

LECTURER RESEARCH PERFORMANCE: RESEARCH MOTIVATION, RESEARCH CULTURE AND LECTURER SATISFACTION

(Case Study on Lecturers of the Republic of Indonesia)

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ABSTRACT

This study observes research motivation, research culture on lecturer satisfaction and the resulting performance. The sample of this research is the lecturers who are members of the Lecturers Association of the Republic of Indonesia, East Java, totaling 199 people. The results of the study found: Research motivation has no significant effect on research satisfaction, Research motivation has a significant effect on research performance, Research culture has a significant effect on satisfaction, Research culture has a significant effect on performance and research satisfaction has a significant effect on the researching performance of lecturers.

KEYWORDS: Research Motivation, Research Culture, Lecturer Satisfaction and Lecturer Performance

INTRODUCTION

Although it has increased compared to the previous year, ranking, Indonesia ranks 35th out of a total of 229 countries. Compared to Singapore, which was ranked 31st, Indonesia lost. In 2017, according to data from www.scimagojr.com (2017), Indonesia published 19,098 scientific journals in international publications. Not only lost to Singapore, this country also lost to Malaysia, which was ranked 23rd with 31,043 journals. The research ranking reflects the quality of tertiary institutions in our country. According to the release of World University Ranking 2018-2019 the University of Indonesia is ranked 601 of the world's best universities.

The quality and ranking of a tertiary institution highly depends on the ability of lecturers to carry out a good and sustainable Tri Dharma of Higher Education. One of the things that contributes to improving the quality of tertiary institutions is the ability of lecturers to conduct research, both independently and funded by other parties.

Several studies have examined many faculty performance improvement based on certain indicators, c ontohnya, based on job satisfaction (Hamzah et.al, 2010), the influence of motivation, organisasikomitmen, professional commitment (Trisnaningsih 2003 In Nurika Restuningdiah) or even just based on education indicators and teaching (Anak Agung Gde Agung and Irna Yuniar, 2014). There is no factual model of performance measurement that combines several indicators as a whole which results in a complete performance appraisal according to many relevant indicators. In addition, cultural factors in an organization are rarely included as one indicator is also able to boost the performance of lecturers.

Motivation is everything that is given by universities or organizations, either in the form of money or goods directly or indirectly as a reward or repayment for labor and services provided by lecturers to the organization. Hasibuan (2012) and Rivai (in Kadarisman, 2012) agreed that motivation is everything given by companies to employees as a form of appreciation for the services and contributions made by lecturers. The award is not only in the form of money but can be in the form of goods given directly or indirectly.

FORMULATION OF THE PROBLEM

1. Is the motivation to exercise significant influence terha dap satisfaction lecturers ?
2. Does motivation have a significant effect on lecturer performance ?
3. Does the culture of research have a significant influence on lecturer satisfaction ?
4. Does the culture of research have an influence on the performance of lecturers?
5. Does job satisfaction have a significant effect on lecturer performance ?

RESEARCH PURPOSES

From the formulation of the problem above, the research objectives are as follows:

1. To determine the significance of the influence of motivation terha dap satisfaction lecturer .
2. To find out the significance of the influence of motivation on lecturer performance .
3. To find out the significance of the influence of research culture on lecturer satisfaction .
4. To find out the significance of the influence of research culture on the performance of lecturers
5. To find out the significance of the effect of satisfaction on lecturer performance .

THEORETICAL BASIS

MOTIVATION

Organizations in this dynamic global world continue to strive to develop and motivate employees to help improve performance with a variety of Human Resources applications and practices.

According to Barber and Bertz (2000), reward management systems help organizations to attract, capture, retain, and motivate employees with high potential and in return get high-level performance. Management system valuation consists of extrinsic and intrinsic rewards; where the former involves financial rewards (salaries, bonuses, etc.) and then includes non-financial rewards such as recognition , security, position, promotion, rewards, praise, decision making involvement, flexible working hours, comfortability at work, feedback, work design, social rights etc. (Yang, 2008).

According to Robbin (2011: 66) Motivation is the willingness to spend a high level of effort for organizational goals, which is conditioned by the ability of the effort to meet some individual needs. Motivation or motivation means the giving of motives, the emergence of motives or things that cause impetus or circumstances that cause impulse (Martoyo, 2011: 164).

According to a study conducted by Grant (2008), motivation imposes employee outcomes such as performance and productivity. He also determined that motivated employees are more autonomous and more independent than employees who are less motivated. Furthermore, motivated employees are very involved and involved in their work and work and are more willing to take responsibility (Kuvaas & Dysvik, 2009).

The following are the variables that directly affect employee motivation; Training is a formal process by which a person gains knowledge, skills and competencies. Motivation is the direction and intensity of one's efforts, or psychological features that give rise to an organism to act towards the desired goal.

Organizations that use training practices directly or indirectly affect employee motivation and commitment to the organization (Meyer & Allen, 1991). According to Rowden and Conine (2005), the aim of training is to increase employee satisfaction with their work and satisfied employees are satisfied with customer performance improvements. Employees who are committed to learning are more satisfied with their work and ultimately show more positive performance than others (Tsai et al, 2007). In line with Tsai et al (2007), Harrison (2000) determined that learning driven by training had a positive effect on employee performance and was an important element for the achievement of organizational goals (Harrison, 2000). Research shows that company performance is influenced by many things where employee motivation is a major factor if employees are more motivated then organizational performance will also increase (Saifullah, et al 2012)

ORGANIZATIONAL CULTURE

Karnila et al (2016) say organizational culture has a positive and significant effect on job satisfaction and employee performance.

According to Schein (2009: 27), organizational culture is a pattern of shared assumptions learned by a group in solving problems through external adaptation and internal integration, which has worked well enough to

consider the truth, therefore, to be taught to new members as a way true to see, think, and feel the connection with existing problems.

According to Graham in Siswadi (2012: 71), organizational culture is the norm, beliefs, attitudes and organizational philosophy. Culture is a unique system of values, beliefs and norms that are shared by members of an organization. Culture also becomes an important cause for the effectiveness of the organization itself.

According to Umar (2010: 207), organizational culture is a system of shared values and beliefs taken from the habitual patterns and basic philosophies of its founders which then interact to become norms, where these norms are used as guidelines for ways of thinking and acting in an effort to achieve common goals.

According to Robbins in Sembiring (2012: 41), organizational culture refers to a system of shared meanings shared by members that distinguishes the organization from other organizations.

From the above understanding it can be concluded that organizational culture is a pattern of beliefs and values of higher education that is imbued by all its members in doing work as an appropriate way to understand, think and feel about related problems, so that it will become a value or rule in the organization the.

Karnila et al (2016) say organizational culture has a positive and significant effect on job satisfaction and employee performance.

The results of the study by Schein (2009), Adriaeni and Gustomo (2012) and Alharbi and Alyahya (2013) show a significant relationship between organizational culture and employee performance. showing that there is a positive relationship between culture and performance helps to improve organizational results

SATISFACTION

According to Mathis and Jackson (2006: 121), job satisfaction is a positive emotional state that is the result of evaluating one's work experience.

According to Luthans (2006: 243), job satisfaction is the result of employee perceptions about how well their work provides what is considered important.

According to Wagner and Hollenbeck (2009: 106), job satisfaction (Job Satisfaction) has 3 components, namely:

- a. Value : Where someone intentionally or unintentionally, wants to get value or benefit from the work itself.
- b. Importance of Value : Man is distinguished not only from the values he believes in, but also from the burden or effort given to fulfill those values. This difference affects the level of one's satisfaction.
- c. Perception : Satisfaction reflects our perception of the current situation and the values that we believe in.

According to Robbins & Judge (2009: 117), job satisfaction is a collection of feelings towards work owned by an employee.

From some of the above meanings, the authors conclude that job satisfaction is a behavior of lecturers who are satisfied with what is given by the college where they work and is shown by the positive attitude of the lecturer towards the campus.

Job satisfaction cannot be fully understood without examining organizational culture (Landon: 1998) defined as "a set of tacit basic assumptions about how the world is and should be shared with a set of people and determine their perceptions, thoughts and feelings and at a certain level of their behavior." (Schein: 1985) Elements of organizational culture including attributes such as openness, collaboration, teamwork, learning from mistakes, leadership, communication, coordination and problem solving / conflict resolution; and they can be measured.

LECTURER PERFORMANCE

According to Moeharion o (2012: 69), the meaning of the word performance comes from the words of job performance and also called actual performance or work achievements or actual achievements that have been achieved by someone Karyawan.

Moehariono (in Rosyida 2010: 11) In his book concluded the definition of employee performance or performance definition or performance as a result of performance that can be achieved by someone or a group of people in an organization both qualitatively and quantitatively, in accordance with the authority, duties and responsibilities of each each in an effort to achieve the objectives of the organization concerned legally, not violating the law and in accordance with morals or ethics.

According to Tika (2006: 121-122), Performance as the results of job functions / activities of a person or group in an organization's activities are influenced by various factors to achieve organizational goals within a certain period. The function of the activity or work referred to herein is the implementation of the results of the work or activities of a person or group that becomes the authority and responsibility in an organization. Implementation of work results / work performance is directed to achieve organizational goals within a certain period.

According Susilaningsih (2008) in the Journal Exellent , performance is the attainment of organizational goals that can be shaped output both quantitative and qualitative, creativity, flexibility, reliable, or other things desired by the organization.

According to Kreitner and Kinicki (2008: 36), performance is the value of a group of employee behaviors that contribute, both positive and negative, to the achievement of organizational goals.

From the above explanation it can be concluded that performance does not stand alone but is influenced by the skills, abilities and individual traits. In other words, performance is determined by ability, desire and environment. Therefore, in order to have good performance, one must have a high desire to do and know the work and can be improved if there is a match between work and ability.

Employee performance is considered as what employees must do and what they do not do. Kinerja involving quality and quantity of output, attendance at work, nature is accommodating and helpful, and timeliness . According to the results of research conducted by Yang (2008) on individual performance shows that individual performance cannot be verified. Likewise he stressed that organizations can use direct bonuses and rewards based on individual performance if employee performance is visible (Yang, 2008).

In line with Yang (2008), Bishop (1987) investigates employee performance and expresses recognition and appreciation for employee performance directing discrimination between employee productivity. The morale and productivity of employees is greatly influenced by the effectiveness of the performance of an organization and its award management system (Yazıcı, 2008).

To satisfy customers, the company makes a lot of effort but doesn't pay attention to satisfied employees. But the fact is that customers will not be satisfied unless employees are satisfied. Because, if employees are satisfied, they will do more work because ultimately the customer will be satisfied (Ahmad, 2012). Employee performance is actually influenced by motivation because if employees are motivated they will do more work a lot of effort and performance will ultimately increase (Azar and Shafighi, 2013).

CONCEPTUAL FRAMEWORK

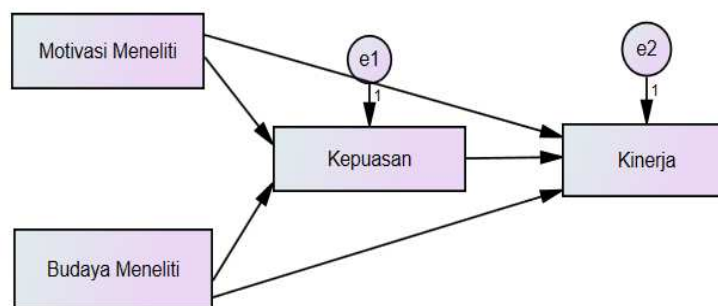


Figure 1 : Conceptual Framework
Source: Author Processed

RESEARCH HYPOTHESIS

Based on the conceptual framework, the following hypotheses can be developed:

1. Motivation can significantly influence lecturer satisfaction .
2. Motivation can significantly influence lecturer performance .
3. Research culture can significantly influence lecturer satisfaction
4. Research culture can significantly influence lecturer performance
5. Job satisfaction can significantly influence lecturer performance .

POPULATION AND SAMPLE

Population is a combination of all elements in the form of events, things, or people who have similar characteristics that are the center of attention of researchers, therefore viewed as the universe of research. In this study population it is the lecturers in East Java as much as 199 the lecturers who had conducted research. Sampling using convenience sampling .

Table 1: Indicator Research Variables

No	Variable	Indicator	Scale
1	Motivation	1. I want to feel personal satisfaction by doing research well. 2. My motivation will go down when I produce research that is rejected by publisher 3. I am proud to produce research that is relevant to current issues . 4. I want my research results to support my career as a lecturer 6. I want the results of my research to be able to become a reference for other researchers	Likert Scale 1-5
2	Culture	1. Campus giving freedom to the faculty in the implementation of the tasks of research his 2. Campus do coordination in the implementation of the research faculty 3. The campus vision or mission contains clear values and supports research 4. Campus control over lecturers' research activities uses established regulations 5. The rewards and motivation system of research is based on lecturers' achievements 6. Campus communication patterns related to research went well	Likert Scale 1-5
3	Satisfaction	1. I am satisfied when I successfully carry out research received by reputable publishers . 2. I am satisfied with the financial rewards for the research received 3. I am satisfied with the opportunity to carry out research on this campus 4. I am satisfied with the supervision from the Research Institute on Campus 5. I am satisfied with the care and cooperation of colleagues 6. I am satisfied with the conditions and facilities for research on campus	Likert Scale 1-5
4	The performance	1. My research quantity is better than lecturers with similar qualifications. 2. The quality of my research is getting better . 3. I am able to complete research on time	Likert Scale 1-5

Source: processed by researchers

The path diagram analysis results are as follows:

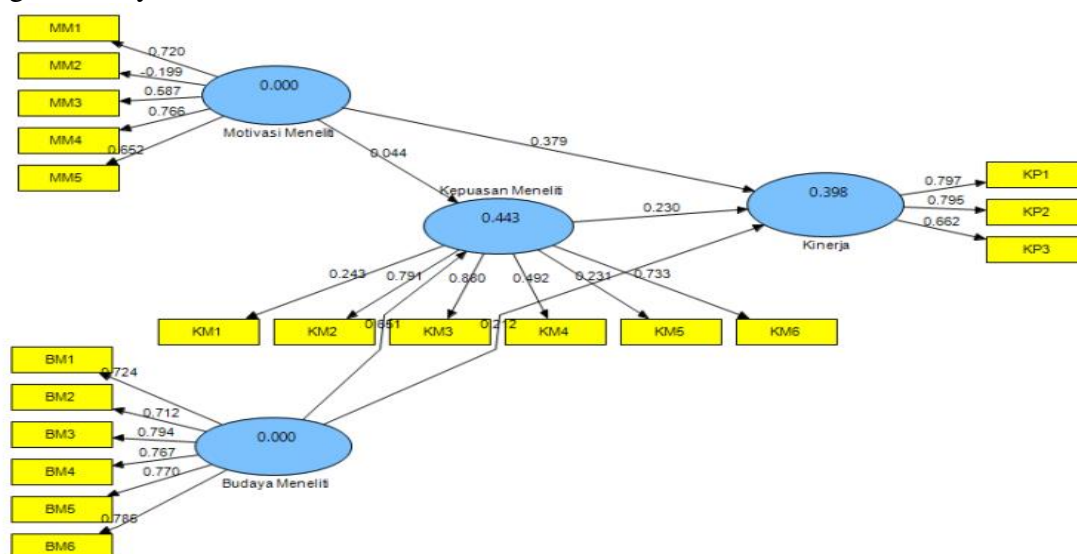


Figure 2: Path Chart

Source: processed by researchers

Evaluation of Measurement Model

Evaluate the relationship between the construct and its indicators which include:

a) Convergent validity

Table 2: Loading Factor

	Research Culture	Research Satisfaction	The performance	Research Motivation
BM1	0.724			
BM2	0.712			
BM3	0.794			
BM4	0.767			
BM5	0.770			
BM6	0.785			
KM1		0.243		
KM2		0.791		
KM3		0.880		
KM4		0.492		
KM5		0.231		
KM6		0.733		
KP1			0.797	
KP2			0.795	
KP3			0.662	
MM1				0.720
MM2				-0.199
MM3				0.587
MM4				0.766
MM5				0.652

Source: processed by researchers

Based on the calculation results, all research culture indicators and research performance are valid, because it has a loading factor > 0.5, while for satisfaction research variables there are three indicators and motivation to examine one indicator that is not valid, this is due to the factor loading value < 0.5 .

Table 3: Statistics T values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O / STERR)
BM1 <- Research Culture	0.210	0.207	0.032	0.032	6,525
BM2 <- Research Culture	0.128	0.127	0.030	0.030	4,262
BM3 <- Research Culture	0.268	0.269	0.027	0.027	9,964
BM4 <- Research Culture	0.236	0.239	0.029	0.029	8,204
BM5 <- Research Culture	0.230	0.232	0.025	0.025	9,319
BM6 <- Researching Culture	0.236	0.232	0.025	0.025	9,609
KM1 <- Research Satisfaction	0.159	0.134	0.127	0.127	1,248
KM2 <- Research Satisfaction	0.318	0.310	0.042	0.042	7,565

KM3 <- Research Satisfaction	0.415	0.387	0.055	0.055	7,528
KM4 <- Research Satisfaction	0.133	0.140	0.088	0.088	1,504
KM5 <- Research Satisfaction	-0.009	-0.001	0.102	0.102	0.091
KM6 <- Research Satisfaction	0.384	0.360	0.046	0.046	8,278
KP1 <- Performance	0.516	0.480	0.073	0.073	7,092
KP2 <- Performance	0.512	0.529	0.080	0.080	6,382
KP3 <- Performance	0.274	0.286	0.043	0.043	6,380
MM1 <- Research Motivation	0.459	0.426	0.093	0.093	4,953
MM2 <- Research Motivation	-0,254	-0.167	0.271	0.271	0.940
MM3 <- Research Motivation	0306	0.298	0.123	0.123	2,490
MM4 <- Research Motivation	0.445	0.440	0.059	0.059	7,514
MM5 <- Research Motivation	0.151	0.122	0.102	0.102	1,480

Source: processed by researchers

Based on the calculation results, all cultural indicators of research and research performance have significant validity, this is because it has a static T value > 2.0 while for satisfaction research variables there are three indicators and motivation to examine two indicators that are invalid, this is assessed by colleagues. T value is static < 2.0.

Table 4: Reliability

	AVE	Composite Reliability	Cronbachs Alpha
Research Culture	0.577	0.891	0.855
Research Satisfaction	0.382	0.754	0.652
The performance	0.569	0.797	0.635
Research Motivation	0.383	0.674	0.583

Source: processed by researchers

From the calculation results show the research motivation construct and research satisfaction has a AVE value < 0.50 and the research motivation construct has a Cronbach Alpha value < 0.7. But when viewed from composite reliability all constructs have values > 0.7 so that the reliable criteria are met.

b) DISCRIMINANT VALIDITY

Table 5: Discriminant Validity

	Research Culture	Research Satisfaction	The performance	Research Motivation
BM1	0.724	0.467	0.344	0.135
BM2	0.712	0.327	0.153	0.385
BM3	0.794	0.602	0.433	0.179
BM4	0.767	0.495	0.429	0.246
BM5	0.770	0.559	0.313	0.134
BM6	0.785	0.499	0.421	0.385

KM1	0.108	0.243	0.280	0.585
KM2	0.547	0.791	0.204	0.007
KM3	0.564	0.880	0.456	0.211
KM4	0.225	0.492	0.094	-0,051
KM5	0.074	0.231	-0,120	-0.124
KM6	0.547	0.733	0.391	0.171
KP1	0.328	0.383	0.797	0.482
KP2	0.497	0.405	0.795	0.366
KP3	0.208	0.211	0.662	0.233
MM1	0.121	0.072	0.446	0.720
MM2	-0.209	-0,458	-0,044	-0,199
MM3	0.184	0.107	0.268	0.587
MM4	0.282	0.102	0.416	0.766
MM5	0.099	0.097	0.111	0.652

Source: processed by researchers

Correlation of BM1, BM2, BM3, BM4, BM5 and BM6 with the culture of research was 0.724, 0.712, 0.794, 0.767, 0.770 and 0.785 . The construct value is higher when compared to other constructs. Similarly, the research satisfaction construct, research performance and motivation. Based on the results of the cross loading table, each indicator is higher with each construct compared to other constructs, so it is said to have good discriminant validity.

Table 6: Evaluation of Structural Models

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O / STERR)
Research Culture -> Research Satisfaction	0.651	0.649	0.075	0.075	8,711
Culture of Research -> Performance	0.362	0.370	0.084	0.084	4,331
Research Satisfaction -> Performance	0.230	0.261	0.107	0.107	2,144
Research Motivation -> Research Satisfaction	0.044	0.026	0.196	0.196	0.224
Research Motivation -> Performance	0.389	0.398	0.085	0.085	4,592

Source: processed by researchers

EFFECT OF MOTIVATION ON LECTURER SATISFACTION

The results of the analysis prove that Research Motivation -> Research Satisfaction has a statistical t value of 0.224 which is smaller than 2 so it can be said that research motivation has no significant effect on Lecturer Satisfaction . This does not support research by Brahmasari and Agus Suprayetno (2008) Work motivation has a positive and significant effect on employee job satisfaction, nor does it support Koesmono's research (2005) Motivation influences job satisfaction positively

EFFECT OF MOTIVATION ON LECTURER PERFORMANCE

The results of the analysis prove that Research Motivation -> Performance has a statistical t value of 4,592 which is greater than 2 so it can be said that research motivation has a significant effect on Lecturer Performance.

This finding is in accordance with existing human resource theories and theoretical predictions which state that work motivation is a very important factor in improving performance . This finding supports the results of research by Prananta (2008) who found that motivation has a positive and not significant relationship to employee performance , and because it has a t-value of > 2.0. The results of the study support the research of Koesmono (2005) Motivation positively influences performance . But it does not support the research of Brahmasari and Agus Suprayetno (2008) Work motivation has a positive but not significant effect on company performance.

THE INFLUENCE OF RESEARCH CULTURE ON LECTURER RESEARCH SATISFACTION

The results of the analysis prove that the Research Culture -> Research Satisfaction has a statistical t value of 8,711 which is greater than 2 so it can be said that the research culture has a significant influence on the Research Satisfaction of the Lecturers.

This study supports the research of Taurisa and Intan Ratnawati (2012) who said that organizational culture has a positive and significant effect on job satisfaction, also supports the opinion of Koesmono (2005) Organizational culture influences job satisfaction positively . In line with the research of Brahmasari and Agus Suprayetno (2008) which says that organizational culture has a positive and significant influence on employee job satisfaction.

THE EFFECT OF RESEARCH CULTURE ON LECTURER PERFORMANCE

The results of the analysis prove that the Culture of Researching -> Performance has a statistical t value of 4,331 which is greater than 2 so that it can be said that the culture of research has a significant influence on Lecturer Performance .

The results of this study are in line with research studies conducted by Koesmono (2005) stating that Organizational Culture has a positive influence on Employee Performance. The results of the study by Schein, (2009), Adriaeni and Gustomo (2012) and Alharbi and Alyahya (2013) show a significant relationship between organizational culture and employee performance. showing the existence of a positive relationship between culture and performance helps in improving organizational results. The work performance of an organization has a strong impact on a strong organizational culture because it increases company productivity. Supporting the results of Taurisa's research and Intan Ramawati (2012) said that organizational culture has a positive and significant effect on employee performance . Also supports the research of Brahmasari and Agus Suprayetno (2008) Organizational culture has a positive and significant influence on company performance.

EFFECT OF RESEARCH SATISFACTION ON LECTURER PERFORMANCE

The results of the analysis prove that Research Satisfaction -> Performance has a statistical t value of 2,144 which is greater than 2 so it can be said Research satisfaction has a significant effect on performance

This finding supports the results of research by Laily (2008), Ostroff (2003), and Laschinger et al. (2001) who found that job satisfaction has a positive and significant relationship to employee performance. Taurisa and Intan Rahmawati (2012) say job satisfaction has a positive and significant effect on employee performance, also supports Koesmono's research (2005) Job satisfaction has a positive effect on performance , also Brahmasari and Agus Suprayetno's research (2008) Employee satisfaction has a positive influence and significant effect on company performance.

Table 7: R Square

	R Square
Research Culture	
Research Satisfaction	0,443
The performance	0,398
Research Motivation	

Source: processed by researchers

The value of R Square research satisfaction is 0.443. This means that the construct motivation of research and research culture simultaneously can explain the variability of the research satisfaction construct of 44.3%. The value of R Square researching performance is 0.398. This means that the research satisfaction construct, research motivation and research culture simultaneously are able to explain the research performance construct variability by 39.8%

Table 8: Total Effects

	Research Culture	Research Satisfaction	The performance	Research Motivation
Research Culture		0.651	0.362	
Research Satisfaction			0.230	
The performance				
Research Motivation		0.044	0.389	

Source: processed by researchers

Based on the Total effects table, the effect of the total culture variables examining on research satisfaction was 0.651, the effect of the total culture variables examining on performance was 0.362. The effect of total satisfaction research variables on performance of 0.230. The influence of the total variables of research motivation on research satisfaction was 0.044 and on performance was 0.389 . The results of the analysis prove that Research Motivation -> Performance has a statistical t value of 4,592 which is greater than 2 so it can be said that research motivation has a significant effect on Lecturer Performance .

CONCLUSIONS

Based on the results of research and discussion, the researcher can convey the following conclusions: This research aims to look for the impact of research motivation on lecturer satisfaction and performance, research culture on lecturer satisfaction and performance and research satisfaction on lecturer performance. This study uses the PLS method to identify the influence between the independent variables of research motivation and research culture on research performance through the satisfaction of researching as intervening variables.

The analysis results obtained prove that:

1. Research motivation does not have a significant effect on research satisfaction
2. Research motivation has a significant effect on research performance
3. Research culture has a significant effect on satisfaction
4. Research culture has a significant effect on performance
5. Research satisfaction has a significant effect on the research performance of lecturers

SUGGESTION

This study only observed in general the influence between motivation, culture and satisfaction on research performance. There are many other variables that are able to influence the satisfaction and performance of researching lecturers that have not been observed and researched such as compensation, experience, education, skills and others.

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