



Model Analysis of Increasing Lecturer Job Satisfaction and Its Impact on Organizational Citizenship Behavior in the Era of Society 5.0

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Abstract: In the Society 5.0 era which is marked by digital transformation and paradigm changes in education, research on models for increasing lecturer job satisfaction is becoming increasingly important. During this transformation, lecturer job satisfaction not only impacts individual performance but also has the potential to influence organizational citizenship behavior and overall teacher performance. This study aims to analyze the antecedents and consequences of lecturer job satisfaction and their impact on organizational citizenship behavior. This study used a quantitative approach with PLS-SEM analysis. This study used a sampling technique, namely probability sampling with proportional cluster stratified random sampling so that the acquisition of samples amounted to 120 lecturers. The results of the data analysis confirm that work discipline and motivation have no significant effect on lecturer job satisfaction. Compensation has a significant effect on lecturer job satisfaction. Lecturer job satisfaction has a significant effect on organizational citizenship behavior. Lecturer job satisfaction has a significant effect on teacher performance. This study concludes that the process of fostering and developing lecturers is an activity the university must carry out to adapt to changes and developments. Universities must evaluate the level of lecturer job satisfaction and lecturer performance to encourage more competitive tertiary performance. The implication of this study states that lecturers who are satisfied with their work tend to have high motivation and are committed to providing quality teaching. Lecturers who are satisfied with their jobs tend to be more likely to engage in OCB.

Keywords: lecturer job satisfaction, organizational citizenship behavior, lecturer performance

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INTRODUCTION

The organization's strategic efforts in managing its human resources, which are anticipated to increase its organizational performance, are manifestations of valued human resource management development (Djajasinga et al., 2021). Performance evaluation in tertiary institutions is a systematic and thorough procedure that contrasts organizational activities and processes about the results obtained based on the quality of higher institutions (Hartini et al., 2021). Performance appraisal provides an organizational information system for evaluating tertiary institutions' performance and quality excellence (Anggoro et al., 2022). Assessing process performance allows the organization to identify strengths and plan for improvement (DeCenzo et al., 2016). Universities must try to survive and require the involvement of all parties at the national and global levels while still referring to the principle of continuous improvement, which can be realized through optimizing performance management. This effort can be carried out through various steps to get feedback from the environment and analyze strengths, weaknesses, threats, and opportunities by implementing an effective performance measurement system (Robescu & Iancu, 2016). Some steps universities can take to evaluate lecturer performance are applying the organizational culture, providing motivation and compensation, measuring job satisfaction and performance, and increasing organizational citizenship behavior (Javed et al., 2014; Swaminathan & Jawahar, 2013; Romy et al., 2022; Szabó et al., 2014).

The ability of a company to apply work discipline features or ideals can enable the organization to grow and develop in a sustainable way (Ebuara & Coker, 2012). Work discipline is a crucial factor in the success of organizational performance. It will be very challenging for a tertiary institution to accomplish higher education goals in the absence of work discipline assistance from a good instructor (Hulmawiyah et al., 2018). Thus, it can be inferred that work discipline is one of the factors that determines whether a tertiary institution will be successful in meeting its objectives (Ong et al., 2021). Result orientation is the ability to maintain a high personal commitment to completing tasks, be reliable, responsible, and able to identify risks systematically, so it is necessary to understand the relationship between planning and results to achieve a maximum level of job

satisfaction (Nirmalasari & Amelia, 2020). If a lecturer can apply good work discipline, it will lead to satisfaction for himself and his boss, because he feels he can complete his duties and obligations effectively as a lecturer (Safitri & Santoso, 2022). Previous studies confirm that good work discipline will create a good working atmosphere and the impact will affect the level of individual satisfaction (Muttaqijn, 2021; Rama, 2023). Because of this, this study is being conducted to generate the following hypotheses:

H1: Work discipline affects the lecturer's job satisfaction

Motivation is a very important factor in influencing the increase in lecturer satisfaction (Arinal & Rahayu, 2017). Each company has a different type of motivation with the organizational goals to be achieved by the company. According to Robbins and Judge (2022), motivation is an effort to achieve any goal, when narrowed down to organizational goals to reflect our interest in work-related behavior, so motivation influences performance. Motivation can also be said as an encouragement to do something. Someone certainly has aspirations to live better, in terms of meeting these needs finally he was able to work hard and always have the desire to improve the way it works and increase results from what work has been assigned to him/her (Basalamah & As'ad, 2021). With motivation programmed by the institution, the lecturer has a positive aura at work because the lecturer is the leader in the class (Lie et al., 2021). In lectures, lecturers can encourage students so that in explaining material they can internalize the values of life around them (Munyengabe et al., 2016). Lecturers must make an interesting impression in their learning. If the lecturer is enthusiastic, the work becomes light, so every institution needs a motivational program for its resources (Lie et al., 2021). The study results Umaru and Ombugus (2017) and Abusama et al. (2017) convey that motivation affects job satisfaction. Lecturers with high motivation will tend to do their jobs to the fullest, encouraging increased work satisfaction. Because of this, this study is being conducted to generate the following hypotheses:

H2: Motivation affects the lecturer's job satisfaction

Compensation is one of the implementations of HRM functions related to all types of individual awards (Sherly et al., 2021). Compensation can be adjusted based on needs, objectives, and available resources (Lie et al., 2021). If compensation is given according to the lecturer's performance, this will impact job satisfaction (Sudirman et al., 2021). Compensation is the main cost of skills or work and loyalty in the business (Romy et al., 2022). Providing adequate compensation increases performance and job satisfaction to help tertiary institutions achieve organizational goals and obtain good lecturers (Permana et al., 2021). Conversely, with adequate compensation, potential lecturers are allowed to stay in college (Permana et al., 2019). However, an overpayment will result in companies and individuals losing their competitive power and creating anxiety and an uncomfortable atmosphere (Doghonadze, 2012). Because giving compensation on time can motivate lecturers to be more enthusiastic about teaching. Support from institutions in the form of compensation is a source of encouragement for lecturers because they are considered to have appreciated their thoughts (Ashraf, 2020). Studies by Tanjung (2019) and Fitri et al. (2021) conclude that compensation is one of the dominant factors affecting individual satisfaction. Because of this, this study is being conducted to generate the following hypotheses:

H3: Compensation affects the lecturer's job satisfaction

Lecturer satisfaction is crucial for lecturers to stay happy and give their best. Satisfied lecturers are those who are very loyal to their organization and adhere to the vision and mission of the organization (Efendi et al., 2021). They do not work because of coercion but because they dream of taking their organization to a new level based on their organizational behavior (Butarbutar et al., 2022). Free and spontaneous individual behavior that results from a person's character or the character of his work or organization also comes from the relationship with superiors (Sherly et al., 2021). Through direct influence from the workplace or indirect social impact based on improved interpersonal connections, this conduct is done to the company or coworkers, which increases organizational effectiveness (Lie et al., 2021). In terms of individual behavior that has a beneficial influence on the company, organizational success will be impacted if lecturer satisfaction can be raised (Indrawan et al., 2022). Research results by Fitrio et al. (2019) and Indarti et al. (2017) show that job satisfaction has a significant effect on increasing organizational citizenship behavior. In addition, lecturers must be passionate about their work, which comes only when they are satisfied with their work and the organization. Lecturer satisfaction leads to a positive atmosphere at work, affecting their performance in the organization (Nurakhim, 2020). Because job happiness fosters passion, persistence, craft, initiative, and work inventiveness, lecturers who are happy in their jobs will perform better (Sriadmitum, 2023). High levels of productivity and quality of work will ultimately follow from this. According to research findings by Dubey et al. (2023), Putri et al. (2023), Ennida and Allouani (2023), and Arifin et al. (2023), organizational job satisfaction is a key factor in raising employee productivity. Because of this, this study is being conducted to generate the following hypotheses:

H4: Lecturer job satisfaction affects organizational citizenship behavior

H5: Lecturer job satisfaction affects lecturer performance

Universities need to pay attention to aspects of job satisfaction for lecturers because, with high job satisfaction, they will tend to work optimally and provide the best results for the institution. Thus, the spearheads of tertiary institutions are lecturers with excellent work skills and good motivation for job satisfaction. Job satisfaction is important to encourage increased performance and organizational citizenship behavior. This is crucial, considering that lecturers who are dissatisfied tend to do work slowly and will ultimately hinder organizational achievements. The implementation of sustainable policies and monitoring is one of the major stimulants that are required in this situation to promote work happiness. The primary goal of this study is to examine the causes and effects of teacher job satisfaction and how these factors affect organizational citizenship behavior. The results of this study will probably help tertiary institutions create ways to improve lecturers' organizational citizenship behavior and job happiness through knowledge of how to manage work discipline, motivation, and compensation..

METHODS

This research method used a causality quantitative research model. This research is causal, namely, the independent variables affect the dependent variable (Turner, 2020), while the unit of analysis is lecturers at private universities in Pematang Siantar. This research was conducted at private universities in Indonesia, namely the City of Pematang Siantar, which consists of 6 private universities. In this study, an approach to sampling known as probability sampling with proportional cluster stratified random sampling, or sampling technique with clusters first, then proportions was used. This method involved giving each component of the population an equal chance of being randomly chosen as a sample (Juliandi, 2018). There were 120 lecturers included as samples in this study. Data for this study were collected from all respondents using Google Forms surveys on organizational civic behavior, work discipline, motivation, salary, job happiness for lecturers, and lecturer performance. The questionnaire instrument was set up as the Likert scale with five categories, namely 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = often, and 5 = always.

Using the Smart-PLS software, the measurement model assessment will assess the accuracy and reliability of the data for each latent variable. Using convergent validity and discriminant validity as a starting point, evaluate the measurement model (Nguyen et al., 2020; Tuharman et al., 2022). An analysis that describes and forecasts the causal links between latent variables is the evaluation of the structural model (Truong et al., 2021). Through the use of test parameters and bootstrapping, the causal link is shown. The impact size value and R-square are examined during the structural model analysis step. The significance test of the connections between constructs serves as the foundation for evaluating the hypothesis in the T-statistics stage (Nguyen & Tran, 2021). T-statistics values for the effect on each or simultaneously between latent variables, namely work discipline, motivation, compensation, lecturer job satisfaction, organizational citizenship behavior, and lecturer performance. Furthermore, the operational definitions of the research variables (See Table 1).

Table 1. Operational Definition of Research Variables

Variable	code	Indicator	Reference
Work Discipline	WD1	Attendance rate	(Ebuara & Coker 2012);
	WD2	Obedience	
	WD3	Responsible	
	WD4	How to work	
Motivation	MT1	motive	(Maharjan, 2012)
	MT2	expectations	
	MT3	Incentives	
Compensation	CP1	Wages	(Kumar, 2016)
	CP2	Professional allowances	
	CP3	Temporary benefits	
	CP4	Incentives	
	CP5	Vacation	
Lecturer Job Satisfaction	TJS1	Mentally challenging work	(Nguni et al., 2006)
	TJS2	Promotions	
	TJS3	Supporting work conditions	
	TJS4	Cooperation	
Organizational Citizenship Behavior	OCB1	Altruism	(Indarti et al. 2017)
	OCB2	Conscientiousness	

Lecturer Performance	OCB3	Sportsmanship	Regulation of the Minister of National Education Number 16 of 2007
	OCB4	Courtesy	
	OCB5	Civic Virtue	
	TP1	Mastering Student Characteristics	
	TP2	Mastering Learning Theory and Principles of Educational Learning	
	TP3	Curriculum Development	
	TP4	Educational Learning Activities	
	TP5	Potential Development of Learners	
	TP6	Communication with Students	
	TP7	Assessment and Evaluation	
	TP8	Act following National Religious, Legal, Social, and Cultural Norms	
	TP9	Demonstrate a Mature and Exemplary Personality	
	TP10	Work Ethic, High Responsibility, Proud to Be a Teacher	
	TP11	Be inclusive, act objectively, and be non-discriminatory	
	TP12	Communication with fellow teachers, educational staff, parents, students, and the community	
	TP13	Mastery of Materials, Structures, Concepts, and Scientific Mindsets that Support the Subjects Taken	
	TP14	Developing Professionalism Through Reflective Action	

In this study, the hypothesis formulated is that there is an analysis of the antecedents and consequences of lecturer job satisfaction and their impact on organizational citizenship behavior. The research framework and path analysis are shown in Figure 1. The hypotheses formulated in this study are H1: Work discipline affects the lecturer's job satisfaction. H2: Motivation affects the lecturer's job satisfaction. H3: Compensation affects the lecturer's job satisfaction. H4: Lecturer job satisfaction affects organizational citizenship behavior. H5: Lecturer job satisfaction affects lecturer performance.

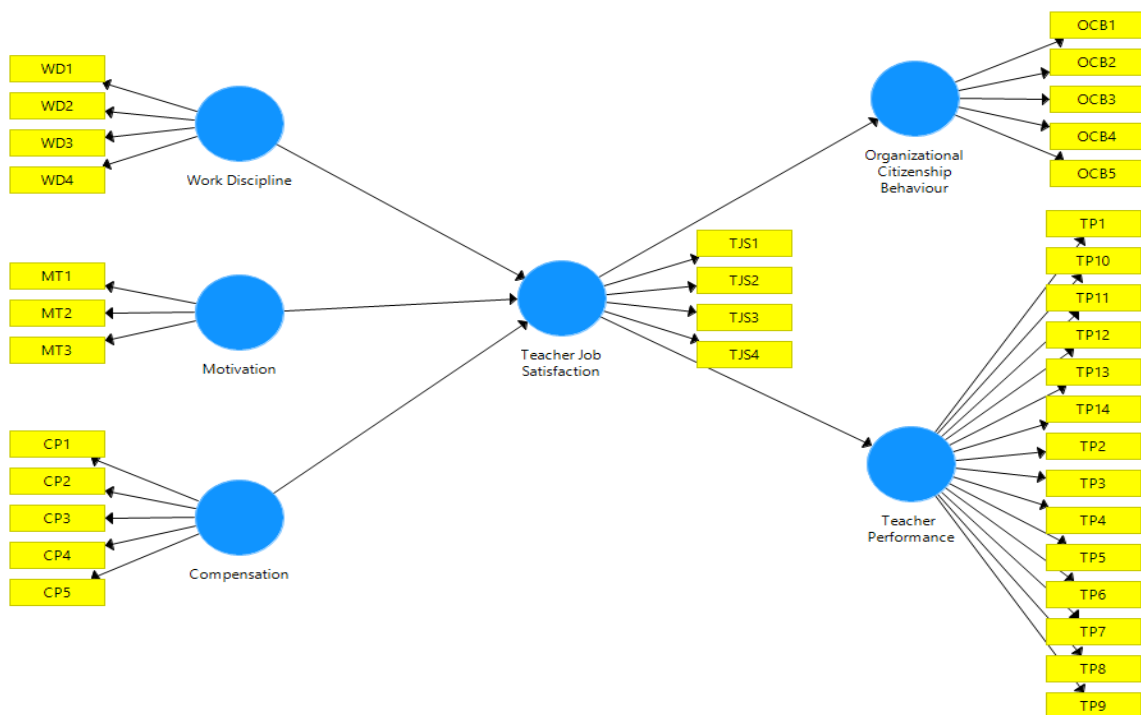


Figure 1. The Research Framework

RESULT AND DISCUSSION

Data collection uses an online questionnaire with the help of dissemination via social media. Based on the results of the recapitulation of respondents' answers, it is known that 120 lecturers filled in. The general characteristics of the respondents in this study will be clearly described in [Table 2](#) below:

Table 2. General Profile of Respondents

Categories	Details	Amount	Percentage (%)
Gender	Men	35	29.17
	Woman	85	70.83
Age (Years)	20-29	10	8.33
	30-39	30	25
	40-49	48	40
	50-59	32	26.67
	60-69	10	8.33
Level of education	Masters	75	62.5
	Doctors	45	37.5
Years of service (Years)	< 1	10	8.33
	1-5	20	16.67
	6-10	36	30
	> 10	54	45

The study questionnaire data were processed using the SmartPLS version 3.2.9 tool and processing instructions ([Ghozali, 2014](#)). At the time of measuring the exterior model, validity and reliability tests were done. When the loading factor is more than 0.7 and the AVE value is 0.5, convergent validity testing is decided by these two variables. 2. According to [Hair et al. \(2014\)](#), markers of the model reliability test include Cronbach's alpha and composite reliability (CR), both of which should be better than 0.7. The measurement of the exterior model, which is displayed in [Table 3](#) below, will be explained in more detail in the paragraphs that follow:

Table 3. Outer Model Measurement Results

Constructs/Items	Outer Loadings	Cronbach's Alpha	CR	AVE
Work Discipline		0.891	0.924	0.753
WD1	0.867			
WD2	0.859			
WD3	0.869			
WD4	0.877			
Motivation		0.707	0.834	0.627
MT1	0.751			
MT2	0.841			
MT3	0.782			
Compensation		0.894	0.922	0.703
CP1	0.835			
CP2	0.823			
CP3	0.882			
CP4	0.791			
CP5	0.858			
Lecturer Job Satisfaction		0.818	0.880	0.647
LJS1	0.819			
LJS2	0.800			
LJS3	0.860			
LJS4	0.735			
Organizational Citizenship Behavior		0.882	0.913	0.678
OCB1	0.815			
OCB2	0.793			
OCB3	0.874			
OCB4	0.782			
OCB5	0.848			
Lecturer Performance		0.972	0.975	0.735
LP1	0.831			

LP2	0.942
LP3	0.798
LP4	0.841
LP5	0.790
LP6	0.817
LP7	0.864
LP8	0.858
LP9	0.862
LP10	0.865
LP11	0.861
LP12	0.949
LP13	0.789
LP14	0.917

The value of each loading factor on the indicators of work discipline, motivation, compensation, lecturer job satisfaction, organizational citizenship behavior, and lecturer performance was above 0.7 and 0.5 for the average variance extracted (AVE) values in the validity test shown in [Table 3](#) above. All research variables were very reliable, as seen by the higher-than-0.7 Cronbach's alpha values and composite reliability for each variable. These excellent findings suggest that the link between the variables is in good condition, allowing for additional investigation. SmartPLS 3.2.9 was used to bootstrap research data and assess the inner model. The initial outcome of bootstrapping was the relative weights of the two connected variables and the research's R-square. How well endogenous variables may be produced by exogenous factors is indicated by the R-square value. R-square values can be categorized as weak, moderate, or strong according to ([Ghozali, 2014](#)). The connection between exogenous and endogenous variables is weak if the R-square value is 0.19, moderate if it is 0.33, and high if it is 0.67. In contrast, [Ghozali \(2014\)](#) claims that the association between endogenous and exogenous variables is relatively strong if the R-square value is more than 0.67.

Table 4. Calculation results of the R-Square value

Variable	R Square	R Square Adjusted
Organizational Citizenship Behavior	0.265	0.259
Lecturer Job Satisfaction	0.514	0.501
Lecturer Performance	0.159	0.151

The endogenous organizational citizenship behavior measure yielded a value of 0.265, with values ranging from 0.19 to 0.33, suggesting that exogenous variables have a limited ability to explain endogenous variables. The endogenous variable for lecturer job satisfaction was then found to have a value of 0.514 with a range of 0.33-0.67, demonstrating a limited ability for exogenous factors to explain endogenous variables. The lecturer performance variable's R-square value was determined to be 0.159, with a range of 0.19 to 0.33, demonstrating that exogenous influences can only partially explain endogenous variables. To further illustrate hypothesis testing, a significance test was conducted to establish the relationship between the exogenous and endogenous variables. The significant criteria are shown by the p-value. The exogenous variable has a significant impact on the endogenous variable if the p-value between the two variables is less than 0.05 with a significance level of 5%; however, if the value is greater than 0.05, the exogenous variable has no significant impact on the endogenous variable. The following presents the findings of hypothesis testing, which are described in [Figure 2](#) and [Table 5](#):

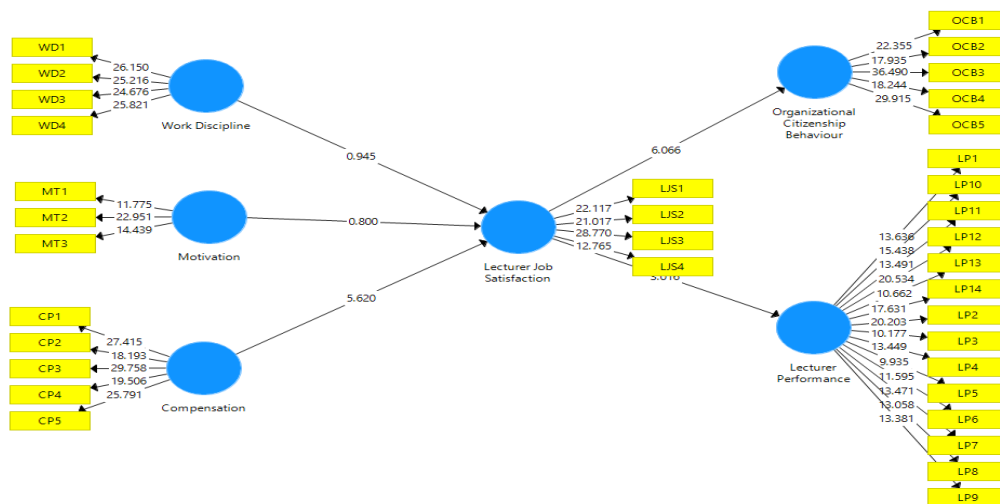


Figure 2. Evaluation of the Structural Model (Inner Model)

Table 5. Hypothesis Test Results

Path Between Variables	coefficient	t-count	P-Value	Conclusion
Work Discipline >>Lecturer Job Satisfaction	0.096	0.907	0.945	rejected
Motivation >>Lecturer Job Satisfaction	0.098	0.743	0.800	rejected
Compensation >>Lecturer Job Satisfaction	0.585	5,527	0.000	accepted
Lecturer Job Satisfaction>>Organizational Citizenship Behavior	0.515	6,169	0.000	accepted
Lecturer Job Satisfaction>>Teacher Performance	0.244	3.174	0.003	accepted

As shown by the acquisition of a p-value of 0.945, which is larger than the significance value of 0.05, the findings of the processed data shown in Table 5 indicate that the influence of work discipline on lecturer job satisfaction has a positive but not significant effect. Furthermore, the acquisition of a p-value of 0.800 bigger than the significance value of 0.05 shows that the influence of motivation on lecturer work satisfaction has a positive and insignificant effect. The achievement of a p-value of 0.000, which is lower than the significance value of 0.05, demonstrates the positive and substantial impact of salary on professor job satisfaction. A p-value of 0.000, which is less than the significance value of 0.05, demonstrates that Lecturer job satisfaction has a positive and substantial impact on corporate citizenship behavior. The results showed a positive and significant impact of lecturer work satisfaction on instructor performance, as shown by the acquisition of a p-value of 0.003, which is lower than the significance value of 0.05.

Based on the first hypothesis test analysis results, it was concluded that work discipline has a positive but insignificant effect on lecturer job satisfaction. A teacher, in this case, a lecturer who in his heart has not fully implemented a sense of discipline, will tend to commit an act that does not follow the prevailing norms. Disobedience to the rules manifests undisciplined behavior so this condition will lead to sub-optimal work results. Discipline should have been applied from an early age in everyday life. Not only does obeying the rules, but discipline also has benefits for yourself, especially increasing satisfaction in carrying out work (Putri et al., 2023). As long as each lecturer carries out a disciplined lifestyle, we will not feel disturbed or pressured, because their discipline and purpose in life will go hand in hand. Discipline is attached to one's life planning. So automatically if we don't have a life plan, then there will be no discipline that we work on. And vice versa, having big plans in life without the discipline to make them happen will make lecturers' work not optimal, hindering their job satisfaction (Ong et al., 2021).

Based on the analysis of the second hypothesis test, it is concluded that motivation has a positive and insignificant effect on lecturer job satisfaction. Motivation is very important and serves as a driving force for effort and goal achievement. Lecturers try to carry out their functions as educators because of motivation. The existence of good motivation will show better results. That is why the benefits and importance of motivation that need to be known must be conveyed properly. For a higher education leader, there is nothing wrong with always motivating lecturers through various methods such as joint learning, training, gathering, etc. The encouragement that arises psychologically in oneself and others will boost productivity even better (Sudirman et al., 2019). But the fact is, based on the results of the recapitulation of the questionnaire, the majority of lecturers were paid attention to by higher education leaders, especially those related to giving motivation. This condition indicates a need for more motivation for lecturers to fulfill their rights and obligations as educators in

the learning process. The low level of motivation will result in a decrease in the level of job satisfaction of lecturers (Sihalahi et al., 2021).

Based on the analysis of the third hypothesis test, it is concluded that compensation positively and significantly affects lecturer job satisfaction. Giving compensation to lecturers at universities aims to provide a level of satisfaction in producing work. On the other hand, the provision of fair compensation aims to appreciate the achievements of lecturers, ensure fairness of lecturer salaries, retain lecturers or reduce lecturer turnover, and obtain quality lecturers. The existence of fair compensation will have an impact on the use of human resources more efficiently and effectively (Sriadmitum, 2023). The more lecturers are given high compensation, the more they have high achievements. A large number of high-achieving lecturers will reduce expenses for unnecessary work. Besides that, compensation can be an attraction, especially in educational organizations for qualified job seekers. Compensation is almost the same as compensation, but the compensation is more in the form of additional salaries and benefits. The remuneration itself is related to lecturer remuneration, which supports the development of the campus as a whole. Better compensation will increase lecturer job satisfaction (Permana et al., 2021).

Based on the analysis of the fourth hypothesis test, it is concluded that lecturer job satisfaction positively and significantly affects organizational citizenship behavior. These results indicate that a high level of lecturer job satisfaction will increase their concern for the organization. The higher the level of concern for the organization, the higher their organizational citizenship behavior will be. The role and involvement of lecturers are recognized as an important element of effectiveness in an organization. The main reason is that engaged lecturers are more profitable, productive, safer, and healthier workers for advancing the campus (Romy et al., 2022). As a lecturer, his responsibility in student education continues to provide academic and final project guidance. When becoming an academic supervisor, a lecturer will direct students to design a study plan and oversee the process until students graduate (Lie et al., 2022). Since job happiness fosters the development of zeal, persistence, skill, initiative, and work inventiveness, lecturers who are happy in their jobs would perform better. To enhance his effectiveness, a professor must thus encourage professional competence and job drive.

Based on the analysis of the fifth hypothesis test, it is concluded that lecturer job satisfaction positively and significantly affects lecturer performance. These results prove that job satisfaction is important for lecturers in doing work optimally, and maximum work will produce optimal performance. The campus will improve and maintain the quality of education services, to ensure that graduates become a quality generation. So that the campus can produce quality graduates, his party is making various efforts, from providing and improving educational activity facilities to ensuring it has quality human resources. The evaluation of the performance of lecturers, which is carried out regularly, is also a motivation for lecturers to work enthusiastically. Namely, focus and enthusiasm to carry out the tasks that have been determined. Because they are well aware that whatever they do will be checked and evaluated by the campus and the government. The importance of lecturer performance evaluation also provides clear targets for lecturers. This means that lecturers, in carrying out their duties, are clear about which tasks to carry out and when to do them immediately (Dubey et al., 2023). The existence of an evaluation encourages lecturers to continue to develop so that the evaluation results are good and lecturers can continue to serve as teaching staff. The greater the level of satisfaction of lecturers at work, the more their performance will increase in carrying out the work (Sukriadi, 2022).

CONCLUSION

Based on hypothesis test analysis results, it is concluded that work discipline and motivation have a positive but insignificant effect on lecturer job satisfaction. Compensation positively and significantly affects lecturer job satisfaction. Lecturer job satisfaction positively and significantly affects organizational citizenship behavior and lecturer performance. Furthermore, the model for increasing lecturer job satisfaction plays a crucial role in influencing organizational citizenship behavior and teacher performance in the Society 5.0 era. Predictor variables consisting of work discipline, motivation, and compensation significantly contribute to lecturer job satisfaction. Apart from that, lecturer job satisfaction has also been proven to have a positive and significant effect on organizational citizenship behavior and teacher performance. The implications of these findings are very relevant for the development of education policy in North Sumatra, where understanding the factors that influence lecturer job satisfaction and their impact on teacher performance is becoming increasingly important in the context of changing educational paradigms. By paying attention to predictor factors, such as work discipline, motivation, and compensation, educational institutions can design more effective strategies to increase lecturer job satisfaction, which in turn will improve the quality of teaching, and teacher contributions in meeting relevant and meaningful learning demands for students. Apart from that, a deeper understanding of the relationship between lecturer job satisfaction, organizational citizenship behavior, and teacher performance can also help in creating a more productive and motivating work environment for educators, as well as strengthening an educational climate that is adaptive and responsive to changing times.

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