

The Effect of Quality of Work Life on Job Satisfaction of Academic Staff in Indonesia Higher Education

Andita Sayekti^{1,2*)}, Fendy Suhariadi¹, Nuri Herachwati¹, Irna Noerrochmah²

¹Postgraduate School, Universitas Airlangga, Surabaya, Indonesia

²IPB University, Bogor, Indonesia

Abstract

Quality of work-life is an expression of the importance of appreciation for employees in carrying out activities in the work environment. Implementation of good quality of work-life will create a positive attitude and lead to job satisfaction for employees. The purposes of this research are identification academic staff perception of the quality of work-life and job satisfaction in Indonesia Higher Education and to analyze of the influence of quality of work-life towards job satisfaction on academic staff in in Indonesia Higher Education. The data were analyzed using descriptive analysis and SEM-PLS. Perceptions of the academic staff on quality of work-life and job satisfaction, indicated that is considered good implementation. The influence of quality of work-life and job satisfaction showed a positive and significant can be found at pride, compensation, and employee participation factor.

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**CORRESPONDING
AUTHOR:**

Andita Sayekti

andita.sayekti-
2022@pasca.unair.ac.id

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Introduction

The natural resources owned by a country are no longer a determinant of the level of welfare. The current determinant of a country's level of welfare is based on human capital (UNU-IHDP et al. 2014). In general, human capital has the meaning of the abilities that exist within a person. Human capital is an asset in the form of intangible skills and knowledge that can be used to create value for an organization (Prasojo et al., 2017). Human capital management has led to the emergence of a comparative measurement of human capital strength between countries, called the Human Capital Index (HCI). Indonesia is ranked 87th out of a total of 157 countries in the world in the Human Capital Index with a score of 0.53 out of a total of 1.00. HCI measurements can be seen through the quality and quantity of education, the health of a country, and the probability of living to the age of five which can support the productivity of future generations (World Bank, 2018). Countries with a higher index are considered to have human resources with higher competence compared to other countries. Indonesia's ranking in HCI is still unable to compete with other neighboring countries such as the Philippines, Thailand, Malaysia, and Singapore, even though in 2030 Indonesia is predicted to experience a demographic bonus (BPS, 2019). A demographic bonus that is not managed well will be a burden for the government because it will cause the unemployment rate in Indonesia to increase (Falikhah, 2017), so based on this phenomenon improvements to Indonesia's human capital sector need to be paid attention to.

Kesti (2013) in his research conducted at the Singaporean Business Service Company showed that quality of work-life is a determining factor for human capital to carry out its duties optimally. This condition indicates that to advance an organization, quality of work life has an important role in it. The quality of work-life view according to Dessler (2003) is a situation where employees are able to fulfill their important needs by working in the organization. The ability to do this depends on the organization's fair and supportive treatment of employees, such as the opportunity to fully demonstrate their skills, the opportunity to realize themselves, and the opportunity to play an active role in organizational decision making. Apart from that, based on a job satisfaction survey conducted by the Qerja community (2018), it shows that the biggest factor that makes employees feel satisfied with their work is the work environment, followed by work-life balance, and salary and work benefits. These factors are included in the quality of work-life factor because they are related

to the welfare conditions of employees' lives. Based on these results, it shows that it is important to know the quality of work life that employees expect, so that it can provide an idea of the level of job satisfaction felt by employees.

One form of investment in human resources that can be done is through education. Universities as higher education institutions are required to improve quality which can be realized through the implementation of quality education (Primayana, 2016). The implementation of quality education is believed to be one of the things that has an important and strategic role in the development of a nation, so that to get quality education you are required to have strong, superior, participative, and competitive educational resources (Rezky et al., 2019). According to Republic of Indonesia Law no. 20 of 2003 educational resources are everything used in the implementation of education including educational staff, community, funds, facilities, and infrastructure.

Rachman *et al.* (2016) showed in their research that *employee engagement* can increase employee job satisfaction. Employees who are satisfied with their work will carry out work until it is completely finished and make extra efforts to achieve organizational goals. Job satisfaction is an evaluation that describes a person's feelings in the form of being happy or unhappy, satisfied or dissatisfied at work (Rivai *et al.* 2009). Based on this, it is necessary to assess the job satisfaction of educational staff.

Improving the quality of educational staff is needed to achieve a world-class campus (Kemendikbud 2019). Based on Republic of Indonesia Law no. 20 of 2003, educational personnel are members of the community who dedicate themselves and are appointed to support the implementation of education and are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process. The existence of educational staff is very necessary, because there are duties and functions of educational staff that cannot be carried out by teaching staff. The work of educational staff is service work that helps the learning process run smoothly, is administrative in nature, requires different competencies from teaching staff, and sometimes does not have direct contact with students (Rahmawati, 2017).

One of higher education in West Java annually assesses the performance of educational staff. The assessment issued by the Human Resources Directorate is only carried out on education staff with civil servant

status, even though according to January *et al.* (2015) performance appraisal is a guideline that is expected to show job satisfaction routinely and regularly. This makes it necessary to further develop performance assessment for all educational staff. The institution has a total of 98 education staff consisting of 40 education staff with civil servant status, 47 education staff with contract staff status, and 11 education staff with casual daily staff status. The number of employees does not match the number of *man power planning* (human resource planning) issued by the HR Directorate. The ideal number of educational staff based on *man power planning* is 53 educational staff. This is certainly a problem in itself because based on research by Ajitia *et al.* (2017), too many educational staff will make the workload received too low, resulting in institutions having to allocate excessive costs to educational staff with the same level of productivity. Apart from that, Ajitia *et al.* (2017) also stated that an imbalance in workload between educational staff will result in a decrease in work productivity due to feelings of jealousy over the workload received.

Another problem faced by educational staff is decreased performance due to the wages/salaries received. According to the Big Indonesian Dictionary (KBBI), wages/salaries are remuneration that employees receive in the form of money based on a certain time. The employee wages given to educational staff based on employment status can be seen in Table 1.

Table 1: Wages of employees with employment status for educational staff

Compensation-employment status		Employment status			Total
		Civil servants	Contract worker	THL	
Compensation	1-2 million	0	47	11	58
	2-3 million	0	0	0	0
	3-4 million	30	0	0	30
	4-5 million	10	0	0	10
Total		40	47	11	98

Source: Data processed

The 2020 Regional Minimum Wage (UMR) for Bogor Regency is IDR 4,083,670. Based on data from Table 2, it can be seen that educational staff receive at most a wage/salary of IDR 1-2 million below the UMR for Bogor Regency. Providing wages/salaries below the minimum wage will have an impact on employee welfare because wages/salaries are one of the factors that function as a guarantee of employee survival. Low wages/salaries will affect the level of job satisfaction, thereby affecting the resulting performance. Apart from

that, providing low compensation will also have an impact on reducing employee productivity (Agustini *et al.* 2019). However, the fact is that many educational staff have quite a long period of service even though the salary they receive is below the minimum wage. This condition occurs because of the *nriman personality* who considers that the salary received is part of the fortune that is worth being grateful for, thus making the educational staff choose to remain (Andria *et al.* 2019).

This problem is related to *the quality of work life aspect* because it is related to the life situation of education staff in the workplace. The concept of *quality of work-life* is basically an award given to employees in the workplace. Employees will work more diligently and better if they have a comfortable and enjoyable work-life. Vice versa, an unpleasant work-life will have an impact on employee dissatisfaction, causing work motivation to decrease and organizational goals not being achieved (Setiawati *et al.* 2019).

Research Methods

This research was carried out in one of Indonesia Higher Education at Bogor West Java, Indonesia and the research objects were the educational staff. The data used in this research were primary data and secondary data. Primary data was obtained from interviews and filling out questionnaires given to educational staff. Meanwhile, secondary data was obtained through internal data from the Department, Dean, Human Resources Directorate and other literature in accordance with the research topic.

The sampling method in the research used a *non-probability sampling technique*, namely saturated samples. Saturated sampling is a sampling technique using all members of the population (98 educational staff) as the research sample. Another term for saturated samples is often referred to as census (Agung *et al.* 2016). The data processing and analysis methods used are validity tests, reliability tests, descriptive analysis, and SEM PLS analysis. The analysis tools used are Microsoft Excel 2017, IBM SPSS version 25 *software* and smartPLS 3.0.

Results and Discussion

Respondent Characteristics

Based on the results of the analysis, it shows that the educational workforce is dominated by male contract workers, because most of the educational staff's work has a physical workload, so it requires quite a lot of energy to carry out the work. Most educational staff are in the 31-40 years old range, this is a productive age with quite a lot of experience. The most recent education is high school because the work of educational staff is mostly work that anyone can do as long as they are honest, conscientious, and have the necessary skills and expertise. The criteria for most years of service are in the range of 6-15 years. The job criteria are dominated by academic administration positions because the research object is an educational institution tasked with administrative and academic services, so it requires a larger number of academic administration workers than other positions.

Education Personnel's Perception of Quality of Work-Life

The education staff's assessment of quality of work-life factors generally produces an affirmative answer which indicates that the implementation of quality of work-life is in good condition. The quality of work-life factor that has the highest assessment is pride with an average score of 3.22. This shows that the feeling of pride of educational staff towards institution will make them feel happy when working, so that the bond that exists is higher. The quality of work-life factors that have the lowest assessment are work safety, work security and compensation. Work safety and overall job security receive positive assessments from education staff. However, in the compensation factor, there are indicators that receive a disapproving assessment, namely that the salary received is deemed not to be in accordance with the living needs of educational staff. This happens because non-civil servant education staff (contract workers and casual daily workers) have salaries ranging from IDR 1-2 million, which is still below the minimum wage set by the regional government. The amount of salary is considered not enough to meet daily needs. Education staff's assessment of quality of work-life factors starting from the highest average score is pride, employee participation, occupational health, communication, conflict resolution, career development, work safety, job security, and compensation. The following is Table

2 of the results of descriptive analysis of educational staff's assessment of quality of work-life.

Table 2: Perceptions of educational staff regarding quality of work-life factors

Quality of work-life factors	Average	Information
Employee participation	3.21	Agree
Career development	3.01	Agree
Conflict resolution	3.07	Agree
Communication	3.10	Agree
Occupational health	3.18	Agree
Work safety	2.73	Agree
Job security	2.73	Agree
Compensation	2.73	Agree
Pride	3.22	Agree
Total	3.00	Agree

Education Staff's Perception of Job Satisfaction

The education staff's assessment of job satisfaction factors generally produced an affirmative answer, indicating that the implementation of job satisfaction in the Indonesia higher education's environment was in good condition and in line with what the education staff expected. The job satisfaction factor that received the highest rating was the social satisfaction factor which indicates that the relationship with colleagues and superiors is harmonious. A good and harmonious social life can motivate employees at work because it has a pleasant environment. Likewise, social conflict can trigger feelings of stress in employees and psychological tension, so it should be avoided as much as possible (Hagemeister et al. 2018). The job satisfaction factor that received the lowest rating was financial satisfaction. This happens because the incentive system has not been regulated in detail. The rules for providing incentives given to educational staff are adjusted to the capabilities of each work unit. Education staff's assessment of job satisfaction factors starts from the highest average score, namely social satisfaction, physical satisfaction, psychological satisfaction and financial satisfaction. The following are the results of the education staff's assessment of job satisfaction factors in Table 3.

Table 3: Perceptions of educational staff regarding job satisfaction factors

Factors influencing job satisfaction	Average	Information
Physical satisfaction	3.06	Agree
Psychological satisfaction	3.02	Agree
Financial satisfaction	2.56	Agree
Social satisfaction	3.09	Agree
Total	2.93	Agree

The Influence of Quality of Work-Life on Job Satisfaction of Education Staff

This research aims to see the influence of quality of work life on job satisfaction of educational staff. The analysis tool used is SEM-PLS with the help of Smart PLS 3.0 software. SEM-PLS analysis uses two model tests, namely the outer model (measurement model) and the inner model (structural model). The measurement model or outer model is used to see validity and reliability by looking at convergent validity, discriminant validity and composite reliability. Meanwhile, the structural model or inner model is evaluated by looking at the R-square of the dependent latent construct and the magnitude of the structural path coefficient.

Outer Model Evaluation

Outer model analysis begins by looking at convergent validity. Convergent validity is assessed based on the correlation between item scores and construct scores calculated using PLS. The conditions for each construct are declared valid if the loading factor value is more than 0.70. If the initial model does not meet the requirements, each indicator is removed and recalculated to obtain the final research model. The final model of the influence of quality of work life on job satisfaction using SEM-PLS can be seen in Figure 1.

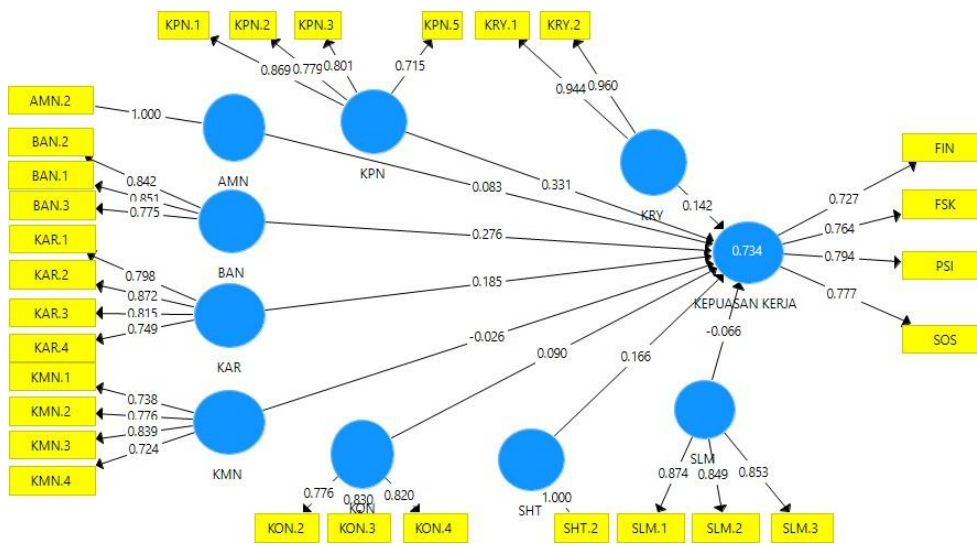


Figure 1: Model and final calculation of loading factors

Source: Processed data

Figure 1 shows the model and final calculation of loading factors and there are seven indicators that do not meet the criteria where the resulting loading factor value is below 0.70. These indicators are indicators of experience that supports participation in work (KRY3), indicators of having a good spirit of cooperation in a team in the work environment (KRY4), indicators of being able to work together with colleagues in solving problems (KRY5), indicators of salary received in accordance with life's needs (KPN4), the indicator of position and status in the work environment is not easily dismissed (AMN1), and the indicator of being provided time for discussions to resolve problems (KON1). The loading factor values for each indicator are 0.537, 0.698, 0.668, 0.698, -0.067, and 0.694. Apart from that, there are other indicators that need to be reduced, namely the indicator that health factors determine productivity at work (SHT1). This indicator needs to be reduced because it has the lowest loading factor value in occupational health and produces a Cronbach alpha value of less than 0.6, so the indicator cannot be used in research. The complete evaluation results of the outer model in the research can be seen in Table 4. Based on Table 4, it can be stated that the results of *the outer model evaluation* in the research are valid and reliable.

Table 4: Outer model analysis results

Validity and Reliability	Evaluation criteria	Condition	Rating result	Information
Validity	<i>Loading factors</i>	More than 0.70	Reduction of 7 indicators	Valid (qualifies)
	<i>Average Variance Extracted (AVE)</i>	More than 0.50	AMN: 1,000 TIRES: 0.678 KAR: 0.655 KMN: 0.594 CON: 0.654 KPN: 0.629 KRY: 0.907 SHT: 1,000 SLM: 0.737 CC: 0.587	Valid (qualifies)
	<i>Cross loading</i>	Greater than indicators on other latent variables	All loading indicators > indicators of other latent variables	Valid (qualifies)
Reliability	<i>Composite reliability</i>	More than 0.60	AMN: 1,000 TIRES: 0.863 KAR: 0.883 KMN: 0.854 CON: 0.850 KPN: 0.871 KRY: 0.951 SHT: 1,000 SLM: 0.894 CC: 0.850	Reliable (meets the requirements)

Inner Model Evaluation

Evaluation of the structural model was carried out by looking at the R-square value. The R-square value in the final model is 0.734. This value is interpreted to mean that the variability of the job satisfaction construct that can be explained by quality of work life factors is 73.4%, while 26.6% is explained by other variables outside the research model. Next, hypothesis testing is carried out by looking at the T-statistic value. If the t-statistic value > t-table (t-table significance 5%=1.96) then the hypothesis can be accepted and vice versa. The original sample serves to see the nature of the relationship between latent variables (positive or negative). The following

Table 5 is the result of the research hypothesis test.

Table 5: Output path coefficient

Path of Influence	<i>Original sample</i>	<i>T-statistic</i>	Model evaluation
Job security → Job satisfaction	0.083	0.972	Not significant
Pride → Job satisfaction	0.276	3,904	Significant
Career development → Job satisfaction	0.185	1,595	Not significant
Communication → Job satisfaction	-0.026	0.256	Not significant
Conflict resolution → Job satisfaction	0.090	1,023	Not significant
Compensation → Job satisfaction	0.331	2,986	Significant
Employee participation → Job satisfaction	0.142	1,360	Not significant
Occupational health → Job satisfaction	0.166	2,274	Significant
Job safety → Job satisfaction	-0.066	0.723	Not significant

Source: Processed data

Based on Table 5, it can be seen that there are three constructs that have t-statistic values > 1.96 , namely the constructs of pride, compensation, and occupational health with the original sample size being positive. This indicates that the factors of pride, compensation and work health have a positive and significant influence on job satisfaction. Increasing these three factors will increase the job satisfaction of educational staff. Apart from the constructs of pride, compensation and work health, other constructs have t-statistic values of less than 1.96 so they do not have a significant influence on job satisfaction.

Managerial Implications

Based on the results of the analysis previously explained, the researcher provides several managerial recommendations that can be implemented to increase the job satisfaction of educational staff through optimizing the implementation of quality of work-life. The managerial implications are:

1. An Achievement Motivation Training (AMT) program, in the form of a self-development training program for education staff which aims to increase the achievement motivation of education staff. Training is carried out using lecture, video presentation and outbound methods which are carried out outside the work place

and time. Increasing the achievements of educational staff will increase the achievements of the institution, thus making the level of pride of educational staff even higher.

2. Providing incentives/rewards to education staff based on a performance-based assessment mechanism. The institution can implement a best employee system periodically by providing awards and incentives for educational staff who receive the highest ratings. The punishment system should also be implemented through performance-based assessments using a minimum score threshold as the basis for giving punishment, so that through implementing punishment educational staff will work more optimally, at least not to receive an assessment below the score threshold.
3. Applying the 5R principles, namely Concise, Neat, Clean, Careful, and Diligent (Seiri, Seiton, Seiso, Seiketsu, and Shitsuke in Japan), which aims to build the behavior of educational staff who care more about the work environment, so that they can increase productivity, efficiency, quality and work comfort. 5R is a program to organize the work environment so that it is orderly, clean and well maintained and increases education staff's awareness of the work environment. A clean, comfortable and psychologically well-maintained work environment will make education staff more relaxed and focused when working.

Conclusion

The results of the data analysis in this research concluded that the implementation of *quality of work-life* factors in Indonesia Higher Education was generally in good condition. Pride is the factor with the highest assessment which shows that a feeling of pride towards institution will make education staff feel happy when working, so that the bond that exists is higher. However, in the compensation factor, there are indicators that receive a disapproving assessment, namely that the salary received is deemed not to be in accordance with living needs. Apart from that, overall job satisfaction felt by employees is in good condition. The job satisfaction factor that received the highest rating was the social satisfaction factor which indicates that the relationship with colleagues and superiors is harmonious. Financial satisfaction received the lowest rating because the incentive system has not been regulated in detail by Indonesia higher education. The rules for providing incentives given to educational staff are adjusted to the capabilities of each work unit. The *quality of work-life* factors that have

a positive and significant influence on job satisfaction are the factors of pride, compensation, and work health. This indicates that increasing the factors of pride, compensation and work health can increase the job satisfaction of educational staff.

COMPETING INTERESTS

The authors have no competing interests to declare.

Author's Affiliation

Andita Sayekti^{1,2*}, Fendy Suhariadi¹, Nuri Herachwati¹, Irna Noerrochmah²

¹Postgraduate School, Universitas Airlangga, Surabaya, Indonesia

²IPB University, Bogor, Indonesia

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