

**OCB EVALUATION AND MOTIVATION IN IMPROVING
PRIVATE LECTURER PERFORMANCE IN SURAKARTA
CITY
FROM REWARD ASPECT**

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Abstract

The phenomenon that occurs in private universities in Surakarta city today, is related to efforts to improve the quality of accreditation of study programs in each faculty. Some of the things behind these problems include the increasing demands for accountability of higher education institutions, the community's need to know how much quality has been achieved by higher education institutions. In addition, the influence of globalization requires the mechanism of private universities to create competitive advantages that are oriented towards quality assurance. This study aims to analyze the effect of rewards on lecturer performance through OCB and motivation at six universities in the city of Surakarta. The population is lecturers who work in six private universities in the city of Surakarta. The number of samples of 100 respondents was calculated by the Slovin formula. The analysis technique using Path Analysis. The results showed (1) reward has a significant effect on OCB and motivation (2) motivation has a significant effect on lecturer performance while reward and OCB are not significant (3) *reward* has no significant effect on performance (4) motivation is effective as an intermediary reward variable in influencing lecturer performance.

Keywords: Reward, OCB, Motivation, Performance

INTRODUCTION

Today's increasingly competitive global competition causes organizations to be increasingly aware of the importance of efficiency and effectiveness in managing human resources to strengthen company competitiveness (Bohlander and Snell, 2004). Human resources are "*being the most important asset*" for any type of organization. Achieving competitive advantage through human resources must be supported by competent human resources, developed appropriately, difficult to imitate, and rarely owned by other individuals (Appelbaum and Kamal, 2000).

Global competition is becoming increasingly real for all businesses and services, including private universities in Surakarta City. The problems faced are becoming increasingly complex, not only on the competitive factor or the quality of graduates, but the problems have spread to the management of the institution itself. It is undeniable that competition in the global era is more focused on the competition for the quality of Human Resources. The quality of human resources owned by private universities will determine how the institution is able to compete in the free market. One of the important elements in a university is lecturers.

Private universities in the city of Surakarta as formal educational institutions aim to produce quality human resources (HR) who have the knowledge, skills and technology needed by the world of work. To produce quality graduates, private universities in the city Surakarta competes with each other to provide the best educational services through professional lecturers.

The phenomenon that occurs in private universities in Surakarta today is related to efforts to improve the quality of study program accreditation in each faculty. Some of the things behind these problems include the increasing demands for accountability of higher education institutions, the community's need to know how much quality has been achieved by higher education institutions. In addition, the influence of globalization requires the mechanism of private universities to create competitive advantages that are oriented towards *quality assurance*. These things can be seen as a strong driving factor for the need for an effective and transparent mechanism or system to ensure the implementation of quality education.

Lecturers as implementers of the Tridharma of Higher Education are required to develop competitiveness by continuing to learn throughout life in order to produce superior performance. *Reward* is an important factor for lecturers because it can motivate lecturers to achieve high achievement. Handoko (2010) stated. An award is everything that an employee receives as a reward for the work of an employee. Robbins (2007) states that if rewards are seen as fair based on job demands, individual skill levels, and community pay standards, satisfaction is likely to result. Empirical research found that *rewards have a significant* effect on employee performance. This is supported by the results of previous research conducted by Aktar et al. (2012) ; Ahmed & Shabbir (2017); Sitopu et al. (2021) that *reward* has a significant effect on employee performance. However , the research of Bustomi et al (2020) and Siregar et al (2021) yielded different findings that rewards have no significant effect on employee performance.

The results of *the research gap* on the effect of *reward* on employee performance shows that, the relationship between *reward* with employee performance is a process, where the relationship between the two variables can be mediated by other phenomena such as *organizational citizenship behavior* (OCB). The results of previous research conducted by Rahman & Chowdhuri (2018); Lidinnillah et al (2019) and Istanti et al. (2021) stated that reward has a significant positive effect on employee *organizational citizenship behavior*. Other findings also obtained consistent results that OCB can affect employee performance. This is supported by research by Lavena & Lo (2020); Rianawati et al. (2020) and Istanti et al. (2021) which states that OCB significant positive effect on employee performance.

relationship between *rewards* with employee performance can also be mediated by other phenomena such as motivation. The results of previous research conducted by Graha & Rahardjo, (2017); Widodo (2018); Ashari (2019); Abdullah et al (2020); Damayanti & Yulihastri (2020); Ilham et al (2020) and Ernawati et al (2022) stated that *reward* significant positive effect on employee motivation. The effect of motivation on employee performance is supported by the findings of previous research conducted by Gachengo & Wekesa (2017) ; Abusharbeh & Nazzal (2018); Rizal et al. (2020) stated that motivation had a significant positive effect on employee performance.

Based on the problems and *research gaps* described above, it can be understood that the relationship between *reward* with lecturer performance can occur because of the indirect influence mediated by OCB and motivation. Specifically, the effect of *reward* can have an indirect effect on lecturer performance through OCB and motivation as an *intermediate variable*.

The formulation of the problem in this study (1) Does the *reward* affect the OCB of private lecturers in Surakarta City; (2) Does *reward* affect the motivation of private lecturers in Surakarta City; (3) Does the *reward* affect the performance of private lecturers in Surakarta City; (4) Does OCB affect the performance of private lecturers in Surakarta City; (5) Does motivation affect the performance of private lecturers in Surakarta City?

This study explores the previous findings to develop a model for improving the performance of private university lecturers in Surakarta by considering OCB and motivation as *intermediaries*.

METHOD

This research uses quantitative description method. The population in this study were all lecturers who worked at six private universities in Surakarta City with a total of 1314 people. Determination of the sample using the calculation with the Slovien formula:

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

$$n = \frac{1314}{1 + (1314 \times 0,1^2)}$$

$$n = \frac{1314}{1 + 13,14}$$

$$n = 93$$

From the calculations obtained a sample of 93 lecturer, but to facilitate the implementation of the study will be taken as many as 100 lecturer. Thus the number of lecturers who will be respondents is 100 lecturer.

The sampling technique used was *purposive sampling*. The sample criteria are lecturers who work at six private universities in Surakarta City with the status of permanent lecturers. The data collection technique used a questionnaire measured by a 5-point *Likert scale*. Testing the quality of the data is done through testing the validity and reliability of the instrument.

Table 1. Operational Definition and Measurement of Variables

Variable	Operational definition	Indicator
Rewards	Perception of intrinsic rewards and extrinsic rewards received as a result of the implementation of work in the organization so that it can encourage lecturers to work more accomplished.	<ol style="list-style-type: none"> 1. Achievements 2. Autonomy 3. Personal development 4. Wages 5. Allowance 6. Effective promotion Source: Gibson et al., (2000)
OCB	Lecturer 's perception of behavior that is voluntary and not a forced action on things that put the interests of the organization first.	<ol style="list-style-type: none"> 1. <i>Altruism</i> (immediate helpful behavior toward others). 2. <i>Conscientiousness</i> (caution). 3. <i>Sportsmanship</i> (sportsmanship). 4. <i>Courtesy</i> (politeness). 5. <i>Civic virtue</i> (participating and paying attention to the survival of the organization). Source: Organ (Setiaji & Lo, 2020)
Motivation	A number of strengths come from within and from outside the lecturer to carry out the work, which can bring about changes in better work behavior.	<ol style="list-style-type: none"> 1. Challenges. 2. Superior praise. 3. Proud of achievement recognition 4. Encouragement to complete tasks completely. 5. Intention to develop work skills. 6. Good and friendly cooperation. 7. Employee relations with superiors. 8. The impact of salary on work

		motivation. 9. Equipment at work 10. Organizational rules and procedures Source: Herzberg (Nawawi, 2015).
Lecturer Performance	Lecturer's perception of the comparison between the work that can be seen in real terms with the work standards that have been set by the organization.	1. Faithfulness 2. Discipline 3. Honesty 4. Creativity 5. Cooperation 6. Skills 7. personality 8. Responsibility Source: Hasibuan (2016)

The model test is done by linearity test with the *Lagrange Multiplier test approach*. The data analysis technique used path analysis, expressed by 3 regression equations as follows:

$$X_2 = \beta_1 X_1 + \epsilon_1$$

$$X_3 = \beta_2 X_1 + \epsilon_2$$

$$Y = \beta_3 X_1 + \beta_4 X_2 + \beta_5 X_3 + \epsilon_3$$

Information:

Y : Lecturer performance

X₁ : *Reward*

X₂ : OCB

X₃ : Motivation

β₁...β₅ : Standardized coefficients (Beta)

e : Standard *error*

RESULTS AND DISCUSSION

Research result

1. Instrument Test

The results of the Pearson Correlation test stated that all items were variable of rewards, OCB, motivation and the lecturer's performance is valid, as evidenced by r statistic > r table.

Table 2. Validity Test Results

Variable	Items	r-count	r-table	Conclusion
<i>Reward</i>	X1.1	0,752	0,195	Valid
	X1.2	0,803	0,195	Valid
	X1.3	0,820	0,195	Valid
	X1.4	0,798	0,195	Valid
	X1.5	0,844	0,195	Valid
	X1.6	0,847	0,195	Valid
OCB	X2.1	0,842	0,195	Valid
	X2.2	0,801	0,195	Valid
	X2.3	0,838	0,195	Valid
	X2.4	0,760	0,195	Valid
	X2.5	0,838	0,195	Valid
Motivation	X3.1	0,897	0,195	Valid
	X3.2	0,904	0,195	Valid
	X3.3	0,831	0,195	Valid
	X3.4	0,908	0,195	Valid
	X3.5	0,618	0,195	Valid
	X3.6	0,904	0,195	Valid
	X3.7	0,831	0,195	Valid
	X3.8	0,908	0,195	Valid
	X3.9	0,618	0,195	Valid
	X3.10	0,886	0,195	Valid
Lecturer Performance	Y.1	0,950	0,195	Valid
	Y.2	0,931	0,195	Valid
	Y.3	0,893	0,195	Valid
	Y.4	0,901	0,195	Valid
	Y.5	0,893	0,195	Valid
	Y.6	0,888	0,195	Valid

Y.7	0.899	0.195	Valid
Y.8	0.907	0.195	Valid

Summer: Date first diolah, 2022

- Testing the reliability of the instrument obtained results, the variable of rewards, OCB, motivation and the lecturer's performance is declared reliable. This result is supported by the Cronbach Alpha value of each variable which exceeds 0.60.

Table 3. Instrument Reliability Test Results

Variable	Cronbach Alpha	Cut Off	Conclusion
Rewards	0.945	0.60	Reliable
OCB	0.873	0.60	Reliable
Motivation	0.881	0.60	Reliable
Lecturer Performance	0.936	0.60	Reliable

Source: Primary data processed, 2022

- Test Model
 Testing the model using linearity test through the Lagrange Multiplier test. Estimation with this test aims to get the value of Chi-Square statistics ($n \times R^2$). From the results of the linearity test, the R^2 value is 0.005 with a sample size of 100. The Chi-Square-statistics = $n \times R^2 = 100 \times 0.006 = 0.600$, while the value of Chi-Square table shows the number 124.342. So Chi-Square statistics (0.600) < Chi-Square table (124.342). In conclusion, this research model is linear.
- Path Analysis
 Data analysis techniques to test hypotheses using path analysis with the following steps :
 - Test of Direct Effect and Indirect Effect

Table 4. Direct Effects and Indirect Effects

Relationship Between Variables	Direct Effect (DE)	Indirect Effect (IE)	Testing
	(β)		
$X_1 \rightarrow Y$	$\beta_3 = 0,149$		
$X_1 \rightarrow X_2 \rightarrow Y$		$\beta_1 \times \beta_4 = 0,622 \times 0,157 = 0,098$	IE (0.098) < DE (0.149)
$X_1 \rightarrow X_3 \rightarrow Y$		$\beta_2 \times \beta_5 = 0,350 \times 0,474 = 0,166$	IE(0.166) > DE (0.149)

Source: Primary data processed, 2022

- 1) The results of the calculation of the indirect effect on the $X_1 \rightarrow X_2 \rightarrow Y$ path indicate that the magnitude of the indirect effect (0.098) < direct effect (0.149). Thus, it can be seen that OCB is an ineffective variable to deliver the *reward variable* in influencing the performance of private lecturers in Surakarta City.
- 2) The results of the calculation of the indirect effect on the path $X_1 \rightarrow X_3 \rightarrow Y$ indicate that the magnitude of the indirect effect (0.166) > direct effect (0.149). Thus, it can be seen that the motivation variable can mediate/deliver the *reward variable* in influencing the performance of private lecturers in Surakarta City.

b. t test

The t-test aims to test hypotheses 1 to 5. The results of the t-test in equations 1, 2, and 3 are summarized as follows:

Table 5. t test results

Model	Relationship Between Variable	Beta (β)	Sig.	Information
1	$X_1 \rightarrow X_2$	$\beta_1 = 0.622$	0.000	H1 Accepted
2	$X_1 \rightarrow X_3$	$\beta_2 = 0.350$	0.000	H2 Accepted
3	$X_1 \rightarrow Y$	$\beta_3 = 0.149$	0.136	H3 Rejected
	$X_2 \rightarrow Y$	$\beta_4 = 0.157$	0.296	H4 Rejected
	$X_3 \rightarrow Y$	$\beta_5 = 0.474$	0.000	H5 Accepted

Source: Primary data processed, 2022

From the table above it can be concluded that:

- a. H_1 : *Rewards* affect the OCB of private lecturers in Surakarta City

The test of the effect of *reward* on OCB showed p value (0.000) < 0.05. It means that *reward* has a significant effect on OCB. Thus, H1 accepted.

- b. H_2 : *Reward* has an effect on motivation for private lecturers in Surakarta City

Test the effect of *reward* on motivation showed p value (0.000) < 0.05. It means that *reward* has a significant effect on motivation. Thus H2 accepted.

- c. H_3 : *Rewards* affect the performance of private lecturers in Surakarta City

The test of the effect of *reward* on performance showed p value (0.136) > 0.05. It means that *reward* has no significant effect on performance. Thus H_3 rejected.

- d. H_4 : OCB has an effect on the performance of private lecturers in Surakarta City

The test of the effect of OCB on performance showed p value (0.296) > 0.05. It means that OCB has no significant effect on performance. Thus H_4 rejected.

- c. H_5 : Motivation affects the performance of private lecturers in Surakarta City

The test of the effect of motivation on performance showed p value (0.000) < 0.05. It means that motivation has a significant effect on performance. Thus H_5 accepted.

- c. Determinant Coefficient (R^2) Total

The results of data processing for the analysis of the Determinant Coefficient Models 1, 2, and 3 obtained the following output:

Table 6. Coefficient of Determination Model 1,2,3

Model	Determinant Coefficient Value (R^2)
1	0.387
2	0.123
3	0.466

Source: Primary data processed, 2022

By getting the coefficient of determination equation 1, 2, 3, it can be calculated the error value ε_1 , ε_2 , ε_3 as follows:

$$\varepsilon_1 = \sqrt{1 - R_1^2}$$

$$\varepsilon_1 = \sqrt{1 - 0,387}$$

$$\varepsilon_1 = 0.720$$

$$\varepsilon_2 = \sqrt{1 - R_2^2}$$

$$\varepsilon_2 = \sqrt{1 - 0,123}$$

$$\varepsilon_2 = 0.751$$

$$\varepsilon_3 = \sqrt{1 - R_3^2}$$

$$\varepsilon_3 = \sqrt{1 - 0,466}$$

$$\varepsilon_3 = 0.853$$

$$\begin{aligned} R^2 \text{ total} &= 1 - (\varepsilon_1^2 \times \varepsilon_2^2 \times \varepsilon_3^2) \\ &= 1 - (0.720^2 \times 0.751^2 \times 0.853^2) \\ &= 1 - 0,213 \\ &= 0.787 \end{aligned}$$

From these results, the value of the Coefficient of Determination (R^2) Total is 0.787 or 78.7%. It means that the contribution of models 1, 2, and 3 in explaining the performance of private lecturers in Surakarta City is 78.7%, the rest is explained by other variables.

Based on the results of the direct influence test, it can be concluded that motivation is an effective variable to improve the performance of private lecturers directly. From the results of the indirect effect test, it can be concluded that motivation is an effective variable to deliver the reward variable in influencing the performance of private lecturers in Surakarta City, in other words motivation acts as an intermediary variable that delivers reward variables in influencing lecturer performance. On this basis, the relationship between variables can be described in the final conceptual framework as follows:

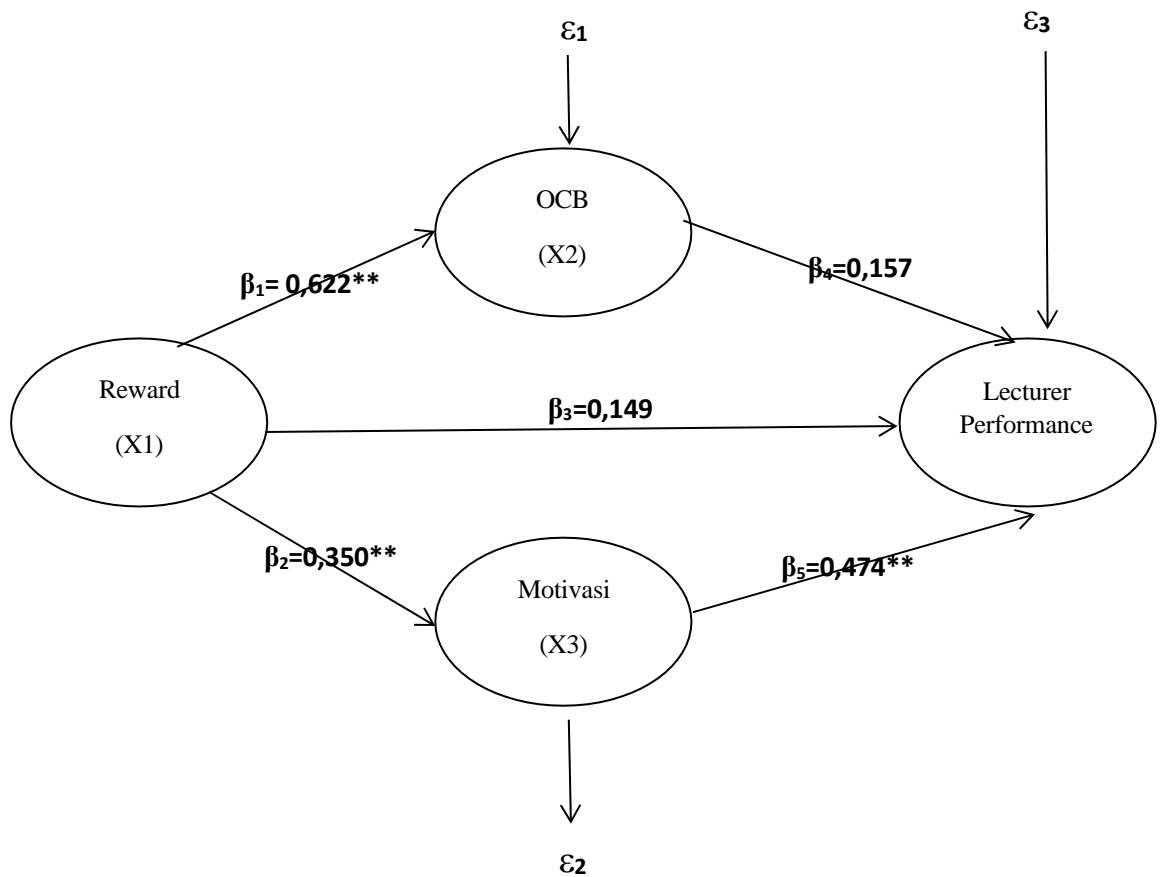


Figure 1. The final Conceptual Framework A

Information :

* : Significant at the 5% significance level

** : Significant at the 1% significance level

Discussion

The study of rewards on OCB of private lecturers in Surakarta City shows that rewards have a significant effect on OCB of lecturers. These results can be interpreted that rewards are effectively used to influence the increase in OCB of private lecturers in Surakarta City, because the effect is significant for lecturers' OCB. These results support the research of Graha & Rahardjo, (2017); Widodo (2018); Ashari (2019); Abdullah et al (2020); Damayanti & Yuliharri (2020); Ilham et al (2020) and Ernawati et al (2022).

The study of rewards on the motivation of private lecturers in Surakarta City shows that rewards have a significant effect on lecturer motivation. These results can be

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interpreted that effective rewards are used to influence the increase in motivation of private lecturers in Surakarta City, because the effect is significant for lecturer motivation. These results support the research of Graha & Rahardjo, (2017); Widodo (2018); Ashari (2019); Abdullah et al (2020); Damayanti & Yuliharsi (2020); Ilham et al (2020) and Ernawati et al (2022).

The study of rewards on the performance of private lecturers in Surakarta City shows that rewards have no significant effect on the performance of lecturers. These results can be interpreted that the reward is not effectively used to affect the performance of private lecturers in Surakarta City, because the effect is not significant for the performance of lecturers. These results do not support the research of Graha & Rahardjo, (2017); Widodo (2018); Ashari (2019); Abdullah et al (2020); Damayanti & Yuliharsi (2020); Ilham et al (2020) and Ernawati et al (2022).

OCB study on the performance of private lecturers in Surakarta City shows that OCB has no significant effect on lecturer performance. These results can be interpreted that OCB is not effectively used to influence the performance of private lecturers in Surakarta City, because the effect is not significant for lecturer performance. These results do not support the research of Graha & Rahardjo, (2017); Widodo (2018); Ashari (2019); Abdullah et al (2020); Damayanti & Yuliharsi (2020); Ilham et al (2020) and Ernawati et al (2022).

The study of motivation on the performance of private lecturers in Surakarta City shows that motivation has a significant effect on the performance of lecturers. These results can be interpreted that effective motivation is used to influence the performance of private lecturers in Surakarta City, because it has a significant effect on the performance of lecturers. These results support the research of Graha & Rahardjo, (2017); Widodo (2018); Ashari (2019); Abdullah et al (2020); Damayanti & Yuliharsi (2020); Ilham et al (2020) and Ernawati et al (2022).

CONCLUSION

Based on the results of the analysis and discussion, the following conclusions can be drawn :

1. Rewards have a significant effect on the OCB of private lecturers in Surakarta City.
2. Reward has a significant effect on the motivation of private lecturers in Surakarta City.
3. Reward has no significant effect on the performance of private lecturers in Surakarta City.
4. OCB has no significant effect on the performance of private lecturers in Surakarta City.
5. Motivation has a significant effect on the performance of private lecturers in Surakarta City.
6. The value of the Total Determination Coefficient (R^2) is 0.787, which means that the contribution of models 1, 2, and 3 in explaining the performance of private lecturers in Surakarta City is 78.7%, the rest is explained by other variables.

7. The motivation variable is effective as an intermediary variable for rewards in influencing the performance of private lecturers in Surakarta City.
8. Motivation is an effective variable to improve the performance of private lecturers directly in Surakarta City.

This finding provides strategic implications for the leadership of private universities in Surakarta City, that motivation is an effective variable to improve lecturer performance directly. Motivation is also effective as an intermediary variable for rewards in influencing the performance of private lecturers in Surakarta City.

The institution is expected to provide intrinsic and extrinsic rewards that can motivate lecturers to work better. Increasing work motivation will contribute to improving lecturer performance.

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