

## **The Influences of Reward and Developed Expectation toward Profession Responsible and Lecturer Motivation in Private University at Kopertis Region VII East Java**

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### **ABSTRACT**

*The aims of this research are to verifying and analyzing the influences of reward and developed expectation toward profession responsible and lecturers' motivation in Private University of Kopertis Area VII of East Java. Population of this research is taken from whole private university lecturers of Kopertis Area VII of East Java. Research sampling are 143 respondents of permanent lecturers of foundation/ association and 57 permanent lecturers who hired (DpK) which taken by using multi stage sampling. This research represents explanatory research which uses causality design and questionnaires method as research data sampling technique. Analysis technique that used here Structural Equation Model with computer aided software of AMOS 20. The result of the research indicating that are (1) Reward have significant influence toward profession responsibility of Private University lecturers in Kopertis Area VII of East Java; (2) developed expectation have significant influences toward profession responsibility of Private University lecturers in Kopertis Area VII of East Java; (3) reward have significant influence toward motivation of Private University lecturers in Kopertis Area VII of East Java; (4) Developed expectation have significant influence toward motivation of Private University lecturers in Kopertis Area VII of East Java ; (5) Profession responsible have significant influences toward motivation of Private University lecturers in Kopertis Area VII of East Java.*

**Keywords:** Reward, developed expectation, profession responsible, motivation

### **INTRODUCTION**

Human qualities needed by Indonesia in the coming era are able to face the increasing competition with other nations in the world. Indonesian human quality can be generated through the implementation of quality education by professional educators. As set forth in Law No. 14 Year 2005 on Teachers and Lecturers confirmed that the faculty must have academic qualifications, competency, educator certification, physically and mentally healthy, and meet other qualifications required by the unit in charge of higher education, as well as having ability to realize national education goals. Recognition faculty position as a professional educator in the renewal of the National Education System implementation by considering various legislations in the field of personnel education, labor, finance, and Local Government. Granting certification for faculty educators' certification is done through portfolio assessment by considering education and research experience as well as academic or other professional activities obtained for duty. It is based on consideration that the lecturers as professional educators and scientists based on experience gained is an integral part of the process of establishing lecturers competence as teaching agent.

Other settings of the lecturer is certified for faculty who do not meet academic qualifications but structural positions, the equivalence between teaching experience with cumulative number of credits, as well as faculty age restrictions based on functional position. This

particular arrangement is based on the consideration to motivate and appreciate the dedication Lecturer in carrying out professional duties as an educator and a scientist with dignity.

Profession is a job or career as assistance services nature that are high level expertise of accuracy for user happiness based on prevailing norms (LPTK, 2004:5). The existence of a regulated profession in accordance with the rules or certain norms so-called code of professional conduct. Ethics is an assessment of the pros and cons about relationship between human beings. Code of Conduct is a guideline has a value substance and morally shall be understood to be a guide for someone in carrying out professional duties in particular and life in general (Barnadin, 2002).

Lately, professional ethics began to be questioned, especially professional educators. Koesoema (2007) describes the school and teacher is no longer believed and trusted as educators and teachers. Their tasks have been replaced with lesson tutoring. According to him, the phenomenon of lesson tutoring in schools indicating reality, student's interest being used for the benefit of others, especially for the sake of business. Professional ethics pawned it for money. Tasks of educating and teaching as the rights and obligations become a monopoly of a teacher. When the task is submitted by another party who do not have the authority profession, the profession ethics began not in its track anymore. In this case task of educating and teaching of teacher is not done professionally.

Cases like this are one of the impacts of accelerated social change. These changes give challenges emerging value shift in society sometimes brings a crisis of values. Therefore, it is important to improve education, because education in essentially involves integral formation of character, attitude and personality. Education is not only aimed at generating personalized intelligent and skilled, but also virtuous person like that in commanding Ki Hajar Dewantara (Hanum, 2002). Without accompanied with personal integrity, intelligence and skills likely to be misused.

Deviation of professional ethics as a form of unprofessional behavior. In this case professional individual or behavior that misuse profession ethics already do not have personal integrity that can be accounted for. Professional development efforts have not done any longer simply because of particular interest. Therefore, it is very easy for them to pawn professional ethics with something more appealing to them.

Predicate profession as a lecturer currently getting great attention, in which chance or good and valuable opportunity for them to obtain a teaching certificate, it is a requirement to get a professional allowance lecturer. Responsibility at profession realized it or not now a lecturer faced on paradigm competition changes than ever towards a Physical Asset nature to Knowledge Based Competition paradigm. Paradigm change requires efficient and effective use of faculty resources due to lecturer as an agent of change and renewal agent so that they can compete and have a competitive advantage. Stabilization of faculty resources as Intellectual Capital must be followed by the development and renewal of the capabilities and expertise possessed so that they are able and sensitive to changes that going on. It is said Fasli Jalal (2007: 1) education that is; quality is highly dependent on qualified teachers' presence of the professional teacher prosperous and dignified. Therefore, the presence of qualified teachers is an absolute requirement the present of system and qualified educational practice. Profession responsible of lecturer will affect motivation, the results of the research conducted by Sergiovanni (in Mantja, 2002) assumption of post-certification teacher professionalism should be a motivation for teachers to continuously make self-improvements in order to increase competition. Based on above discussion, the government has plenty of providing various facilities to increase the presence of lecturers to be able to increase their profession accountable as an educator and a teacher. Many facilities that have not been utilized by

lecturers include research funding, community service and scholarship for further studies to a higher level. This condition indicates that lack of lecturers' motivation. Based on Directory Kopertis region VII number of private university lecturers as a part area coordinating of Kopertis region VII management in 2009 amounted to 325 Private universities consists of 16,522 people, as seen following table;

**Table 1. Number of Private universities lecturers of Kopertis Region VII East Java based on academic Position**

No.	Year	Academic Position					Total
		Faculty	Expert Assistant	Lecturer	Chief Lecturer	Professor	
1	2006	3.856	2.817	2.801	1.420	142	11.036
2	2007	5.153	2.974	2.850	1.437	145	12.559
3	2008	7.521	3.140	3.002	1.627	177	15.467
4	2009	8.454	3.142	3.104	1.645	177	16.522

Source: ESBED Dikti Depdiknas, processed (2009)

Motivation of lecturers inseparable from its association with responsibilities of his profession as a lecturer. This is reflected in the academic positions held faculty are still not supports plan of private universities operational optimally. Under these conditions the researchers believe there is a problem of the professional responsibility and motivation.

Based on above description, this research is to uncover and analyze the influence of rewards and developed expectation of the professional responsibility and motivation of private universities lecturers in Kopertis region VIII East Java. The research objectives to be achieved in this study are:

1. To prove and analyze the effect of reward on professional responsibility profession
2. To prove and analyze the influence of the developed expectation of profession responsibility of lecturers
3. To prove and analyze the influence of rewards on motivation lecturers
4. To prove and analyze the influence of the developed expectation of faculty motivation
5. To prove and analyze the influence of professional responsibility to motivate lecturers

## **THEORETICAL BACKGROUND**

### **Reward**

Rewards are important factors that influence how and why people work in an organization and no other organization. The company should be quite competitive with some kind of compensation to hire, retain, and reward the performance of each individual in the organization. Based on Government Regulation No. 3 In 1996, remuneration includes all expenses issued by companies to their employees and received or enjoyed by workers either directly, or indirectly routine. Thus no doubt that money still remains the most important motivator, for the company is expected to establish most appropriate remuneration policies, so that the employee's performance can be improved at the same time to achieve the

objectives of the company.

According to Gary Dessler (1998) in determined the plan formulation of wage rates, there are four factors that must be considered, namely legal factors, labor unions, policy and justice. To achieve external equity, the company can use wage data from the benchmark or market surveys carry out this type of work and the same relative size of the company to determine the wage policy). In exchange rate policy is influenced by external demand level and supply of labor, product market, industry characteristics, and ability to provide salary.

Rewards may be granted to employees in four (4) types, namely: a) wages and salaries; b) incentives program; c) Employee benefit programs; and d) Perquisites.

According to Carell et al. (1995) the remuneration/compensation aims to attract employees from outside the company, retain employees who have good quality, motivating employees, as well as efforts to meet the legislation in force. Meanwhile, according to Handoko (2000), the purpose of remuneration or compensation are: 1) to obtaining qualified personnel; 2) retain existing employees; 3) ensure fairness; 4) appreciate desired behavior; 5) controlling costs; and 6. obey to legal rules. Planning the right reward will support the company in achieving company's strategic objectives uniqueness as well as other corporate environment. Bernardin and Newman (1998) introduced a model of reward (a pay model) which consists of three basic components: (1) the strategic policies that form the foundation of the compensation system (the basic form of wisdom as reward systems), (2) the techniques that make up much of the mechanics or technology of management compensation (reward management techniques), and (3) the compensation objectives (goals reward). Based on the model of pay, there are four factors that should be the basis in considering remuneration policies/compensation, namely internal consistency, external competitiveness, employee contributions, and administration.

### **Developed Expectations**

Expectancy Theory proposed by Victor Vroom in Hasibuan (2001) states that the force that motivates a person to work diligently in their work depends on the reciprocal relationship between what is wanted and needed from the results of the job, how large he is confident that the company will provide for the gratification of desires in return for doing business. The fact that he expected to obtain satisfaction large enough, then it is going to work hard anyway, and vice versa. Three of expectation present in this theory is: 1) Expectancy, 2) Valence, and 3) Instrumentality. *Expectancy Theory*, which will be used in theoretical basis of this research that a person has motivation for having expectations to be achieved. *Equity Theory*: In this theory of equity as the driving force that motivates the spirit of one's work, in this case the boss should be fair acting to all his subordinates. Assessment and recognition of subordinate behavior must be conducted objectively not based on like or dislike. The provision of compensation should be based on objective and fair assessment.

Luthans (2002) states that a sense of inequity will appear when people feel accept the ratio of the results of its performance compared to the input receives smaller, and or also by comparing the ratio received by co-workers who are relatively unequal level, or feeling unfairness that can be described by the following formula: 1) if the person's outcome < other's outcomes or person's input > other's input, then the sense of inequity of employee will occur; and 2) if person's = other outcome or person's input = other's input, the sense of equity occurred for employees. Theory of equity is essentially rooted in cognitive dissonance theory and exchange theory, from Leon Festinger that affect employee satisfaction.

### **Profession Responsibility**

In simple terms profession can be defined as a job or position that a person does compatible

with its expertise. This means that a job or position should be done by one who are already trained and prepared to perform a particular job. In other words, profession is closely related to the specific job quality standardized and can be a source of income in accordance with professionalism award.

In connection with professionalism that the profession is a public recognition of the work characteristics have certain properties. These characteristics demonstrate skills related to the knowledge that is based on the code of ethics and emphasis on public service. Furthermore, Indra Jati Sidi (2004) explains that characteristics of professions including teaching profession is intellectual abilities gained through education, have specialized knowledge, have practical knowledge that can be used directly by another person or client, has a working technique that can be communicated, have capacity to organize work independently or self-organization, altruism, has a code of ethics, have sanctions and community responsibility, have wage system and professional culture.

Wardiman Djojonegoro (Digutentis, 2004) states that professionals in a position / job is determined by three important factors, namely: 1) have a special skill that prepared with the expertise and specialized education programs, 2) the ability to improve skills and special skills are mastered, and 3) adequate income as a reward for its special expertise.

Based on description above, fundamentally that should be understood related to the concern that the profession is based on the wisdom or devotion based expertise for the benefit of learners. Thus the statement arises is it already optimal lecturer in performing their duties as professional educators, isn't it? In academic context, professional emphasize on mastery of science or management capabilities along with its implementation strategy (Hasan, 2003). Furthermore Maister in Hasan (2003) argued that professional knowledge is not just a technology and management but rather an attitude. Professional development as well as exceeding a technician, which not only have high skills but also have a behavior (code of ethics), are required.

On the basis of above opinion, it can indicate that the profession is a special intellectual skills acquired through specific education, having qualified with competency standards, has a code of ethics in the field, as a public service (social-community) and a source of income that is recognized by the government and society .

### **Motivation**

Definition of motivation according to Beck (1990) says "Need for achievement as desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult as well as quickly as possible". (The motivation is closely related to the individual's desire to overcome obstacles, strength training, doing something that is difficult with a good, fast, with excellent results). With the explanation that a lecturer has a high motivation, is able to overcome the difficulties arising from any learning process faced, both in the classroom and in their environment. Lindgren opinion as quoted Sri MulyaniMartaniah (1984), "Motivation is the drive to overcome obstacles and maintain high quality work, competing through efforts to exceed past actions and to outperform others". People who have high motivation, tend to have a high self-confidence, have a responsibility and expect the concrete result of his efforts, as active at school and in the community as well as tenacious in his life. Naturally, motivational lecturer is closely related to desire to engage in learning process. Motivation is very necessary for creation of the learning process in the classroom effectively. Motivation has a very important role in the learning process, both in the process and achievement of results. Based on these statements, the notion of motivation is drive to achieve the achievement level of the highest learning and aim to succeed in competition with some

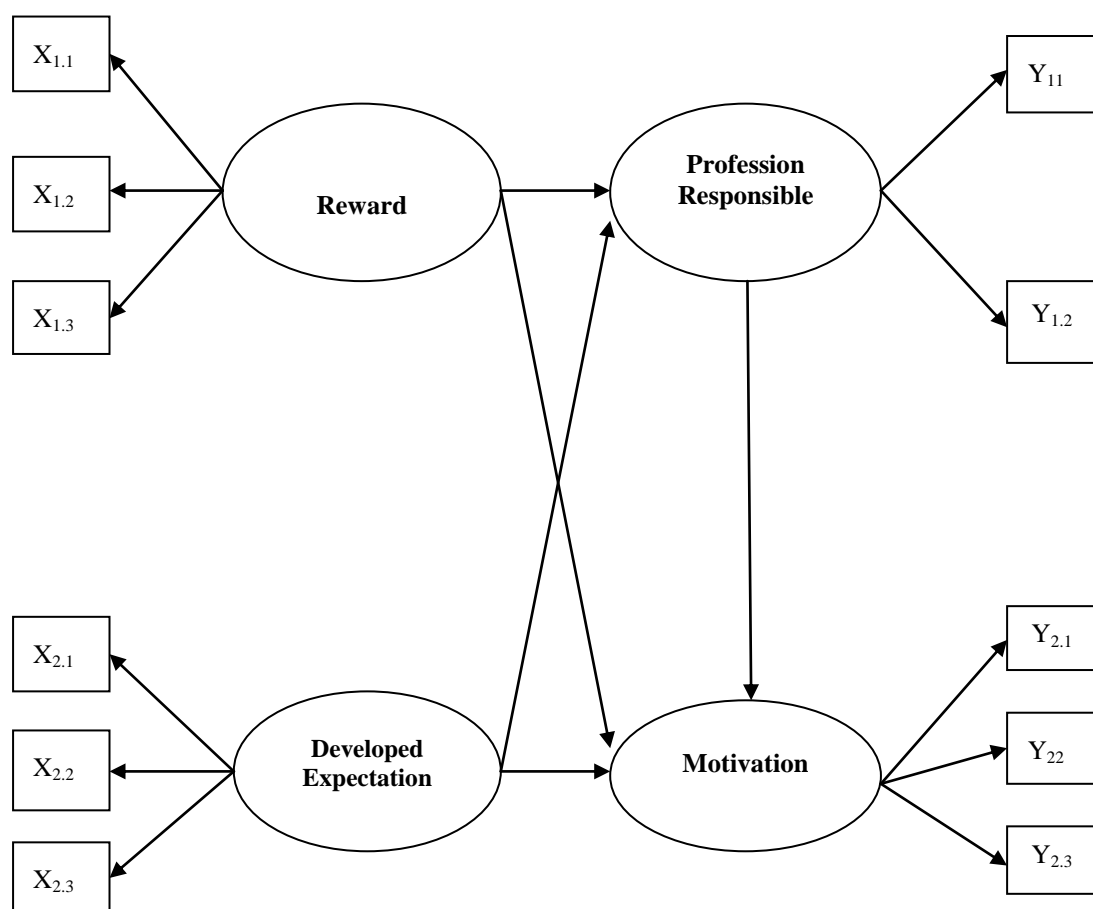


measure of success that achieved previously and other achievements.

According to McClelland's et al theory of needs in Robbins (2001) discuss three needs: achievement, affiliation (linkage), and power. The need for achievement is the urge to surpass, excel in connection with a set of standards to achieve success. Achieve high success distinguishing characteristic of them with others. The characteristics of highly motivated employees according to McClelland (1987) in Mangkunagara (2002) that are a) Have a personal responsibility, b) dare to take risks, c) Having realistic goals, d) Having a thorough work plan, e) Utilizing feedback, and f) Looking for an opportunity to realize a programmed plan.

**HYPOTHESES**

1. Reward is significantly influence toward profession responsibility at Private Universities in Kopertis Region VII East Java.
2. Developed expectation is significantly influence on profession responsibility at Private Universities in Kopertis Region VII East Java.
3. Reward is significantly influence on the motivation of lecturers in Private Universities in Kopertis Region VII East Java.
4. Developed expectation is significantly influence on the motivation of lecturers of Private Universities in Kopertis Region VII East Java.
5. Profession responsibility has a significant influence on the motivation of lecturers of Private Universities in Kopertis Region VII East Java.



## **METHODS**

### **Research Design**

This study used a causal design, as it aims to measure causal relationship between several variables, variable remuneration and developed expectations of profession responsibility and motivation of lecturers in private universities Kopertis region VII East Java. Type of the research classified as explanatory research studies, as it explains the causal relationship between variables through hypothesis testing. The method used was a survey method because the information collected from respondents by using a questionnaire and data obtained from sample over the population to represent entire population (Singarimbun and Effendi, 1989).

### **Population and Sample**

Population is a generalization region consisting of the objects or subjects that have a certain quantity and characteristics defined by the researchers to learn and then be deduced (Sugiyono, 2007). Population and samples in this study were all tenured faculties from Kopertis region VII East Java with the status of tenured faculty in associations and foundations or tenured faculty which employed at private universities who working in various private colleges, both universities, institutes, academic and technical colleges. The study population of 16,572 tenured faculty of Kopertis region VII consisting of 14,997 permanent lecturers were appointed by the foundation or association and 1,575 permanent lecturers were appointed by the government (DPK).

Sample is part of the population that has same characteristics of the population (Hadi, 2004). Sample used because population is so large, so as to saving time, effort and cost. Sample used in this study were 200 faculties consisting of permanent lecturers are appointed by the foundation or association and permanent lecturers are appointed as civil servants employed in private universities at Kopertis Region VII East Java.

### **Sampling Techniques and Large Samples**

The sampling technique is used to take samples is Multi-Stage Sampling that is Sampling that done through several specific stages (Cooper and Emory, 1995). The number of samples taken 200 people because researchers will analyze data through statistics method in particular using Structural Equation Modeling (SEM), which according to Hair et al, that the appropriate sample size is between 100-200. When the sample is too large, for example more than 400, then the method becomes very sensitive so it is difficult to obtain measures of goodness of fit is good. Hair et al., suggest that this minimum sample size is as much as 5 observations for each estimated parameter (in Ferdinand, 2002). Of the 250 questionnaires sent back 220 after it was taken 200 were selected for analysis. The distribution of sample comprised 57 DPK permanent lecturers and 143 permanent lecturers from foundations/associations.

### **Definition of Operational and Measurement of Variables**

Exogenous variables in this study consisted of:

#### ***Reward ( $X_1$ )***

Reward variable consists of three indicators, namely: a) award ( $X_{1,1}$ ), b) better position ( $X_{1,2}$ ), and c) Facilities to develop them ( $X_{1,3}$ )

#### ***Developed Expectation ( $X_2$ )***

Developed expectation variable consists of two indicators, namely: a) Expectancy ( $X_{2,1}$ ), b) Valence ( $X_{2,2}$ ), and c) Instrumentality ( $X_{2,3}$ )

Endogenous variable served as an intervening variable is profession responsibility (Y1) which consists of two indicators as follows: a) Institutional (Y<sub>1.1</sub>), and b) Personal (Y<sub>1.2</sub>). Endogenous variable / dependent variable is the motivation which consists of three indicators as follows: a) need for achievement (Y<sub>2.1</sub>), b) need for power (Y<sub>2.2</sub>), and c) need for affiliation (Y<sub>2.3</sub>).

### **Research Instrument**

This study used a questionnaire as the main instrument. The questionnaire form of Likert scale with response options from strongly disagrees to strongly agree with the ratings ranging from 1 – 5. The questionnaire used in this study to measure five research variables.

### **Data Collection Techniques**

Data collection techniques used in this study was a questionnaire. The research data will be collected by means of questionnaires designed to distribution according to the purpose of the research faculty at Kopertis region VII East Java who selected as the study sample. Furthermore, to obtain more in-depth information in this study was also conducted interviews with selected respondents.

### **Data Analysis Technique and Hypothesis Testing**

To achieve the objectives of the research and testing of the hypothesis, the obtained data will be processed in accordance with the needs analysis. For the purposes of discussion, data is processed and presented based on the descriptive statistics principles. For the purposes of analysis and hypothesis testing used inferential statistical approach.

Analytical techniques used to address this hypothesis using Structural Equation Modeling (SEM).

SEM is a set of statistical techniques that allow testing of a relatively complex set of relationships simultaneously. The steps of structural equation modeling (SEM) are (1) Development of a theory-based model, (2) Development of path diagram, (3) Convert path diagram into equation, (4) Selecting input matrices and model estimation, (5) The possibility of the emergence of identification problem and (6) Criteria evaluation of goodness-of-fit.

## **DATA ANALYSIS RESULTS**

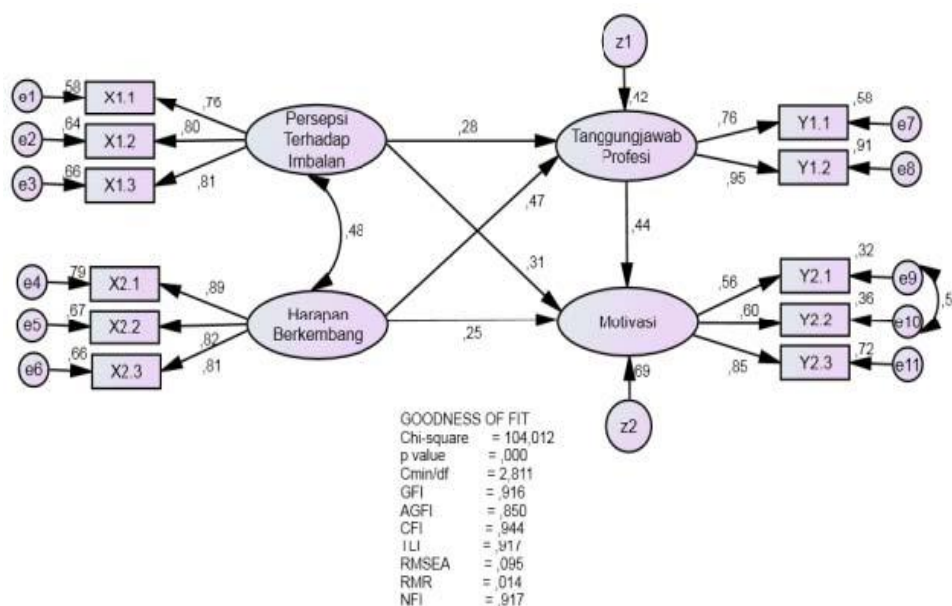
### **Description of Descriptive Statistics**

The results of the average value of the reward variable of 4,084, indicating that the study sampled respondents have a good reward. The indication shown by the pride awarding with the largest average value of 4,205; for a better position with the largest average value of 4,04 and facility to develop themselves already met with the largest average value of 4,36 results the average value of the variable developed expectation of 4.061, indicating that the study sampled respondents have good developed expectation. The indications shown by the strong expectancy with the largest average value of 4,225; for high valence with the largest average value of 4,01, and instrumentally adequate with the largest average value of 4,043. Overall indicators of developed expectations for the lowest average value are the compensation indicator and awards earned in the workplace. This low value is caused by the ability of compensation and award given by several PTS varied, related to promotion and development expertise. The results of the average value of profession responsibility variable 4,01, indicating that on average, respondents have a good professional responsibility. Indication showed by institutional conducive with the largest average value of 4.24; for strong personal motivated with the largest average value of 3,821.



### Hypothesis Testing Results

The results of the analysis of structural equation modeling with AMOS 20 program is presented following figure.



The results of the value calculation the goodness-of-fit index generated as follows:

**Table 2. Value of Goodness-of-Fit**

Criteria	Result	Standard	Result
Prob. X2	0,000	≥ 0,05	Not good
Cmin/DF	2,811	≤ 2,00 / 2-3	Good
RMSEA	0,095	≤ 0,08	Marginal
GFI	0,916	≥ 0,90	Good
AGFI	0,850	≥ 0,90	Marginal
TLI	0,917	≥ 0,90	Good
CFI	0,944	≥ 0,90	Good
RMR	0,014	Small	Good
NFI	0,917	≥ 0,90	Good

Source: Data Processed by AMOS 20

The results show the model conformity criteria already provide sufficient appropriate index than recommended. Referring to Solimun (2002) opinion that states based on the rules of parsimony if most of the fit models criteria are met then the model has been declared fit. Of the various conformity indices model (goodness-of-fit), we can conclude that the modified model proposed is fit or conformity has already proposed a pretty good fit or have a pretty good suitability.

Next will be the Standardized Regression testing hypothesis through the structural equation model Weight:

**Table 3. Regression Weight Causality Test**

<i>Path</i>		<i>B</i>	<i>p</i>
Perception on reward	→ Profession responsibility	0,280	0,000
Developed expectation	→	0,466	0,000
Perception on reward	→ Motivation	0,307	0,000
Developed expectation	→	0,247	0,006
Profession responsibility	→ Motivation	0,445	0,000

Source: Data Processed by AMOS 20

## DISCUSSION

### The Influence of Reward on Profession Responsibility

The results of research and testing by using SEM with AMOS 20 software shows there is a positive and significant effect of reward toward profession responsibility of Private University lecture in Kopertis Region VII East Java. This means that the better reward is given to a faculty member will be higher professional responsibility. In contrast, the poor reward given to a faculty member, his professional responsibility will be lower. Reward can increase professional responsibility because lecturer profession which consists of the pride award, better position and facilities to develop themselves sufficient to support a lecturer in executing his profession responsibilities.

Results of confirmatory factor analysis showed that reward is determined by the indicator which has a large loading factor is a pride award and a better position. This supports Ivancevich (1998) statement which suggest that all forms of reward awarding is promised will be paid to the employees as reward from tasks execution in an effort to achieve company goals. With the pride award and better position it will be able to improve Tri Dharma University implementation.

### The Influence of Developed Expectations on Profession Responsibility

The results of research and testing by using SEM with AMOS 20 Software showed there is positive effect and significant of developed expectations toward profession responsibility of private university lecturer at Kopertis Region VII East Java. This means that higher strong expectations developing a lecturer, the better profession responsibility will be. Conversely, the lower developed expectations are strong, the worse profession responsibility will be.

With these results support the claim of Victor H. Vroom (in Hasibuan, 2001) states that the power that motivates a person to work diligently in his work context for mutual between what people want and need from the results of the job. The fact that expected big enough to obtain satisfaction, and then someone will work hard as well, and vice versa. If the lecturer gets opportunity and development of his career, the existence of job satisfaction was achieved as well as the opportunity to develop skills and qualities will increase the profession responsibility.

### **The Influence of Reward on Lecturer Motivation**

The results of research and testing by using SEM with AMOS 20 software showed there is positive influence and significant on lecturer motivation on reward in private universities Kopertis East Java Region VII. This means that the better reward of a lecturer, the better lecturer motivation. Conversely, the lower reward will be lower motivation. The results of this study support the research of Sri Mulyani M. (1982) which states that if teachers are given the ATM program (Achievement Motivation Training) they can have a high motivation that can be expected to achieve the optimal job performance.

The results of this study support the idea of Teevan and Smith (1964) states that parenting parents influence the development of the child's motivation. Similarly, according to Winter Bottom (in Sri Mulyani M, 1982) found that children who have high achievement motivation, turn out parents train their children early to be able to stand alone and to master certain skills. These results are also in line with the results of the research Le Vine (in Sri Mulayni M, 1982) found that there was the influence of cultural values on development of motivation. Research in Japanese society proves that the values of the society and religion in Japan lead the development of achievement motivation as an attempt to realized welfare groups and the State.

### **The Influence of Developed Expectations toward Lecturer Motivation**

The results of research and testing by using SEM with AMOS 20 software show a positive and significant influence on the developed expectations of motivation. This means that the developed expectations of the desired strong get higher motivation. Instead of developed expectations is not strong then need higher motivation. With this result, the research hypothesis is accepted the truth.

The results of this study are supported by the theory of motivation developed by Mc Clelland (in Kreitner and Kenicki, 2003) explained from three individual motivations is motivation to get the highest possible achievement. Individuals with motivation characterized by a high thrust to always work with full calculation of the risk, run a challenging task, set a few goals in his abilities, emphasizing task that demands personal responsibility and have a strong urge to immediately know the real outcome of his actions.

### **The Influence of Profession Responsibility toward Lecturer Motivation**

The results of research and testing by using SEM with AMOS 20 software showed positive influence and significant toward profession responsibility to the private university lecturer motivation at Kopertis Region VII East Java. This means that better profession responsibility of a lecturer, higher motivation of lecturers. Conversely worse profession responsibility of a lecture, higher motivation of a lecture. With this result, the research hypothesis is accepted the truth.

The results of this study support the results of previous studies conducted by Agus Dairo Beke (2008) that the learning outcomes of HRM can be increased if higher motivation; students' perceptions of good teaching skills of lecturers and student attitudes towards HRM courses are also increasingly positive either individually or jointly.

## **CONCLUSION**

Based on the analysis and hypothesis testing that has been done and goals to be achieved from the research, it can be concluded as follows:

1. Reward has significant influence toward profession responsibility of Private University at Kopertis Region VII East Java.

2. Developed expectation has significant influence toward profession responsibility of Private University at Kopertis Region VII East Java.
3. Reward has significant influence toward lecturer motivation of Private University at Kopertis Region VII East Java.
4. Developed expectation has significant influence toward lecturer motivation of Private University at Kopertis Region VII East Java.
5. Profession responsibility has a significant influence toward lecturer motivation of Private University at Kopertis Region VII East Java.
6. Profession responsibility variable have the highly influence toward lecturer motivation, followed by rewards and developed expectations. While the dominant influence variable of the profession responsibilities is developed expectations.

The results of this study can be generally concluded that there is a significant influence on the developed expectations of rewards and profession responsibility lecturer of Private universities in Kopertis Region VII East Java. While the perception of rewards and developed expectations significantly influence lecturer motivation of Private Universities in Kopertis Region VII East Java. Therefore, for Private Universities need to plan programs that can increase motivation of lecturers is to carry out socialization training on motivational lecturer, in addition to provision of necessary infrastructure and always provide support to develop motivational lecturer. Meanwhile, the lecturer needs to make a clear motivation plan in accordance with profession responsibility to bear, increasing profession responsibility by providing facilities and activities as well as coordinating the work of the profession, increase motivation by encouraging faculty lecturers not to avoid activities that are routine, looking for activity as a professional educator, and always develop themselves through activities that generate high productivity, to develop skills and qualities, and obtaining good performance.

For Kopertis Region VII East Java, should monitor activities related to faculty workload that can support increased profession responsibility and motivation of lecturers. Kopertis also needs to pursue infrastructure that can facilitate the development of organizational behavior models to increase professional responsibility and motivation of lecturers. In addition, Kopertis necessary and always socialized rules about profession responsibility and motivation of lecturers.

Future research suggestions need to do a survey to get number of permanent lecturers accuracy of foundations/associations and permanent lecturer who worked (DPK) were used as respondents in order to sample determination can be determined precisely. In addition, further research is needed on other variables that affect the professional responsibility and lecturer motivation out of variables examined in this study, for example: variable integrity, knowledge management.

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