 | -0,0369 | 1,53 |
| 2 | X2 over X4 | -0.03691 | 1,53 |
| 3 | X3 over X4 | -0.0369 | 1,53 |
| 4 | X1 over X3 | -0.0369 | 1,53 |
| 5 | X2 over X3 | -0.0369 | 1,53 |

Data is said to be linearly patterned if the F value is calculated $<$ F Table. From table 9, it can be seen that each variable has a calculated F value $<$ F Table. So it is said that the data is linearly patterned for all variables.

Hypothesis Test

In this study, hypothesis testing was carried out by going through several stages, namely the regression calculation stage, the correlation calculation stage and the path analysis calculation stage. The regression calculation stage aims to predict the fixed / endogenous variable if the independent / exogenous variable is increased or decreased. Correlation calculations are carried out to determine how much contribution or contribution is given by intervening variables to endogenous variables. Furthermore, path analysis calculations are carried out to examine the relationship between exogenous and endogenous variables formed by cause and effect (empirical causality). After testing the hypothesis manually and also the SPSS 27 application, the results are obtained as shown in the following table.

Hypothesis Test Table

| No | Substructure | Variable | T Count | T Table |
|----|--------------|--------------------------------|---------|---------|
| 1 | 1 | X1 \rightarrow X4 | 20,91 | 1,672 |
| 2 | 1 | X2 \rightarrow X4 | 16,349 | 1,672 |
| 3 | 1 | X1, X2 \rightarrow X4 | 12,83 | 1,672 |
| 4 | 2 | X1 \rightarrow X3 | 17,96 | 1,672 |
| 5 | 2 | X2 \rightarrow X3 | 12,22 | 1,672 |
| 6 | 2 | X1, X2 \rightarrow X3 | 5,244 | 1,672 |
| 7 | 3 | X3 \rightarrow X4 | 13,69 | 1,672 |
| 8 | 4 | X1, X2, X3 \rightarrow X4 | 12,83 | 1,672 |
| 9 | 5 | X1 \rightarrow X4 Through X3 | 2,201 | 1,672 |
| 10 | 6 | X2 \rightarrow X4 Through X3 | 2,47 | 1,672 |

It is said that a variable has a significant effect if the T value is calculated $>$ T Table. From table 10, it can be seen that each variable T Count value $>$ T Table. So it is said that all variables have a significant effect.

CONCLUSION

Based on the analysis of research results and discussion that has been described in the previous section, this study resulted in the following conclusions.

1. Lecturer Characteristics have a direct effect on Lecturer Welfare, meaning that Lecturers with good characteristics tend to be more satisfied with their work, feel valued, and are able to cope with professional challenges better, thus improving their welfare.
2. Lecturer Rewards have a direct effect on Lecturer Welfare, which means that a clear reward mechanism can improve lecturer welfare.
3. Lecturer Characteristics, Lecturer Reward System, similarly affect Lecturer Welfare, which means that these two variables are interrelated and together determine the level of welfare felt by lecturers.

4. Lecturer Characteristics, Lecturer Reward System, simultaneously affect Lecturer Welfare, which means that these two variables are interrelated and together determine the level of welfare felt by lecturers.
5. Lecturer Reward System directly affects Lecturer Commitment, which means that a fair and transparent reward mechanism can increase lecturer commitment in carrying out their duties.
6. Lecturer Reward System, and Lecturer Commitment simultaneously affect Lecturer Welfare, which means that these two variables are interrelated and together determine the level of welfare felt by lecturers.
7. Lecturer Commitment directly affects Lecturer Welfare, which means that the higher the commitment of lecturers in carrying out their duties and responsibilities, the higher the perceived welfare.
8. Lecturer Characteristics, Lecturer Reward System, and Lecturer Commitment simultaneously affect Lecturer Welfare, which means that these three variables are interrelated and together determine the level of welfare felt by lecturers.
9. Lecturer Characteristics, indirectly affect Lecturer Welfare through the Lecturer Reward System, which means that the quality and competence of lecturers affect the types of rewards received, which in turn have an impact on their welfare.
10. The Lecturer Reward System has an indirect effect on Lecturer Welfare through Lecturer Commitment, which means that an effective reward mechanism can increase lecturer commitment, which in turn contributes to their welfare.

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