
THE EFFECT OF JOB SATISFACTION AND INNOVATIVE BEHAVIOR ON LECTURER PERFORMANCE (CASE STUDY AT MUHAMMADIYAH UNIVERSITY IN SOUTHEAST SULAWESI)

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ABSTRACT

Performance is an important determinant in the life of organizations including for-profit and non-profit organizations. The performance of lecturers in universities is very important to realize goals, including creating quality graduates and building competitiveness that promises continuous progress for all stakeholders involved. Therefore, it is very important to examine the effect of job satisfaction, innovative behavior on lecturer performance. This study aims to find out and analyze and examine how much influence job satisfaction and innovative behavior have on lecturer performance. This research also seeks to find relevant models of work satisfaction and innovative behaviors that affect lecturer performance. In this study, a questionnaire with a likert scale was used to collect data from 350 lecturers, whose sampling was determined using the Slovin method so that the number of samples in this study amounted to 78 lecturers. The results showed that job satisfaction with a T value of 5,897 and a significant value of 0.000 so that job satisfaction had a significant effect on the performance of lecturers at the University of Muhammadiyah Kendari and Muhammadiyah Buton University, then innovative behavior with a T value of 4,901 and a significant value of 0.000 so that innovative behavior had a positive and significant effect on the performance of lecturers at the University of Muhammadiyah Kendari and the University of Muhammadiyah Buton.

Keywords: Job Satisfaction, Innovative Behavior, Lecturer Performance

INTRODUCTION

Performance as a critical issue has consistently attracted the attention of practitioners, academics, and researchers in recent decades. The reason is, the existence of performance is inherent in individuals and has implications for the organization. Empirically, individual performance improves effectiveness, productivity, growth, and organizational performance]. In addition, employee performance is essential to establishing superior performance and competitive advantage of the company. Amjad et al. claim that employee performance significantly affects the sustainability of the organization. Several studies have addressed that individual/employee performance is critical to organizations such as universities. The online learning process is carried out impromptu due to physical distancing health protocols that force lecturers to change the way learning materials are delivered from offline to online. This process requires many adjustments related to learning materials and media, online meeting platforms, and internet networks so that it affects the performance of lecturers.

Conceptually, performance refers to the behavior of employees or what they do, which makes a positive or negative contribution to the organization. This is a work-related behavior of employees specifically designed to achieve organizational goals. In reality, the performance of tasks is a core determinant of overall performance . Traditionally, task performance focuses on individual performance and performs predetermined roles. It is related to proficiency, such as

competence, to perform work formally recognized by the organization. Motowidlo and van Scotter describe task performance as behaviors and outcomes that achieve organizational goals. In addition, the performance of tasks reflects how the employee, formally and informally, develops and applies his knowledge and skills in order to optimally solve tasks. Therefore, the performance of tasks is very important for organizations such as universities and should be explored and discussed at all times. The performance of tasks consists of two dimensions: (1) converting the organization's resources into goods or services, and (2) increasing the effectiveness and efficiency of the organization. Task performance helps achieve organizational effectiveness, productivity, growth, competitive advantage, and superior performance if optimally realized. However, the study of performance, especially task performance, still has inconsistencies. Several studies have shown that innovative behavior and job satisfaction affect task performance. However, other studies have shown that innovative behavior does not significantly affect performance. Furthermore, Udin and Yuniawan claim that job satisfaction is not related to task performance. The results of studies relevant to the causal relationship between the four variables also show inconsistencies. Therefore, Hanif and Bukhari report that job satisfaction is linked to innovative behavior, while Huang et al. claim that job satisfaction affects innovative work behavior. In addition, Logahan et al. prove that innovative behavior affects job satisfaction; in contrast, Kim et al. point out that job satisfaction influences innovative behavior. The discrepancy suggests a research gap that requires scientific justification and clarification. Therefore, this study investigates the effect of job satisfaction and innovative behavior on lecturer performance. the performance of higher education duties in Indonesia. The study also seeks to find new and relevant models of innovative behavior mediated by job satisfaction and job satisfaction, which affect the performance of lecturers' duties.

RESEARCH METHOD

The population of this study was 350 lecturers from private universities, Muhammadiyah Kendari University and Muhammadiyah Bau-Bau University, and the samples in this study were determined based on the Slovin formula

$$\frac{350}{1+350 (0,1)^2}$$
$$= 77,7 (78)$$

So that the total population used in this study was 78 people.

RESULTS AND DISCUSSION

Convergent Validity Convergent Validity is performed by looking at the item reliability (validity indicator) indicated by the loading factor value. Loading factor is a number that shows the correlation between the score of a question item and the indicator score of the indicator that measures the contract. A loading factor value greater than 0.7 is said to be valid. However, according to Hair et al. (1998) for the initial examination of the loading factor matrix is approximately 0.3 considered to have met the minimum level, and for loading factor approximately 0.4 is considered better, and for loading factor greater 0.5 is generally considered significant. In this study, the loading factor limit used was 0.7. After data processing using SmartPLS 3.0 the loading factor results can be shown as follows:

Table 4.3
First Iteration Loading Factor Value

Variabel	Indikator	Outer Loading
Job Satisfaction	KK1	0,886
	KK2	0,813
	KK3	0,246
	KK4	0,152
Innovative Behavior	PI1	0,909
	PI2	0,899
	PI3	0,602
	PI4	0,919
Lecturer Performance	KD1	0565
	KD2	-0,177
	KD3	0,758
	KD4	0,915

From the results of data processing with SmartPLS, it shows that the majority of indicators on each variable in this study have a loading factor value greater than 0.70 and are said to be valid.

Variation Analysis (R²) or Determination Test, namely to determine the magnitude of the influence of independent variables on the dependent variable, the value of the coefficient of determination can be shown in Table 4.4:

Table 4.4
R-square values

Variabel	R Square
Job satisfaction	0.565
innovative behavior	0.444

Based on the r-square value in Table 4.4, it shows that job satisfaction is able to explain the variability of lecturer performance by 56.5%, and the remaining 43.5% is explained by other constituents outside those studied in this study. Meanwhile, innovative behavior was able to explain the variability of lecturer performance by 44.4%, and the remaining 55.6% was explained by other constructions outside those studied in this study.

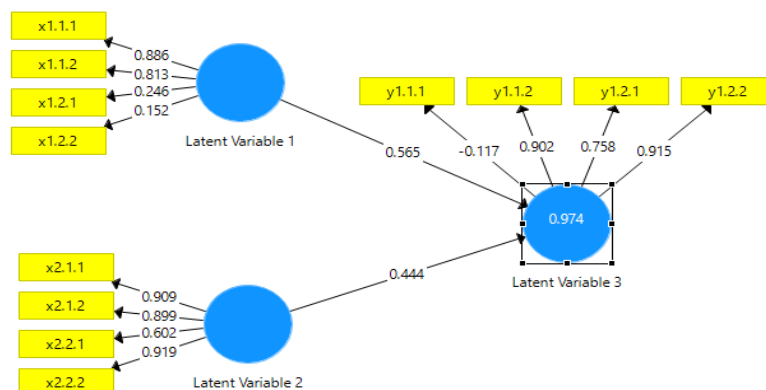


Figure 3. Structure model

Table 4. 10
Path Coefficients Results

Hipotesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
KK -> K	0.607	0.603	0.103	5.897	0.000
PI -> K	0.697	0.612	0.107	4.901	0.000

The first hypothesis tests whether job satisfaction positively affects lecturer performance. The test results showed that there was a significant influence. This result means that any change in the job satisfaction variable will have an impact on lecturer performance

The second hypothesis tests whether job satisfaction positively affects lecturer performance. The test results showed that there was a significant influence. These results show that any changes to innovative behavior variables will have an impact on lecturer performance.

CONCLUSION

Performance is an important determinant of the life of organizations, including for-profit and nonprofit organizations. The performance of lecturer duties is vital to realize goals that include creating quality graduates and building higher education competitiveness that promises continuous progress for all stakeholders. This research proves that job satisfaction and innovative behavior have a significant influence on the performance of lecturers at the University of Muhammadiyah Kendari and the University of Muhammadiyah Bau-Bau.

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