

# The Effect Of Motivation, Working Environment, And Self Leadership On Lecturer Performance At Politeknik Negeri Jember

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**Abstract:** This research aims to test and analyze the effect of motivation, working environment, self-leadership, either simultaneously or partially, on lecturer performance at Politeknik Negeri Jember. The method is explanatory research with 224 lecturers as respondent. The data analysis used descriptive analysis, classical assumption, and multiple linear regression. The result shows that motivation, working environment, and self-leadership simultan and partial give significant effect on lecturer performance at Politeknik Negeri Jember.

**Keywords:** Motivation, working environment, self-leadership, performance

## 1. INTRODUCTION

Education world, especially the Higher Education, is characterized by the existence of teacher or lecturer. A lecturer is a professional human resource who educates the nation or the future generation in higher education through education, research, and community service. Those three duties and responsibilities are commonly known as Tridharma Perguruan Tinggi (The Three Pillars of Higher Education) which is not only for the lecturers of Politeknik Negeri Jember. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teacher and Lecturer, a teacher or lecturer shall have the professionalism that to be professional they shall have proficiency. Teacher/lecturer's proficiency is defined as any knowledge, skill, and attitude that shall be owned, internalized and implemented by the lecturer in performing his/her professional duty. In the Law of the Republic of Indonesia Number 14 Article 8, the owned proficiency included teaching the adults, mature in terms of personality, having social and professional proficiency in carrying out his/her work. Law of the Republic of Indonesia Number 14 also discuss the noble duty and responsibility of a lecturer that lecturers as human resource shall be organized well by the higher education institution leader to improve the organization activity and efficiency as one of the functions in a company known as the human resource management (Diah Listyarini, 2017). The duty of a leader or manager of a higher education institution in maintaining and keeping the lecturer as the character of higher education require the leader to improve the employee's achievement. The study of Stefania Z and Gabriel C (2014) that the duty of a higher education institution leader or manager is motivating the employees to improve the performance that will also influence the institution performance.

The study of Jeffrey D Houghton (2009) stated that the leader of an organization shall motivate the employees to be more creative at work to achieve the organization goals. One of the ways to organize the human resource in the form of lecturer to be more professional in performing his/her duty and responsibility is by providing motivation, conducive workplace in terms of physical and non-physical condition and self-leadership of the lecturer in performing his/her duty and responsibility to produce maximum result or achievement based on lecturer performance assessment standard either for the PNS (Civil Servant) Lecturer or Non-PNS Tenured Faculty which commonly known as *Beban Kerja Dosen (BKD – Lecturer Workload)*. BKD aims to check the lecturer performance for a semester, check the lecturer performance based on the minimum workload of 12 credits (SKS) per semester, evaluate the professionalism and quality of a lecturer in carrying out Tridharma Perguruan Tinggi.

### Formulated:

The problem redactions in this research are:

1. Does motivation affect significantly on lecturer performance at Politeknik Negeri Jember.
2. Does self-leadership affect significantly on lecturer.
3. Does the working environment (physical and non-physical) affect significantly on lecturer performance at Politeknik Negeri Jember.

## 2. LITERATURE REVIEW/THEORY

### 2.1. Theory of Motivation

The other researches state that the inner motivation of an employee will direct to the motivation outside the employee's individual, where the developed or static environment will not influence the motivation objective itself (Deci and Ryan, 2000 and Amna et al, 2015). The study of Tommi M. et al (2018) stated that motivation can influence the top leader performance in a business company through education, sophisticated material, and opportunity. Motivation, according to Veithzal Rizai et al (2015), is a series of behavior and values which influence an individual to achieve specific things that become his/her objectives. Robbins (2003) stated that motivation as the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal. Therefore, it can be concluded that motivation is a form of support given

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by a leader to his/her subordinates to perform certain things through direction and power to achieve goals. In brief, motivation significantly influences an individual's performance, especially lecturers in this research which is measured through the implementation of Tridharma Perguruan Tinggi. This research uses the theory of Frederick Herzberg in Wilson B (2002:318) stated there are 2 factors that determine the worker's motivation. The first factor is satisfaction which consists of achievement, acknowledgment, the job itself, responsibility, and progress. The first factor is called as the inner factor. The second factor is dissatisfaction or maintenance factor or the outer factor which consists of policy and administration, controlling, remuneration, employment, working condition, occupational safety, and status. The result of Amna et al (2015) stated that the inner motivation of an employee had a strong relationship with the performance in doing a task, for example, remuneration and distinct career planning will not influence the employee performance.

## 2.2. Theory of Self-Leadership

The previous study (Manz, 1986, 1990); Gregory et.al (1998); Soyoung Yu, YuKyung Ko (2016) stated that self-leadership is considered as urgent for the employee to improve the commitment and performance. The self-leadership can be defined as the way of an individual direct and motivate their own selves to achieve the performance. The result of Gregory E (1998) stated that self-leadership can be a reference in conducting development training activity which influences employee performance directly or indirectly. Self-leadership must include other people's influence in self-motivation and self-direction to behave as the desired methods. (Manz, 1992 in Gregory E, 1998). Self-leadership itself is "a process of an individual who motivates their own selves, performs a self-controlling, and leads their own selves based on his/her own knowledge and attitude to achieve individual and common goals" (Manz, 1986: 589). Self-leadership is the foundation of common leadership which closely relates to the self-benefit perception (Lovelace et al. 2007; Mehmet Bayansalduza et.al .2014 ). Since people shall be able to lead their own selves that they will be able to share this process with others (Houghton et al 2003: 33). There are three strategies in self-leadership: focus on attitude, common compensation, and focus on self-development. The self-leadership application includes determining our own special behavior, performing self-analysis, determining and applying motivation, decreasing the self-punishment habit pattern, and practicing desired attitude (Manz, 1992). The common compensation strategy is performed by creating constructive thought and experience related to the task (Manz, 1992). The last strategy concerning constructive thought by focusing on building and changing the mindset with the desired technique. Thus, the self-leadership application by adding the employee point of view and good responsibility will influence the employee performance (Manz, 1983, 1992b); Gregory E. (1998).

## 2.3. Working Environment

The inconvenient physical environment will influence the employee performance especially the industrial workers that the physical working condition shall not be ignored to improve employee performance since the inconvenience

will distract the employee behavior (Abdul Rahman, 2012). Gareth R Jones (2013) said that environment is an amount of power within and outside the organization which has the potential to influence the operating ways and access to the rare resource. The examples of physical working environment are the class lighting condition in the learning process, class cleanliness, air circulation and ventilation, the availability of teaching equipment (Projector, Laptop, whiteboard, board marker, sound amplifier) which will influence the lecturer performance at Politeknik Negeri Jember. According to Barry Render and Jay Heizer (2001:239), the working environment is a physical workplace for the employee which influence their performance, security and life quality. The conducive working environment provides security and comfort that the employee may work optimally. Gouzali Saydam (2000:266) said that the working environment is all facilities and infrastructures surround the employee in charge which influences the task execution. The study of Paul C (2000) stated that the working environment influences employee performance.

## 2.4. Performance

According to Veitzal et al (2015) performance is the real behavior performed by every individual as the employee's achievement at work based on his/her role at the company. So, individual performance is the function of task execution skill coupled with motivation in executing the task, since a good working skill without being supported with a good motivation will be considered as a bad individual performance. According to Bernadin and Russel (1993) performance is a working document obtained in a certain period. Wilson B (2012:233) stated that the general measurements on performance are as follows: considering the amount of work (output quantity), the quality of work (output quality), timeliness of output, presence at work, cooperativeness. This research refers to the research concerning the strong relationship between intrinsic motivation and achievement at work than the extrinsic motivation of the employee on the achievement at work of the professionals in Pakistan (Amna Yousaf et al, 2015). The result of Stefania Z and Gabriel C (2014) stated that the way to motivate the university employee is satisfying their needs and desire by providing salary, training, reward, and emotional support that the employee will work maximally and increase the performance which will also increase the university performance. Motivation has a positive and significant effect on lecturer's performance at the Higher Education Institution in Semarang (Dyah L, 2017).

Hypothesis model 1. Motivation has a significant effect on lecturer's performance The physical working environment such as extreme temperature, noise, hot air, inappropriate lighting will decrease the productivity and performance of an industrial worker.

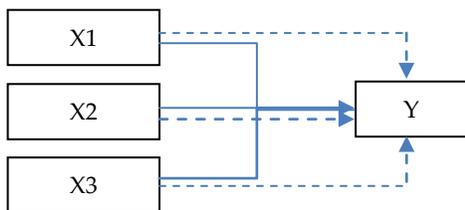
Hypothesis model 2. Working environment has a significant effect on lecturer's performance The result of Gregory et al (1998) stated that self-leadership may indirectly influence the performance and directly influence the entrepreneurship training joined by the students.

Hypothesis model 3. Self - leadership has a significant effect on lecturer's performance

### 3. METHODOLOGY

This is explanatory research with survey method which used the online questionnaire as the data/information collector instrument (Sugiyono, 2012). The research questionnaire was tested by the validity and reliability test with 10 respondents. After being declared as valid and reliable, the questionnaire was distributed to the respondents which represent the population. Population is the whole element components which can be used to make some conclusions. If the population is considered as massive, sampling shall be conducted. Cooper and Emory (1995) said that sampling can be performed by selecting a part of the population that the conclusion of the whole population can be obtained. The number of population in this research is the whole 275 lecturers of Politeknik Negeri Jember. Sample is a certain number of people selected from the whole number of population. The sample amount obtained through the number of indicator multiply by 5 that 45 indicators multiply by 5 is 225 lecturers of Politeknik Negeri Jember because there is 1 outlier that should be erased then the total respondent is 224 lecturers. Random sampling is used for the sampling technique which means all sample has the same possibility to be taken as a sample based on the sample criteria in this research.

Research Conceptual Framework



Information:

- X1 = Motivation
- X2 = Working Environment
- X3 = Self leadership
- Y = Lecturer's Performance

The data collection instrument is a questionnaire. The assessment scoring used Likert Scale. Sugiyono (2013) said Likert Scale is used to measure the attitude, opinion, and perception of an individual or group on a social phenomenon. Likert Scale score of 1 means strongly disagree, 2 means disagree, 3 means quite agree, 4 means agree, and 5 means strongly agree. The data analysis technique used is descriptive statistic and inferential statistic by using classical assumption and multiple linear regression assisted by SPSS version 20 with the F test and t-test. The descriptive statistic is in the form of percentage, number and average of the respondents' answers.

## 4. RESULT AND DISCUSSION

### 4.1. RESULT

#### 4.1.1 Descriptive Analysis

Respondent Characteristic Description

Based on the distributed questionnaire to the 224 respondents, the descriptions obtained are as follows:

**Table 4.1.1. Gender Distribution Frequency**

Gender	Amount	Percentage
F	76	33,9%
M	148	66,1 %

*Source: processed data 2019*

#### 4.1.2. Validity and Reliability Test

##### Questionnaire Validity Test

If  $r_{count} > r_{able}$  (with sig. 0,05) it means the question items has a significant correlation with the total score (declared as valid). The  $r_{able}$  value was obtained through the  $r_{able}$  of R Pearson critical value ( $\alpha=0,05$ ) and the  $r_{able}$  value for degrees of freedom of 224 ( $n-2$ ) is 0,1311. The question is declared as valid if the Pearson Correlation value is bigger than the  $r_{able}$  value. The results of Validity Test are listed in Table 4.1.2.1

**Table 4.1.2.1 Validity Test Result**

Predictor	Question Item	Validity
1.	M1 – M12	All Valid
2.	L1 – L11	All Valid
3.	S1 – S10	All Valid
4.	K1 – K12	All Valid

*Source: processed data 2019*

##### Questionnaire Reliability Test

High reliability is indicated by the  $r_{11}$  value close to 1. The reliability test can be conducted by using Cronbach's Alpha formula.

**Table 4.1.2.2 Reliability Test Result**

Predictor	Question Item	Cronbach's Alpha	Validity
1.	M1 – M12	0.779	Highly Reliable
2.	L1 – L11	0.718	Highly Reliable
3.	S1 – S10	0.408	Medium Reliability
4.	K1 – K12	0.746	Highly Reliable

*Source: processed data 2019*

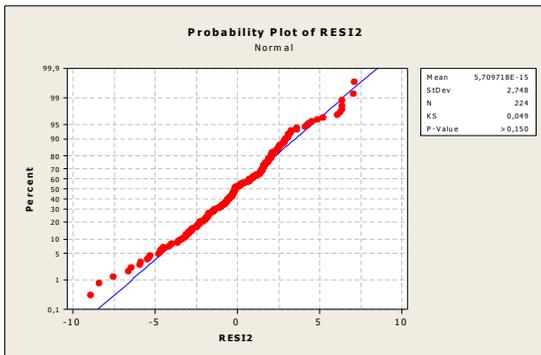
Based on Table 4.1.2.2, the Cronbach's Alpha value obtained is 0,895. From the calculation above, the four predictors with each question item were declared as highly reliable, especially for motivation, working environment, and self-leadership, to be continued to the next test.

### 4.1.3. Assumption Test applied to the Multiple Linear Regression

#### Data Normality Test

This test aims to test the error/mistake normality which is used to determine whether the independent and intervening variables have a normal distribution. In multiple linear regression, the normality assumption is the residual (RES1) shall have a normal distribution.

**Table 4.1.2.3 Data Normality Test**



Source: processed data 2019

Based on Table 4.1.2.3, then the multiple linear regression in this research is Decision to Accept H0 because P-Value = 0,150 > a = 0,05 that it can be concluded that the data has normal distribution because the line formed a nearly straight line.

#### Multicollinearity Test

This test indicates that there is more than one perfect linear correlation. The regression coefficients are commonly interpreted as the intervening variable change measure if one of the independent variables increase by 1 unit and other independent variables are considered as constant. Multicollinearity can be detected by using the Variance Inflation Factor (VIF) value. If VIF is less than 10, it means there is no multicollinearity in the model.

**Table 4.1.2.4 Multi Collinearity**

Model	Coefficients <sup>a</sup>							
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	19,056	2,918			6,531	,000		
Motivasi Kerja	,345	,056	,411		6,126	,000	,588	1,700
Lingkungan Kerja	,179	,072	,166		2,486	,014	,592	1,691
SiLeadership	,173	,054	,193		3,229	,001	,743	1,346

a. Dependent Variable: Kinerja

Source: processed data 2019

Based on Table 4.1.2.4, it can be concluded that there is no multicollinearity in the data because all VIF values are less than 10.

#### Heteroscedasticity Test

This test is used to detect the heteroscedasticity classical assumption deviation in the form of different variant of the residual for all observation in the regression model. The primary prerequisite in the regression model is there shall not be heteroscedasticity symptoms. Any required examination shall refer to the scatterplot diagram of the Residual Versus Fits Plot. The heteroscedasticity symptoms can be determined through the scatterplot diagram between Y prediction (Fits) and residual variable.

#### 4.1.4. Multiple Linear Regression Analysis

The simultaneous test on the Multiple Linear Regression H0 = motivation, working environment, and self - leadership do not influence lecturer's performance.

H1 = motivation, working environment, and self-leadership influence lecturer's performance.

The critical area is the Rejected H0 if p-value < a = 0,05. The results of the Statistical Test assisted by SPSS are as follows:

**Table 4.1.2.5 Multiple Regression Result**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1210,076	3	403,359	52,680	,000 <sup>b</sup>
	Residual	1684,478	220	7,657		
	Total	2894,554	223			

a. Dependent Variable: Kinerja

b. Predictors: (Constant), SiLeadership, Lingkungan Kerja, Motivasi Kerja

Source: processed data 2019

Based on table 4.1.2.5, H0 is rejected because P-Value (0.000) < a = 0.05. It can be concluded that motivation, working environment, and self-leadership simultaneously and significantly influence the lecturer's performance at Politeknik Negeri Jember.

#### Individual Test on the Multiple Linear Regression Model

To test whether Motivation (X1) has an effect on performance

H0 = Motivation does not influence lecturer's performance

H1 = Motivation influences lecturer's performance

The critical area is rejecting H0 if p-value < a (0.05). the multiple linear regression test results are as follows: Regression Analysis: Performance on Motivation

**Table 4.1.2.6 Multiple Regression Result**

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	19,056	2,918		6,531	,000		
	Motivasi Kerja	,345	,056	,411	6,126	,000	,588	1,700
	Lingkungan Kerja	,179	,072	,166	2,486	,014	,582	1,691
	Selfleadership	,173	,054	,193	3,229	,001	,743	1,346

a. Dependent Variable: Kinerja

**Source:** processed data 2019

The decision is rejecting H0 because the p-value (0.000) <  $\alpha = (0.05)$ . it can be concluded that motivation (X1) significantly influence lecturer's performance at Politeknik Negeri Jember. To test whether the Working Environment (X2) has an effect on performance

H0 = working environment does not influence performance

H1 = working environment influences performance

The critical area is rejecting H0 if p-value <  $\alpha = (0.05)$  where  $0.014 < 0.05$  then it can be concluded that the working environment (X2) significantly influence lecturer's performance at Politeknik Negeri Jember.

To test whether Self-Leadership (X3) has an effect on performance

H0 = self-leadership does not influence performance

H1 = self-leadership influences performance

The critical area is rejecting H0 if p-value <  $\alpha = (0.05)$  where  $0.01 < 0.05$  then it can be concluded that self-leadership significantly influence lecturer's performance at Politeknik Negeri Jember.

## 4.2. DISCUSSION

The result of this research shows that motivation (X1), working environment (X2), self-leadership (X3) significantly influence the lecturer's performance at Politeknik Negeri Jember. It means that the improved motivation, working environment, and self-leadership will increase lecturer's performance at Politeknik Negeri Jember. The research is supported by the research of Onemis W (2012) which stated that self-leadership, intrinsic motivation, and extrinsic motivation simultaneously influence the lecturer's performance of Cendrawasih University. Motivation has a significant influence on lecturer's performance at Politeknik Negeri Jember. It means that motivation has a big role in improving lecturer's performance, high motivation will result in high performance. Motivation itself can be in the form of spirit, an impulse to work maximally coming from ourselves (self-effort) such as feeling happy in performing task and responsibility of a lecturer, while the extrinsic motivation can be in the form of adequate salary and applicable provisions,

and policy from the institution which will support the lecturer's performance. This study is supported by Onesimus W (2012) stated that internal and external motivation influence the lecturer's performance at Cendrawasih University. The working environment has a significant influence on the lecturer's performance at Politeknik Negeri Jember. It means that the physical working environment in the form of teaching and practicum facilities and adequate workspace to comfort the lecturer will increase the lecturer's performance at Politeknik Negeri Jember. The non-physical environment in the form of support and relationship from the colleagues, leaders, and senior lecturers (those who became lecturers earlier) make the lecturer feels being respected and wanted in the workplace that it will increase their performance at Politeknik Negeri Jember. This study is supported by the research of Abdul Rahman (2010) stated that the physical environment influences performance. Self-leadership has a significant influence on lecturer's performance at Politeknik Negeri Jember. It means that a good self-leadership will increase lecturer's performance at Politeknik Negeri Jember. It is showed through self-management or self-empowerment in performing task and responsibility without any coercion from other parties. For example, the lecturer is able to set the lecturing and practicum material, able to set the learning outcome of the courses taught and able to manage time. Besides, they shall be able to prioritize their main duty, evaluate the task and responsibility without any coercion and make a target for every activity related to the task and responsibility of a lecturer. It is supported by the research of Onesimus W (2012) stated that self-leadership has direct and indirect influence on lecturer's performance at Cendrawasih University. And the study of Gregori (1998) stated that self-leadership has direct and indirect influence on students who join the entrepreneurship training.

## CONCLUSION

Based on the result above, it can be concluded that:

1. Simultaneously, motivation, working environment, and self-leadership significantly influence the lecturer's performance at Politeknik Negeri jember.
2. Partially, motivation, working environment, and self-leadership significantly influence the lecturer's performance at Politeknik Negeri Jember.

## SUGGESTION

Suggestions related to the result of this research are described as follows:

1. Politeknik Negeri Jember shall motivate the lecturer, keep the conductivity of the physical and non-physical environment surrounding the lecturer, and maintaining the self-leadership of the lecturer that their performance will constantly increase.
2. The future researcher may conduct research on lecturer with different variables from this research.

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