



The Influence Ethos Employment and Implication on Lecturer Performance of Industrial Management Study Program in Kopertis Region III Jakarta Indonesia

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Abstract

The purpose of this research is to know and examine the influence of leadership function, competence, motivation, and compensation of lecturer on work ethic and its implication on lecturer performance of industrial management program in Kopertis Region III Jakarta. This research is done by using descriptive and verification method. The sampling technique used is cluster random sampling, with a sample of 257 respondents. Analyzer used is path analysis. The result of the analysis shows that there is a significant influence of leadership function of 72,86 and there is significant influence from work ethic to performance equal to 83,30 percent.

Keywords: Leadership Function, Competence, Motivation, Compensation, Work Ethic, and Lecturer Performance

Introduction

Based on the Preamble Contents of the 1945 Constitution of the Republic of Indonesia: One of the duties of the State is to promote the common prosperity, to educate the life of the nation, and to participate in the implementation of world order. As a manifestation of the national aspiration, Law No. 20 of 2003 on National Education System, which serves to develop knowledge and improve the quality of life and human dignity of Indonesia as a whole in the framework of efforts to realize the national objectives.

Based on Law Number 14 the Year 2005 regarding Teachers and Lecturers and Regulation No. 17 of 2013 as a follow up of Law No. 14 of 2005 on teachers and lecturers, the minimum requirement as a lecturer in the Master, as well as the circular of the Directorate General of Higher Education about 1). Adequacy ratio of minimum lecturer-student for each exact course, the ratio is at least 1:30 and non-exact course of study at least 1:45. And 2). Minimum requirements for facilities are furniture, educational equipment, educational media, books and other learning resources. As a result of the above laws and regulations, private university leaders, restless and full of concern, this is due to get a government warning letter. The closing warning is

related to the Government's threat to state universities (PTN) and private universities (PTS), whose courses have a ratio much smaller than the figures set by the Directorate General of Higher Education. The problem is whether the threat of closure mentioned above, to be something scary or even a trigger to work more seriously.

Based on the above description it is clear that one of the problems in education today is the low performance of lecturers in the management of learning. Several indications related to professionalism and lecturer data performance can be identified as follows: unmet academic qualifications, low basic skills, lack of teaching component in the development of learning. In connection with the above, then the decline in performance can occur at all levels of education including universities.

Given the importance of the role of quality teaching performance in the development of education and the quality of graduates of students, it is necessary to analyze the extent to which the professionalism of lecturers to the quality of lecturer performance plays a maximum, especially at the Private University in Kopertis Region III Jakarta.



Private Universities (PTS) located in Kopertis region III Jakarta also cannot be separated from the problems above. The growth of universities in terms of quantity or quality, for Kopertis Region III Jakarta grew rapidly

until September 2010 there are 325 private universities, both in the form of Universities, Institutes, Colleges, Academy, and Polytechnic. For more details can be seen in Table 1:

Table 1.
Data Number of PTS in Kopertis Region III Jakarta by Region

WILAYAH	Univ	Institute	High School	Academic	Polytechnic	Total
west Jakarta	13	3	15	12	0	43
Central Jakarta	3	1	23	24	1	52
North Jakarta	2	1	3	8	1	15
East Jakarta	14	5	39	53	0	111
South Jakarta	20	3	48	35	5	111
Total	52	13	128	132	7	332

Source: Directory of Kopertis Wilayah III Jakarta February 19, 2016

However, the increase in terms of quantity is not accompanied by an improvement in terms of lecturers' quality. When viewed from the number of lecturers Kopertis that exist, then the ratio between lecturers with the number of students in the PTS in Kopertis Region III Jakarta is still very small. This has caused lecturers to have limitations in fostering their students, resulting in a limited quality of graduates.

In addition, other problems faced by private universities in Kopertis Region III Jakarta are: There are lecturers of Kopertis whose functional positions have not fulfilled the requirements (minimum Lektor) to guide students 'thesis, given the task of guiding students' thesis. There are lecturers Kopertis who for the last three years have never done research, Kopertis lecturers who are given the task of teaching courses that are not in accordance with the field of science and many more problems faced still teaching in private universities in Kopertis region III Jakarta. The conditions thus enough to hamper the acceleration of private universities in Kopertis Region III Jakarta in responding to the complexities and dynamics of education that are moving very fast, both in terms of meeting the demands of society and in responding to the development and change of science and technology.

Lecturer's ability and motivation and work compensation to lecturers can improve lecturers' performance, supported by Martin (2002), Ainsworth et.al (2002), which expressed the higher the ability of a person who is marked rapidly in overcoming job problems , view work

as an obligation that must be done sincerely and openly can improve the quality of self that will give psychologically meaningful work experience and personal sense of responsibility for the results of his work, which ultimately all this will improve the performance of lecturers.

In addition to the provision of motivation and compensation, factors that can also improve the performance of lecturers is the ability of the lecturer. The appropriate ability can lead to the enthusiasm and high work morale in completing the work. So the right ability is the key to obtain the optimal performance of the lecturers. With high work performance then the lecturer will feel job satisfaction. this is supported by Robbins (2011) which states that the high ability of a person is seen from his great sense of responsibility towards the job, has a high commitment, adaptable to change, has high work motivation and ultimately can lead to job satisfaction.

According Rivai (2011) improving the quality of human resources is very important in the world of universities. In the new economic order, man is the central point in a working system. This is realized by private universities in Kopertis Region III Jakarta which identifies the weakness of human resources in private universities in Kopertis Region III Jakarta, among others: (a,) The quality and professionalism of existing human resources have not been able to support operational activities optimally. (b) The lecturer's development system has not led to a system of the capacity building,



competence, motivation, compensation. (c) Career path management and rewards and punishment have not been applied optimally. (d) The lecturer's admission system has not fully embraced the merit system principle. Based on the above, it is known that the existing human resources are not in accordance with the demands of existing tasks in order to compete and be able to survive any changes in the future.

Private universities, especially Industrial Management Studies Programs located in Kopertis Wilayah III, are trying to make changes in improving the ability and motivation of human resources, especially lecturers in order to improve their leadership, competence, motivation, and compensation and lecturer performance.

To obtain an overview of the factual conditions about: Lecturer's Performance; work ethic, leadership role, competence, motivation, and compensation on Industrial Management Study Program located in Kopertis Region III Jakarta, the researcher conducted an initial survey on 50 permanent lecturers working on Industrial Management Program located in Kopertis Region III Jakarta 2016, The pre-survey results for the lecturer's performance variable, obtained the following results:

1. Lecturer's performance, more than 60 percent stated that the dimensions of lecturers' performance are in a bad category up to enough, thus the dimensions are not yet optimal.
2. The work ethic of lecturers, more than 60 percent stated that the dimensions of the work ethic of lecturers are in a bad category until enough, thus the dimensions are not yet optimal.
3. Leadership Function, more than 60 percent stated that the dimensions of leadership function are in a bad category until enough, thus the dimensions are not yet optimal.
4. Lecturer competence, more than 60 percent stated that the dimensions of lecturer competence are in a bad category until enough, thus the dimensions are not yet optimal.
5. The motivation of lecturers, more than 60 percent stated that the dimensions of a motivation of lecturers work are not good enough until enough, so the dimensions are not yet optimal.
6. Lecturer compensation, more than 60 percent stated that the lecturer compensation dimensions are in the

bad category until enough, thus the dimensions are not yet optimal.

Based on the phenomenon and opinion of the researchers that have been disclosed above, and the results of pre-survey conducted by the researchers, showed that the performance of the lecturer of Industrial Management Studies Program located in Kopertis Region III Jakarta is still not optimal, so the work ethic of lecturers is still limited, and the lecturers' compensation is still relatively small, so on the basis of these phenomena, the focus of research that will be conducted by the researcher is, the less optimal the performance of the lecturer, due to the low work ethic lecturers, while efforts to improve the work ethic required support from: the existence of high leadership roles, high competence, and high lecturer motivation, as well as increased compensation.

Literature Review

1. Leadership Theory

Jones and George (2007) define leadership is a process of influencing others, inspiring, motivating and directing activities in achieving organizational goals. Further according to Sedarmayanti, (2009; 143). Leadership is a dynamic, important and has a high complexity. Leadership is a process that involves leaders, followers, and situations where leaders have the ability to influence, model and inspire and direct actions to followers in an effort to achieve the organization's expected goals.

. Leadership Function

Competence as a person's ability to produce at a satisfactory level in the workplace, including the ability of a person to transfer and apply such skills and knowledge in new situations and enhance agreed benefits. Competence explains what people do at the workplace at various levels and details the standards of each level identifies the characteristics, knowledge, and skills required by individuals who perform their tasks and responsibilities effectively to achieve professional quality standards in work. In an effort to realize effective leadership, then the leadership must be run in accordance with its function. In this connection, according to Rivai (2004:52), the leadership function is directly related to the social situation in each group's life which implies that every leader is inside, not out of situ. The leader must strive to be part of the social situation of the group or organization. The function of leadership according to VeithzalRivai, has five dimensions: According to Rivai



(2004: 53-56), The functions of leadership can be described as follows: a). Delegate Function, b). Instructive Function, c). Consultative Functions, d). Participatory Functions and e). Control Function.

2. Competency Theory

Competence as a person's ability to produce at a satisfactory level in the workplace, including the ability of a person to transfer and apply such skills and knowledge in new situations and enhance agreed benefits. Competence explains what people do at the workplace at various levels and details the standards of each level identify the characteristics, knowledge, and skills required by individuals who perform their tasks and responsibilities effectively to achieve professional quality standards in work. The concept of competence is defined as an inherent characteristic of an individual characteristic of Spencer and Spencer 2003 as an inherent individual characteristic, competence is a part of a relatively stable and stable individual personality can be seen and measured from the behavior of the individual concerned, at work or in various situations. For one's competence identifies a person's behavioral abilities in fairly consistent situations for a rather long period of time rather than an accident. Competence has requirements that can be empirically proven to be a cause of success.

Characteristics of Competence

By understanding the concept of organizational culture as has Spencer and Spencer in Rivai (2011), argues that individual competence is a character of attitudes and behavior, or a relatively stable individual ability when faced with a workplace situation formed from the synergy between character, self-concept, internal motivation, and capacity of contextual knowledge. There are five main characteristics of competence that will ultimately affect employee performance, namely:

1. motives, 2. traits, 3. self-concept, 4. knowledge, 5. Skill

Lecturer Competencies

The Directorate General of Higher Education through lecturer certification program also sets indicators on lecturer competence. In accordance with Book 2 Guidance for Certification of Lecturers, lecturer competency is divided into four, namely; pedagogic

competence, professional competence, personal competence, and social competence. The four competencies must be possessed by the lecturers in order to obtain certification in recognition of the professional professorship profession.

Each of these competencies is also divided into several different dimensions. The dimensions for each of these competencies are as follows:

1. Pedagogic Competence: a. Readiness to give lectures and/or practice/lab work, b. Regularity and order of lecturing, c. Ability to live the classroom, d. Clarity of material delivery and answers to questions in class, e. Media utilization and learning technology, f. The diversity of measurement of learning outcomes g. Giving feedback on tasks, h. The suitability of the material and/or task with the purpose of the course, and i. Conformity of value provided with learning outcomes
2. Professional Competence: a. Ability to explain the subject/topic appropriately, b. Ability to provide relevant examples of the concepts taught, c. Ability to explain related fields/topics taught with other fields/topics, e. Ability to explain the relevance of field/topic taught in the context of life, f. Mastery of up-to-date issues in the field taught, g. Use of research results to improve the quality of lectures, h. Involvement of students in research/study and or development/ engineering/design undertaken lecturer. Ability to use a variety of communication technologies
3. Personal Competence: a. Authority as a lecturer person, b. Wisdom in decision making, c. Be an example of behaving and behaving, d. One word in action, e. The ability to control oneself in various situations and conditions, f. Fair in treating students
4. Social Competence: a. Ability to express opinions, b. The ability to accept criticism, suggestions, and opinions from others, c. Get to know well the students who follow the course, d. Easily associate with colleagues, employees, and students, and e. Tolerance to student diversity.

3. Motivation Theory

Motivation comes from the Latin word "movere" which means impulse or move. Motivation with management is only intended for general human resources and subordinates. According to Gibson (2008:



142), that motivation is a force that encourages an employee to generate and direct behavior. Motivation is a stimulus or encouragement of employees to work as well as possible. Stimulation or encouragement is internal and external and should be perceived benefits of changing the attitude of employees in the implementation of their duties so that the maximum results can be achieved. Internal impulse is an impulse arising from within each individual's conscience without being influenced by external factors. Thus it can be taken a conclusion that motivation is a very important variable in an effort to help leaders to achieve goals. Motivation is the willingness to expend high levels of effort toward organizational goals conditioned by the ability of the effort to meet individual needs. The effort element is a measure of intensity. When a person is motivated, he will try strongly. The purpose of the organization is the effort it should be. According to Sedarmayanti (2013: 233). Expressing Requirement something internal circumstances that cause certain results look interesting. From the limitations that have been expressed in simple can be said that the motivation is the emergence of behaviors that lead to certain goals with full commitment to the achievement of the intended purpose.

Forms of Motivation

According to Gibson in Narimawati (2005) motivation theory is divided into two categories namely:

1. The Theory of Satisfaction focuses on the factors within the individual that drive, direct, maintain and stop a behavior. This theory tries to determine the specific needs that motivate a person.
2. Process Theory, describes and analyzes how behaviors are driven, directed, cared for and stopped.

4. Theory of Compensation

Compensation is everything that employees receive in return for their work (Sedarmayanti, 2013: 239). Anything that an employee receives a consideration for his or her contribution to a company or organization can be said to be compensation. If the compensation is well managed, will be able to assist the company/organization in achieving the goal. (Ardana, Mujiati, Main, 2012: 153). In general, the purpose of compensation management is to help the organization achieve strategic success and ensure that internal and external rights are fair:

1. Internal Justice, Guaranteeing a more demanding position or a more capable person within the organization is given higher compensation.
2. External medial, Ensure that work is given reasonable remuneration, comparable to similar work in the labor market

The objectives of compensation management: a. Getting qualified employees, b. Pay employees now, c. Ensure fair rights, d. Reward the expected behavior, e. Controlling costs, f. Comply with applicable regulations, g. Facilitate understanding and h. Further administrative efficiency. To achieve the objectives of compensation management, the steps to be taken include:

Phase 1: Evaluate each job by utilizing the job analysis information to ensure a fair internal right based on the relative value of each job, Phase 2: Apply salaries and wages to establish fair external rights based on tariffs paid in the labor market, and Phase 3: Appreciate each job to determine a payment rate based on fair internal and external rights. Supply factors that affect compensation policies: a. Employee's supply and permit, b. Unions, c. Productivity, d. Willingness and ability to pay, and e. Government rules.

Types of Compensation

The three types of compensation outlined by Nawawi (2005) are:

1. Direct compensation
Rewards called wages or salaries, which are paid on a fixed basis over a fixed grace period.
1. Indirect Compensation
Giving a share of the profits/benefits to workers outside of salary or fixed wages can be either money or goods.
2. Incentives.
The rewards or rewards given to motivate the workers for high work productivity are not fixed or at any time

5. Work Ethics Theory

Ethos is derived from the ethos of the character, the way of life, the person's habits, the motivations or the moral goals of a person and their worldview, ie the most comprehensive way of acting or idea of the order. In other words, ethos is the evaluative aspect as a fundamental attitude toward themselves and their world



that is reflected in life (Khasanah, 2004: 8). Wikipedia dictionary says that ethos comes from Greek; the root word is ethikos, which means moral or moral character. In ancient and modern Greek, ethos has meaning as the existence of the self, soul, and mind that make up a person. In Webster's New Word Dictionary, 3rd College Edition, ethos as a tendency or character; attitudes, habits, beliefs that differ from individuals or groups. It can even be said that ethos is essentially about ethics. Ethics certainly not only belong to a certain nation. Any society and any nation have ethics, these are universal values. The ethical values associated with work ethics such as diligence, work, hard, high discipline, self-restraint, tenaciousness, diligence and other ethical values can also be found in other societies and nations. Crafts, gotong-royong, mutual help, being polite for examples are still found in our society. The difference is that in certain nations certain ethical values stand out whereas in other nations it is not. In the course of time, certain ethical values, once outspoken or unremarkable, can become prominent characters in a particular society or nation.

Characteristics of Work Ethics

The work ethic has a number of characteristics that become the identity of the meaning of the work ethic itself. The three main characteristics of the work ethic are:

1. **Interpersonal Expertise.**
Interpersonal skills include habits, attitudes, ways, appearances and behaviors that employees use when around people and affect how individuals interact with others. Indicators used to identify employee interpersonal skills include personal characteristics that can facilitate the establishment of good interpersonal relationships and can contribute to the performance of employees, where cooperation is a very important element. There are seventeen traits that can describe employee interpersonal skills, which are polite; friendly; happy; attention; fun; cooperation; help; liked; persistent; loyal; neat; patient; appreciative; hard work; humble; stable emotions; and hard it will.
2. **Initiative.**
Initiatives are characteristics that can facilitate employees to be encouraged to further improve performance and not immediately satisfied with the

regular performance. This aspect is often associated with the work climate that is formed within the work environment within the organization. There are sixteen traits that can describe employee-related initiatives: ingenious; productive; many ideas; initiative; ambitious; efficient; effective; enthusiastic; dedication; endurance; accurate; thorough; independent; able to adapt; persistent; and regular.

3. **Reliable.**
Reliable is a spec that relates to the expectation of employee performance and is an employee implicit agreement to perform some job functions. Employees are expected to satisfy the minimum expectations of the organization, without needing too much to do work that is not their job. This aspect is one thing that is highly desired by the organization against its employees. There are seven traits that can describe a reliable employee, following a show; comply with the rules; reliable; can be trusted; be careful; honest; and on time.

6. Lecturer Performance Theory

Performance in the world of education is actually not only shown for the profession of lecturers but other supporting elements such as the academic staff, administration, cleanliness, and other parts. Because all support each other to achieve the quality of education. Some experts define performance as a maximum achievement of an employee in doing his job. Among the experts are:

1. The groundout in Narimawati (2005) says that performance as the appearance of work behavior characterized by the flexibility of motion, rhythm, and size of work in accordance with the procedure to obtain results that meet the quality, speed, and quantity requirements.
2. Stoner in Narimawati (2005) defines performance is an achievement that can be shown by employees. It is an achievable outcome in carrying out the tasks assigned to him based on the skills, experience, and the occurrence and the time available.
3. Bernadin & Russel in Narimawati (2005) provides a performance limit of "the record of outcomes produced on a specified job function or activity during a specified time period" during a specified period.



4. Stereister in Simbolon (2005) defines factors that affect performance including motivation, skills, knowledge, skills, education, experience, training, interests, attitudes, personality, physical conditions, and physiological needs, social needs, and needs egoistic.
5. Porter and Lawyer in Simbolon (2005) states that performance is a successful role achievement that someone gained from his actions in the work.

From the above description it can be concluded that performance is the achievement of a person who is influenced by motivation, ability, knowledge, skills, education, experience, training, interest, attitude, personality, physical condition and physiological needs, social needs, and egoistic needs perform work in certain periods performed in accordance with established procedures.

Lecturer Performance Measurement

To know the high performance of lecturers in doing their job hence required existence of appraisal system to lecturer performance. Performance appraisal is a means used to measure the work done in accordance with the targets that have been set. As a professional, lecturers who work and carry out their duties, the profession is also treated the assessment in carrying out his work as an educator. The importance of lecturer performance assessment was also raised by Lewis R in Narimawati (2005). "That assessment on lecturer performance is important/necessary, considering that lecturer in an important position in influencing the implementation of student education is not surprising if the government, parents of students, and others pay attention to the quality of education through the ability of a lecturer". Gaffar in Nirmawati (2005) divides teacher performance into three main culprits, namely; (a) content knowledge, (b) behavior skill, and (c) human relation skill.

While Sanusi and Natawidjaja in Narimawati (2005) divide lecturer's performance conceptually covering aspects of professional ability, social ability, and personal ability. (1) Professional capability includes; mastery of subject matter consisting of mastery of materials to be taught and basic concepts of science from the materials taught mastery and appreciation of the foundations/insights of education and teacher training, mastery of educational processes, teacher training, and student learning. (2) Social capabilities include; the

ability to adapt to the objectives and the environment at the time of performing his duties as a teacher. (3) Personal abilities include a positive appearance and attitude towards the overall situation as a teacher and to the overall educational situation and its elements, understanding, appreciation, and appearance of norms that a teacher should adhere to and the appearance of efforts to make his image a role model and exemplary students. Measurement of lecturer performance as stated in the Association of Guiding Principles of College of Teacher Training in Indonesia in 2001 (Diknas, 2001: 74) covering:

- a. The main element of education, which is the effort to develop and disseminate science and technology and/or art as well as strive to improve people's lives and enrich the national
- b. Tridharma college, the real action done by lecturers in the field of education and teaching, research and development of science and community service Supporting the main task of lecturers, namely activities that are the length of the implementation of the main task of lecturers both the element of education and Tridharma College.

Research Methods

The method used in this research is survey method with a quantitative approach that is:

1. The nature of the study with the data collection approach, which will provide an overview, through the spread of structured questionnaires developed from the indicators of research variables.
2. The nature of research with verification approach to testing the truth of a hypothesis by using Path Analysis, which is to analyze the pattern of relationships between independent variables and the direct influence and indirect influence of the independent variable to the dependent variable.

Object of Research

The place of study will be conducted on the university in the form of universities that have study program of Industrial Management in Kopertis Region III Jakarta. As for the 14 (fourteen) universities which have the study program of industry management studied, consist of 1).



University of Krisnadwipayana, 2). University of Dharma Persada, 3). University of Surya Dharma, 4). National University, 5). University of 17 August Jakarta, 6). University of EmpuTantular, 7). Islamic University of Asyafi'iyah, 8). University of Islam Jakarta, 9). University of Muhammadiyah, 10). University of Borobudur, 11). University of Surapati, 12). University of Jayabaya, 13). University of Persada Indonesia, 14). University of Indraprasta.

In Kopertis Region III Jakarta there are still a number of large private universities, such as Trisakri University, but the university, the study program that is being mimicked, is: Study program of Industrial Management. Thus the researchers did not involve some of these universities in this study.

Research Design

The research design is the whole process necessary for planning. The field of research is human resource management. Especially human resources in the context of performance management. The method used in this study using explanatory survey method (explanatory survey method), Application of survey research methods in operation, required a research design appropriate depth conditions of research to be conducted. The research design is the whole process required in planning and conducting research. In this study includes the following processes, (Nazir, 2005)

Data Source

The research data retrieval procedure uses two types of data that can be classified as follows:

a. Primary data

Primary data in question include data about the role of competence, motivation, compensation, and moderation and lecturer performance collected through a questionnaire/questionnaire distributed directly to the lecturer. Furthermore, the data is tabulated by using the frequency distribution.

b. Secondary Data

Secondary data is needed to see the general picture of the institutional obtained from the statistics that have been processed from ten universities in Kopertis Region III Jakarta as the research sample. In addition, the secondary data used in this study is data obtained through literature studies.

Data Collection Technique

1. Survey Technique

In this study data collection is done by using survey techniques by distributing questionnaires containing questions that will describe the indicator variables studied.

2. Interview Technique

Interviews are a means of collecting data used to obtain information directly from the source. Interviews were conducted on the parties related to student services; such as lecturers, leaders, and community of graduates of industrial management program students in Kopertis Region III Jakarta.

3. Questionnaire

Questionnaire of research in the form of a list of structured questions shown in the respondents selected as samples to obtain primary data. The respondents in this study are a lecturer of industrial management in KopertisRegion III Jakarta to obtain data related to the question items of the research variables.

Population and sample Research

Research sampling is based on the number of lecturers located in the Fourteen Private Universities in Kopertis Region III Jakarta, where the lecturer's population. The research was conducted on lecturers in the form of universities, lecturers who teach on the study program of industrial management in Kopertis Region III Jakarta. Therefore, the members of the population are all lecturers of industrial management in Kopertis Region III Jakarta. Given the enormous number of members of the population and the lack of funds, time and facilities and other support, this study conducted a sampling that can represent the population of ten units. Before conducting sampling in the field, the researcher first determines the sample frame. As described above that sampling represents the distributed population distributed by cluster proportional random sampling technique.

Instrument Testing

1. Test of Validity

Validity indicates the extent to which a measuring instrument measures what it wants to measure (Singarimbun and Effendi, 1995).

2. Test of Reliability

Reliability is an index indicating the extent to which a tool is reliable or reliable (Singarimbun and



Effendi, 1995). Reliability shows a consistent gauge in measuring the same symptoms.

3. Test Data Normality

Normality test is done to know the normal distribution of a data. Normal or not, it is seen from the comparison between the data possessed by the normally distributed data which have the same mean and standard deviation.

Design of Path Analysis

Based on the paradigm and the previous hypothesis, the analysis method used to test is by using path analysis. Based on the pathway, the model of path analysis and its path equations can be explained as follows:

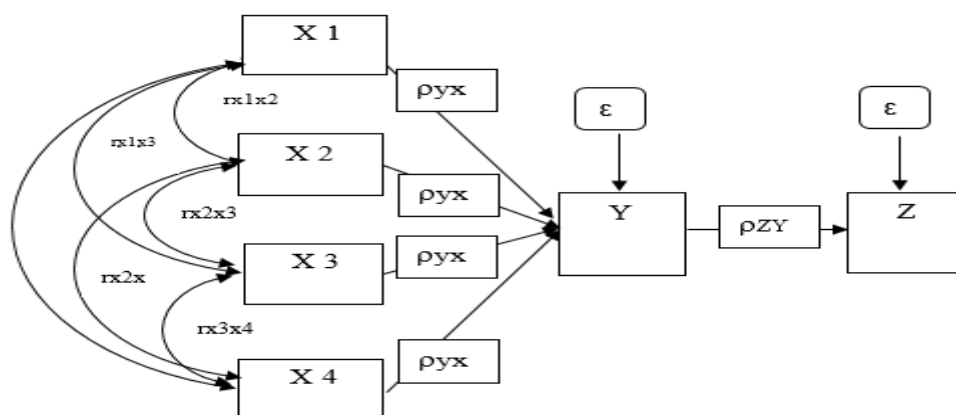


Figure 1: Overall Path Analysis Model

Structural of Model I.

$$Y = f(X1, X2, X3, X4)$$

$$Y = \rho_{yx1} .x1 + \rho_{yx2} .x2 + \rho_{yx3} .x3 + \rho_{yx4} .x4 + \epsilon_1$$

Where:

X 1 = Leadership Function

X 2 = Competence

X 3 = Motivation

X 4 = Compensation

Y = Working Ethos

Z = Lecturer Performance

ρ_{yx1} = Path coefficient of variable X1 to variable Y.

ρ_{yx2} = coefficient of variable path X2 to variable Y.

ρ_{yx3} = Path coefficient of variable X3 to variable Y.

ρ_{yx4} = Path coefficient of variable X4 to variable Y.

ϵ_1 = Influence of other variable from outside model 1

Structure of Model II.

$$Z = f(Y)$$

$$Z = p \text{ by } Y + \epsilon_2$$

Where:

Y = Working Ethos

Z = Lecturer Performance

ρ_{zy} = coefficient of path variable Y to variable Z

ϵ_2 = Influence of other variables from outside model 2

Hypothesis testing

To perform hypothesis done through statistical hypothesis by using path analysis using SPSS software, with details as follows:

Partial Hypothesis Testing:

H0: $\rho_{YXi} = 0$ There is no influence of the influence of leadership function on the work ethic of the lecturer

Ha: $\rho_{YXi} \neq 0$ There is an influence of leadership function to work ethic of lecturer

Where $i = 1; 2; 3; 4$. If probability value $< 5\%$ means H0 is rejected, and Ha is accepted, meaning significant path coefficient.

Probability value $> 5\%$ means H0 accepted

Testing simultaneous hypothesis:

$$H0: \rho_{YX1} = \rho_{YX2} =$$

$\rho_{YX3} = \rho_{YX4} = 0$ There is no influence of leadership function, competence, motivation and compensation simultaneously to work ethic of lecturer

Ha: One of $\rho_{YXi} \neq 0$



there is an influence of leadership function, competence, motivation, and compensation simultaneously to work ethic of lecturer

The probability value $< 5\%$ means H_0 is rejected, and H_a is received, meaning the path coefficient is significant.

Probability value $> 5\%$ means H_0 accepted.

Research Result And Discussion

1. Effect of leadership function on the work ethic of lecturers

The function of leadership, based on the results of path analysis calculations, it appears that the direct influence is greater than the indirect effect, the variable of leadership function is the dominant variable, this means that without any contribution from other variables (competence variable, motivation, and compensation) can stand on their own.

Given the value of the highest first termination coefficient, then the variable of leadership function is the most dominant variable in forming work ethic. This is understood as the function of the leader has the authority over power in organizing and ordering his employees to do or carry out something, including in the formation of ethos.

The influence of leadership function in the study program of industrial management in DKI Jakarta Province informing the work ethic is supported by the following theories: 1) Sinamo theory (2011) and 2) Schein in Sedarmayanti (2013).

The influence of leadership function in the study program of industry management in DKI Jakarta Province informing the work ethic is supported by several research results as follows: 1). Dissertation of Suprpto, (2008), 2). Simbolon's Dissertation, (2013).

2. Effect of lecturer's competence on work ethic

Variable Competence, based on the results of path analysis calculations, it appears that the direct influence is greater than indirect influence, then the competence variable is the dominant variable, this means the competence variable can stand alone. The magnitude of the influence of lecturer competence in forming the work ethos of the second largest influence. It can be understood that the main task of the lecturer is to give education and teaching to the

students, therefore the competency ability of the lecturer is an absolute that is in the lecturer.

The influence of lecturer competence in forming work ethic is supported by the theories, as follows: 1). Sedarmayanti (2013) 2). Wibowo (2013), Rivai (2011)

The influence of lecturer competence in forming work ethic is supported by some research results as follows: 1) Muzenda (2013)

3. The influence of motivation on the work ethic of lecturer

The variable of motivation, based on the result of path analysis, shows that the direct influence is bigger than indirect influence, the variable of motivation variable is dominant variable, it means without contribution from other variables (Variable of leadership function, competence, and compensation). Already can stand on its own.

The magnitude of the influence of the lecturer motivation in forming the work ethos of the third largest influence. It is understandable considering the implementation of lecturers' duties will depend heavily on the moves it has. The higher the motivation it has will greatly improve the work ethic of lecturers.

The influence of lecturer motivation in the study program of industrial management in DKI Jakarta Province informing the work ethic is supported by the following theories: 1). Sinamo (2011). 2) Schein in Sedarmayanti (2013).

4. Effect of compensation on the work ethic of lecturers

The variable of compensation, based on the result of path analysis, shows that the direct influence is bigger than indirect influence, the motivation variable is the dominant variable, it means that without any contribution from other variables (Variable of leadership function, competence, and compensation) own. The magnitude of the influence of lecturer compensation informing the work ethos gives the smallest effect, compared with the other three variables. It can be understood given that the compensation given to the lecturer of industrial management study program in DKI Jakarta Province has not been optimum yet and uneven among the respective universities.



The influence of lecturer compensation in the study program of industrial management in DKI Jakarta Province informing the work ethic is supported by several research results as follows: 1). Nur'aeni's dissertation, (2011).

5. Influence of leadership function, competence, motivation, and lecturer compensation to work ethic of lecturer

The results of the calculation of Coefficient of determination (R²) expressed in percentage describes the contribution of the four independent variables of leadership, competence, motivation, and compensation in determining the work ethic of the lecturer is 72.86 percent. Given the direct influence is much greater than indirect influence, then the four variables are the dominant variable.

Thus the variables of leadership function, Competence, Motivation, and compensation simultaneously make a very significant contribution to the formation of the work ethic of lecturer in Industrial Management Study Program at University of DKI Jakarta Province While other factors that are not studied affect the Work Ethics of 29.24 percent. Other variables such as work environment, organizational culture, communication, cooperation, and others.

Theories that support the influence of leadership function, competence, motivation and on the work ethic of lecturer at Industrial Management Program at the University of DKI Jakarta at supported by several theories as follows: 1). Sinamo (2005). 2) Schein in Sedarmayanti (2013), 3). Wibowo, (2013: 14), and 5). Simamora (2004).

6. Effect of work ethic on lecturer performance

The magnitude of work ethic influence on lecturer performance is 83.35 percent. while other variables that are not researched and also influence the performance on is shown by a value equal to 16,65 percent. Other variables such as work loyalty, morale, job satisfaction, and so forth.

The influence of work ethic in shaping the performance of lecturers is supported by the following theories: 1). Rivai, (2004). 2). Ivancevich et al (2007).

The influence of work ethic informing the performance of lecturers, this is supported by the results of research as follows: 1). The Narimawati Dissertation, (2005)

CONCLUSION

Based on the analysis of secondary data and primary data and the results of path analysis and hypothesis testing of research data collecting various respondent information, it can be concluded several things as follows:

The condition of the overall leadership function can be described as good to good. The dimension in this study consists of four dimensions, where the dimension with the highest average value is the dimension of decision making. However there are still two weak aspects, namely: Leaders rarely help in solving problems faced by lecturers, and Leaders lack the ability as a liaison with outsiders.

The conclusion about the condition of leadership function is supported by interview result with expert judgment, stating that the leadership role in the management study program of private universities Kopertis Region III Jakarta is still not optimal.

Lecturer's competence is in the category of good enough to good. Where the dimension with the highest average value is the pedagogic dimension. However, there are still two weak aspects, namely: Lecturers are less able to conduct feedback from lecturers in lectures, and Lecturers are less able to know well the students who follow the lecture.

The conclusion about the condition of lecturer competency is supported by interview result with expert judgment, stating that lecturer competence in Industrial Management study program in Private Higher Education Kopertis Region III Jakarta is still not optimal and uneven.

Lecturer's motivation is in the category of good enough to good, dimension with the highest average value is the dimension of achievement needs. Nevertheless, there are still weak aspects of Lecturer in working less to cooperate and lecturers at work less willing to take risks.

The conclusion about the condition of lecturer motivation is supported by interview result with expert judgment, which states that the motivation on the study program of industrial management in Private Higher Education Kopertis Region III Jakarta is still not optimal and uneven.

Lecturer's compensation is in the category of good enough to good, dimension with highest average value is the dimension of direct compensation. However, there



are still weak aspects, namely: Lecturers lack the ease of lending from universities or cooperatives, and institutions, where the workplace has not been able to provide a, means to eat together large and representative.

The conclusion about the condition of compensation is supported by the result of an interview with expert judgment, which states that the compensation received by the lecturer in the study program of industrial management in Private Higher Education Kopertis Region III Jakarta is still not adequate, and the variation of the amount is not evenly distributed.

The work ethic of lecturers is in the category of good enough to good, dimension with highest average value is a dimension of discipline attitude. However, there are still weak aspects, namely: Lecturers are not optimal in performing tasks according to authority, and Lecturers are less able to have the ability in decision making.

The conclusion about the condition of this work ethos is supported by the result of an interview with expert judgment, stating that the condition of work ethic in the study program of industrial management in Private University Kopertis Region III Jakarta is still not optimal.

Lecturer's performance is in the category of good enough to good. The dimension with the highest average score is the dimension of carrying out community service. However, there are still weak aspects, namely: Lecturers always represent national and international delegations for the progress of the institutions where I teach and the second weakest aspect of lecturers less able to translate/adapt published scholarly books (ISBN).

The conclusion about the condition of leadership function is supported by an interview with expert judgment, stating that the role of leadership in the program of management of industry in Private Higher Education Kopertis Region III Jakarta is still not optimal and uneven.

Partially The function of leadership gives the most dominant influence on the work ethic of lecturer of Industrial Management Study Program in DKI Jakarta Province with a total influence of 26.23 percent.

This conclusion is in line with an expert judgment statement stating that efficient and effective leadership functions will have a significant effect on the improvement of work ethic.

Partially Competence gives influence to the work ethic of lecturer of Industrial Management Study Program in DKI Jakarta with a total influence of 18.22 percent. The influence of competence on work ethic occupies the second position.

This conclusion is in line with an expert judgment statement stating that high and equal lecturer competence will be able to give a significant influence on the improvement of work ethic.

Partially motivation of lecturer gives the influence to work ethic of lecturer of Industrial Management Study Program in Jakarta Capital City with a total influence of 14,74 percent. The influence of motivation on work ethic occupies the fourth position.

This conclusion is in line with the statement of expert judgment which states that high lecturer motivation and equality will be able to give a significant influence on the improvement of work ethic.

Partially, the lecturer compensation gives the influence to work ethic of lecturer of Industrial Management Study Program in Jakarta Capital City with a total influence of 13.62 percent. The effect of compensation on work ethic occupies the smallest position.

This conclusion is in line with an expert judgment statement stating that adequate and equitable lecturer compensation will be able to give a significant effect on the improvement of work ethic.

Simultaneously The function of leadership, competence, motivation, and compensation of lecturer give the influence to work ethic of lecturer of Industrial Management Study Program in DKI Jakarta Province with a total influence of 72.86 percent. The influence of other variables that are not studied, amounted to 27.14 percent.

This conclusion is in line with the statement of expert judgment which states that the function of leadership, lecturer competence, lecturer motivation, high compensation and evenly will be able to give a very significant simultaneous influence to the improvement of work ethic.

The work ethic of lecturers has an effect on the performance of lecturers of Industrial Management Study Program in Jakarta Capital City at 83.30 percent.

This conclusion is in line with the statement of expert judgment which states that the work ethic of high lecturer and evenly will be able to give a significant



influence to the improvement of lecturer performance of Province.
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