

# The Impact of Career Systems, Motivation, and Work Discipline on The Performance of Foundation Lecturers at Private Higher Education in Bali Province through Job-Insecurity

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## Abstract

This study attempts to explain the influence of the career system, motivation, and discipline on the performance of foundation lecturers at private tertiary institutions in the Province of Bali through job-insecurity. The objects of observation were four large private tertiary institutions in Denpasar, namely: Warmadewa University, National Education University, Mahasaraswati University, Ngurah Rai University, and Mahendradatta University. From the five universities, 40 foundation lecturers were selected, so the number of respondents = 200 foundation lecturers. The analytical method used is the structural equation model (SEM), with exogenous variables: career system, motivation and work discipline; endogenous variables: lecturer performance; and the intervening variable: job-insecurity. Research findings and results show that: (1) a good career system has a significant positive effect on the performance of PTS foundation lecturers; (2) motivation to become lecturers with higher quality has a significant positive effect on the performance of PTS foundation lecturers; (3) work discipline has no significant effect on the performance of PTS foundation lecturers; (4) the career system has a significant negative effect on job-insecurity; (5) motivation has a significant negative effect on job-insecurity; (6) work discipline has no significant effect on job-insecurity; and (7) job-insecurity has a significant negative effect on the performance of PTS foundation lecturers in Bali Province. (3) work discipline has no significant effect on the performance of PTS foundation lecturers; (4) the career system has a significant negative effect on job-insecurity; (5) motivation has a significant negative effect on job-insecurity; (6) work discipline has no significant effect on job-insecurity; and (7) job-insecurity has a significant negative effect on the performance of PTS foundation lecturers in Bali Province. (3) work discipline has no significant effect on the performance of PTS foundation lecturers; (4) the career system has a significant negative effect on job-insecurity; (5) motivation has a significant negative effect on job-insecurity; (6) work discipline has no significant effect on job-insecurity; and (7) job-insecurity has a significant negative effect on the performance of PTS foundation lecturers in Bali Province.

*Keywords:* Career System, Motivation, Work Discipline, Job-Insecurity And Performance.

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## 1. Introduction

In Denpasar, Bali, there are five large private tertiary institutions, namely Warmadewa University, National Education University, Mahasaraswati University, Ngurah Rai University, Mahendradatta University. The five tertiary institutions since the Covid-19 pandemic began in March 2020 until now, have faced obstacles in obtaining the number of new students, the teaching and learning process, and other obstacles. There are student complaints related to the stability of the implementation of lectures via the internet. This problem has an impact on the performance of the university concerned. It should be noted that only with high human resource discipline can an organization produce high performance as well. Wijaya argues (2006:29) that "discipline is an important element that affects achievement in the organization". The career system can affect a person's performance; From this it can be synthesized that the more an employee's career increases, he will understand more about the importance of improving performance (quality and quantity of work). However, the career system can strengthen or weaken the effect of job-insecurity on performance. This can be synthesized as follows: if the career system provides great opportunities for

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one's career advancement (the proxy is the opportunity to occupy a higher position), then job-insecurity can be suppressed. With reduced job-insecurity, someone will be more motivated to produce better performance as well. he will understand more about the importance of improving performance (quality and quantity of work). However, the career system can strengthen or weaken the effect of job-insecurity on performance. This can be synthesized as follows: if the career system provides great opportunities for one's career advancement (the proxy is the opportunity to occupy a higher position), then job-insecurity can be suppressed. With reduced job-insecurity, someone will be more motivated to produce better performance as well. he will understand more about the importance of improving performance (quality and quantity of work). However, the career system can strengthen or weaken the effect of job-insecurity on performance. This can be synthesized as follows: if the career system provides great opportunities for one's career advancement (the proxy is the opportunity to occupy a higher position), then job-insecurity can be suppressed. With reduced job-insecurity, someone will be more motivated to produce better performance as well. if the career system provides great opportunities for one's career advancement (the proxy is the opportunity to occupy a higher position), then job-insecurity can be suppressed. With reduced job-insecurity, someone will be more motivated to produce better performance as well. if the career system provides great opportunities for one's career advancement (the proxy is the opportunity to occupy a higher position), then job-insecurity can be suppressed. With reduced job-insecurity, someone will be more motivated to produce better performance as well.

In educationIn higher education, teaching staff (lecturers) and education staff (administrative staff) are two related professions, even though the scope of the two is different. Educators and educational staff play a strategic role in efforts to shape the nation's character and improve the quality of human resources, bearing in mind that in this era of globalization global competition is getting tougher due to the rapid advances in science and technology. Thus, the quality of human resources becomes an important aspect in facing this competition. The development of science and technology is a challenge for educators and education staff. They are required to be able to keep up with the pace of development of science and technology, so that a management mechanism is needed for educators and education staff to develop competence in the field of education to improve the quality of education. The management above includes the managerial system, coaching and development of teaching staff and education staff. The management, coaching and development itself aims to synergize the performance of teaching staff and educational staff in an effort to create reliable teaching/educational staff and to provide an effective and efficient education.

Performance management is an important part of an education system, the quality of education will be determined by the quality of the performance of teaching staff and educational staff who play a direct role in the teaching and learning process. The criteria for good performance management are: Relevance; sensitive; reliable; acceptable; and Practical.

Through management mechanismsintegrated human resources, it is hoped that educators and educational staff are able to work together in achieving educational goals, considering that these two professions are a unit in the education system, where both have functions and tasks that mutually support one another. The management here already includes the managerial system, training and development of teaching and educational staff. Coaching and development has the intent and purpose to improve and improve the quality and quality of education through various programs that have been implemented by tertiary institutions to improve the competence of educators and education staff. This needs to be done, bearing in mind that educators and educational staff have a strategic role in efforts to shape the nation's character,

The work of each activity and individual is the key to achieving productivity. Because work is a result where people and other resources in the organization jointly bring the final result based on the quality level and standards that have been set. Consequently, organizations need human resources who have unique skills and abilities in accordance with the vision and mission of the organization, as well as discipline to carry out management in order to reinforce organizational guidelines (Keith Davis, 1985).

The definition of work discipline put forward by experts, Keith Davis (1985:366) quoted by Anwar Prabu (2001:129) suggests that "Discipline is management action to enforce organization standards". Work discipline can be interpreted as "implementation of management to reinforce organizational guidelines." According to Veithzal Rivai (2008: 444), work discipline is: A tool used by managers to communicate with employees so that they are willing to change a behavior as well as an effort to increase one's awareness and willingness to comply with all organizational regulations and social norms that apply applies".

Henry Simamora (2004:610) that discipline (discipline) is a procedure that corrects or punishes subordinates for violating rules or procedures. From the three definitions above, it can be concluded that what is meant by work

discipline is a mental attitude that is reflected in individual and group actions in the form of obedience or adherence to the rules set to reinforce organizational guidelines.

Consequently, organizations need human resources who have high discipline in accordance with the vision and mission of the organization, and have the motivation to improve their quality in carrying out activities in order to reinforce organizational guidelines (Keith Davis, 1985). Discipline among educators must be created. One's discipline can be influenced by external aspects (work environment and compensation) and internal aspects (motivation). Spiritual intelligence is a person's level of awareness of the meaning of doing a job, self-desire to produce high achievements; is an important thing that cannot be ignored in enforcing work discipline, if you want to achieve good quality performance.

The results of several preliminary studies at many tertiary institutions show the case the low discipline of human resources (both educators and educational staff) is generally a symptom, although the accuracy percentage still needs to be further investigated. Discipline of all employees is something that is very important for an organization in maintaining and continuing its life.

The fact that occurs among PTS foundation lecturers in Bali Province is that work productivity is still not optimal, and this can be caused by:

- a. There are still foundation lecturers who are not present at important events for the development of higher education,
- b. Some of them are still attending strata-2 and strata-3 education, so they are more concerned with completing their education,
- c. There is a lack of strict sanctions for lecturers whose performance does not match the target for the lecturer's performance load.

The results of several empirical studies conducted Davis (2012) and King (2001); found that discipline is positioned as an intervening variable; produce different findings; meaning that both states that discipline is not properly positioned as an intervening variable, causing no significant effect on performance. However, other researchers stated that the position of discipline as an intervening variable is very suitable to explain discipline as an antecedent variable from other exogenous variables which are positioned as precedents of performance. This research is intended to confirm the differences in results from previous studies.

The basic theory developed by several experts such as Bergman (2011:124), Densel (2009:146), Herzberg (2002:99), Covey (1997), and Blanchard (2006); generally do not state directly that a person's motivation influences his performance. Thus, it is necessary to verify empirically that motivation is indeed a determinant variable for job-insecurity and subsequently influences performance.

On the one hand, a person's performance is also influenced by programs or motivating efforts made by the organization where he works. If everyone feels valued, psychologically a better work motivation will emerge, and then it will have a positive effect on performance. A person's performance is an integrated part of organizational performance. The quality of employee performance influences organizational performance, and is also based on organizational support and management capabilities. Robert and John (2001: 82-84), also stated "many factors can affect the performance of each individual, namely their abilities, motivation, support received, the existence of the work they do, and their relationship with the organization". Motivation is an important thing that must be given and shown by superiors to subordinates, so that performance increases. Motivation (Robbins and Coulter, 2002:139) states that "motivation is a process of a person's efforts being energized, directed continuously towards achieving a goal".

Work comfort and security are important things that determine organizational life. Ahyari (1999:24) states: "Job security is a psychological environment in the organization that is felt by employees (job security), and is considered to influence the attitudes and behavior of employees towards their work." Work comfort and safety reflect the internal conditions of a company because employees can feel comfort and work safety, and become a means to find causes of negative behavior that arises in employees, reduce operational costs, and increase corporate attractiveness in the eyes of investors (Simatupang in Marketing Journal, November, 2007:39).

According to Nawawi H (2001:23) said aspects of work discomfort and insecurity, among others:

- a) In the environment of each and every organization, workers/employees as human resources require open communication within the boundaries of their respective authorities and responsibilities.

- b) Within an organization, each and every employee needs to be given the opportunity to resolve conflicts with the organization or fellow employees, in an open, honest, fair manner.
- c) In a company, each and every employee needs clarity on their own career development in facing their future.
- d) In an organization, every employee needs to be involved in the process of making a decision and carrying out work, in accordance with the position of authority and their respective positions.
- e) In an organization, every employee needs to be fostered and develop a sense of pride in where they work, including their job or position.
- f) Within an organization, each and every employee must receive fair/reasonable and sufficient compensation.
- g) In an organization, each and every employee needs job security prospects.
- h) In an organization, all and every employee needs a sense of security or assurance of continuity of work.
- i) In an organizational environment, each and every employee needs attention to the maintenance of their health, so they can work effectively, efficiently and productively

As stated by Davis (1985) organization is something unique, where every organization has a culture, tradition, and his own method of action. Overall, these three aspects constitute the climate for its members (Davis, 1977:91). Thus, the organizational environment or organizational climate reflects the culture, traditions, and methods of action adopted by an organization.

The uniqueness of an organization can be seen from some of its activities, an organization can look busy and efficient, and other organizations can also look very relaxed. Some of them are quite humane, but some of them actually look stiff and cold. An organization tends to attract and retain people who fit its climate, and of course they will choose an organizational climate that fits their culture.

Hersey and Blanchard (1995: 7), state that the work organization where managers carry out their duties is a social system consisting of interrelated subsystems. The sub-system consists of the human/social sub-system, the administrative/structural sub-system, the information/decision-making sub-system, them economics and technology, and the external environment subsystem.

Something that really needs attention in the system approach this is the existence of a clear understanding that changes that occur in a subsystem will affect changes in other subsystems. Therefore an organization cannot ignore one subsystem from another, and at the same time internal organizational management must not ignore the needs and pressures from the external environment.

As is the case with other factors such as curriculum, facilities and infrastructure, leadership, and work environment; Career system plays an important role in the formation of effective professionalism. For two decades the career system has been identified as one of the determining factors for the effectiveness of an organization (Creemer et al, 2010). Fisher and Fraser (2009) stated that the quality of the career system increases can make the organization more effective in providing better performance processes. Samdal et al (2009) have also identified three aspects of the organization's psychosocial environment that determine employee performance, namely "the level of job satisfaction with performance, with regard to employee desires, and good relations with fellow employees". They also suggest that organizational interventions that increase employee satisfaction can improve organizational performance.

Work discipline is positioned as an intervening variable, considering work discipline is a situation and working condition of human resources that need to be created (not as *ablackbox* which suddenly existed by itself). Work environment and compensation are variables that are controlled by the management of an organization, employees as objects of these two things, can feel the consequences for themselves, and this can lead to different disciplinary attitudes.

O'Donnell's research (2011) entitled "The Impact of Work Discipline on Performance: Case Studies at the Office of the Bureau of Statistics of the Village Government in Krowasia"; suggests that there is a positive correlation between work discipline and work performance. The results showed that employees with higher work discipline would do a more thorough job. Employees who have a positive attitude towards work discipline are able to motivate, activate, empower, and provide positive hope for the organization, because they feel connected to God, or have a higher awareness (Fowler, 2007).

Another interesting indication is that there is a problem with the career system which is a problem for private universities. In order for performance to increase, one important cause is the career system, because a good career system can increase work motivation. Likewise, the disciplinary variable as a supporting variable, is a variable that needs to be continuously investigated in relation to the actual phenomenon that is currently widely debated among

PTS; namely whether the career system intelligence variable can really drive the discipline and performance of lecturers in private tertiary institutions.

Asmawar's research (2009) entitled "The Influence of Leadership Compensation and Supervision on Discipline and Its Impact on Improving the Performance of Civil Servants at the Aceh Jaya District Health Office". The findings conclude that compensation has an effect on discipline with a structural coefficient value of 81.90%, and a direct effect of compensation on performance of 60.80%. It can be stated that the disciplinary variable can strengthen the effect of compensation on employee performance. The structural coefficient of discipline on performance = 71.20%, even this indicates that the disciplinary variable is significant as an intervening variable for the effect of compensation on performance. These results strengthen the position of discipline as an intervening variable. However, in this study, discipline is positioned solely as an exogenous variable,

As for performance, it is defined by several experts, and can be expressed as follows:

- a) "Performance is a series of achieved output and referred to the result level from a job" (Stocovitch and Keeps; 2006);
- b) "Performance is an interaction function between ability and motivation (Hersey and Blanchard; 2009);
- c) "Performance as quality and quantity of completed tasks, which have been done by individuals, groups or organizations" (Schermerhorn et al.; 2011);
- d) "Performance is an interaction function between ability (A), motivation (M) and opportunity (O),  $P = F(A \times M \times O)$ , it means that performance is a function of ability, motivation and opportunity" (Robbins; 2008);
- e) "Employee performance is a result of a job in accordance with firm objectives, as quality, efficiency, and some other criteria of effectiveness" (Gibson et al; 2004).
- f) According to Handoko (2006): "Performance is as a process in which the organization evaluates or assesses employee performance". Employee performance can be influenced by two main factors, namely individual factors and organizational factors.

Based on some of these definitions, it can be concluded that performance is the result of a person's efforts in his work effectively and efficiently both in terms of quantity and quality according to applicable regulations in order to achieve organizational goals. Thus, in order for organizational goals to be achieved, it is necessary to have performance management.

Simalango believes that employee performance is a combination of abilities, efforts, and opportunities that can be measured by the resulting results. Performance can also be indicated through the level of productivity (<http://vibizmanagement.com/journal/index/category/humanresources>).

Factors that influence employee performance according to Hersey and Blanchard (2009:67) are ability factors and motivation factors which can be formulated as follows:

$$\begin{aligned} \text{Human Performance} &= \text{Ability} + \text{Motivation} \\ \text{motivation} &= \text{Attitude} + \text{Situation} \\ \text{Ability} &= \text{Knowledge} + \text{Skills} \end{aligned}$$

- a) ability factor

Psychologically, employee abilities consist of intellectual potential (IQ) and reality abilities (knowledge + skills). That is, employees who have an IQ above average (IQ: 110-120) with adequate education for their position and are skilled in doing their daily work, it will be easier for them to achieve the expected performance. Therefore, employees need to be placed in jobs that match their expertise (the right man in the right place, the right man on the right job).

- b) Motivational Factors

Motivation is formed from an employee's attitude in dealing with work situations. Motivation is a condition that drives employees self-directed to achieve corporate/organizational goals. Mental attitude, is a mental condition that encourages employees to try to achieve maximum performance.

Meanwhile, according to Timple (2002: 31), performance factors consist of internal factors and external factors.

- c) Internal factors are factors associated with a person's characteristics, for example, a person's performance is good because he has high abilities and a person is a hard worker; whereas someone has poor performance because the person has low ability and the person does not have efforts to improve ability.

- d) External factors are factors that affect a person's performance that come from the environment. Like. behavior, attitudes and actions of colleagues, subordinates or leaders, work facilities and organizational climate.

According to Gibson *et al.* (1997:52), there are three things that affect performance, namely:

- a) Individual variables, which include: mental and physical abilities, close family background, social level, work experience, as well as demographic factors including: age, whereabouts of his origins such as size of family, economic background as well as health and gender.
- b) Organizational variables, including: resources in the form of the number of permanent workers and the distribution/nature of tasks, leadership, rewards, organizational structure, and job design.
- c) Psychological variables, including: perception, attitude personality behavior, motivation, and others.

From some of the opinions of these experts it can be concluded that the determinants of employee performance are the internal factors of the individual concerned and the internal factors of the organization.

The aims of this research are: (1) to test the effect career system on the performance of PTS foundation lecturers in Denpasar, (2) examining the effect of motivation on the performance of PTS foundation lecturers in Denpasar, (3) examining the effect of work discipline on the performance of PTS foundation lecturers in Denpasar, (4) testing the effect of the career system on job-insecurity among PTS foundation lecturers in Denpasar, (5) tested the effect of motivation on job-insecurity among PTS foundation lecturers in Denpasar, (6) tested the effect of work discipline on job-insecurity among PTS foundation lecturers in Denpasar, and (7) tested the influence of job-insecurity on the performance of PTS foundation lecturers in Denpasar.

## 2. Hypothesis

Given the basic theories as developed by Bergman (2011): and Blanchard, *et al.* (2006); which states that the career system will influence a person's behavior and habits to try to be better in terms of performance, act according to plans made; so :

- (a) Hypothesis-1: The career system has a significant effect on the performance of the PTS foundation lecturers in Denpasar.

Remembering basic theories like those developed by Creemer *et al.* (2010); Fisher and Fraser (2009); which states that a healthy work motivation will influence a person's behavior and habits to have an attitude of wanting to achieve better performance; so:

- (b) Hypothesis-2: work motivation has a significant effect on the performance of PTS foundation lecturers in Denpasar.

Considering basic theories such as those developed by Locker (2002); Werther and Davis (2005); and Holt (2014); which states that awareness of self-quality will influence a person's behavior and habits to be disciplined, work comfortably and feel safe at work through order and compliance with work operational standards; so :

- (c) Hypothesis-3: work discipline has a significant positive effect on the performance of PTS foundation lecturers in Denpasar.

Considering basic theories such as those developed by Blanchard (2009); Tollardi (2002); Brown and Moberg (2010); and Luthans (2002) which states that a good and clear career system will influence a person to feel safe and comfortable at work, so it is thought that feelings of insecurity and comfort at work can be suppressed; so:

- (d) Hypothesis-4 : The career system has a significant negative effect on the job-insecurity of lecturers at PTS foundations in Denpasar.

Considering basic theories such as those developed by Stoner (2003); Creemer *et al.* (2010); Fisher and Fraser (2009) stated that a person's motivation is high, he will feel secure because he has a more certain future work. In other words, high motivation can suppress job-insecurity in someone; so:

- (e) Hypothesis-5: work motivation has a significant negative effect on the job-insecurity of PTS foundation lecturers in Denpasar.

Considering basic theories such as those developed by Locker (2002); Werther and Davis (2005); and Holt (2014) who stated that good work discipline will affect job-insecurity suppression, because someone who works with high work discipline will feel confident that he will have a safer and more comfortable work future; so:

- (f) Hypothesis-6: work discipline has a significant negative effect on the job-insecurity of PTS foundation lecturers in Denpasar.

Considering basic theories such as those developed by Blanchard (2009); Tollardi (2002), Brown and Moberg (2010), and Luthans (2002) which states that high job-insecurity will affect lower performance, because someone will work with uncertainty in the future; so:

- (g) Hypothesis-7: *job-insecurity* significant negative effect on the performance of PTS foundation lecturers in Denpasar.

### **3. Research Methods**

This research is a study that tries to explain the effect career system, motivation and discipline on the performance of lecturers considering that educators are the main resource that determines the quality of the teaching and learning process. The method used is a survey, to obtain data from respondents through distributing questionnaires. The population of foundation lecturers from the five private tertiary institutions in Denpasar is around 1,020 people. The sample was selected purposively by quota as many as 40 people from each of the five PTS observed, provided that the lecturer does not hold a structural position and does not yet have an NIDK. Based on this method,  $40 \times 5 = 200$  respondents were selected. The analysis technique used is the structural equation model (SEM), with exogenous variables: career system, motivation and discipline; intervening variable: job-insecurity, and endogenous variable: lecturer performance.

#### *3.1. Career System, SK (X1)*

The career system is a formal or informal guide that applies to all employees in advancing their careers.

- (a) formal relationship between leaders–colleagues run well and smoothly so that lecturer careers can run smoothly (X11),
- (b) formal relations between fellow lecturers run well and smoothly, so that work cohesiveness is built to support lecturer careers (X12),
- (c) universities provide opportunities for lecturers to solve problems related to improving lecturer careers (X13),
- (d) there is clarity of career development for lecturers (X14),
- (e) there is a guarantee of security for the continuity of work in the university (X15).

#### *3.2. Motivation, MVS (X2)*

Motivation is a spirit that drives a person to move forward towards a better life. The indicators used to measure motivational variables include:

- (a) perceptions related to the status and position of lecturers in the eyes of the environment in society (X21),
- (b) the existence of opportunity to continue their education to a higher level (X22),
- (c) opportunity lecturer involvement in non-regular decisions (X23),
- (d) real job suitability with job descriptions (X24),
- (e) level of challenges in the work and assignments of lecturers (X25).

#### *3.3. Discipline or Disciplina, DPL (X3)*

Work discipline is the lecturer's perception related to individual or group compliance to carry out tasks and obligations in accordance with the provisions that apply in the organization. The indicators used to measure this work discipline variable are:

- (a) timeliness come to campus to teach according to the lecture schedule (X31),
- (b) do not leave campus during working hours without permission (X32),
- (c) modesty in dress (X33),

- (d) be careful when using campus-owned PBM equipment (X34),
- (e) fulfilling college contracts made with students (X35).

3.4. Job-insecurity, JIS (Z)

Is a variable that is expected to improve performance, in the form of lecturers' perceptions of job insecurity (Z), is the lecturer's perception of the insecurity and discomfort of the lecturer's work, associated with opportunities for continuity of work in the future.

The intervening variables involved in the structural equation model are categorized as partial intervening variables, meaning that these variables act partly as endogenous variables and at the same time as exogenous variables. The development of indicators is based on the theory developed by Nawawi (1996:23-26), namely:

- a) quality of formal communication between leaders - lecturers (Z1),
- b) the quality of formal communication between fellow lecturers (Z2),
- c) there are opportunities given to lecturers to solve problems between faculties - lecturers (Z3),
- d) development of pride in the faculty/university (Z4),
- e) there is a lecturer health maintenance program (Z5).

3.5. Lecturer performance or Performance, KNJ (Y)

Lecturer performance is the lecturer's perception of the work results achieved both in quality and quantity in accordance with the objectives of the work. The indicators used to measure the performance variables of this lecturer are:

- a) suitability of the quantity of work results with the target (Y1),
- b) conformity of work quality with quality standards (Y2),
- c) accuracy work completion time (Y3),
- d) defender's will cooperate with co-workers (Y4),
- e) Initiative in completing tasks (Y5).

The questionnaire was designed according to the detailed indicators (25 items).

4. Results and Discussion

The data analysis technique used to test the hypothesis is the structural equation model (SEM) with the AMOS Version 22.00 program application. The AMOS program facilitates validity and reliability tests of indicators' ability to measure their latent construct variables. The results of the analysis on the measurement model show that all indicators have validity which is good (the indication is SLF or standardized loading factor > 0.60 and significant, probability < 5.00%).

Table 1. Test Results for the Validity of Variable Measurement Indicators

Variables	Indicator	SLF	Probability	Status
X1	X11	0.765	0.0325	Valid
	X12	0.702	0.0144	Valid
	X13	0.601	0.0216	Valid
	X14	0.703	0.0165	Valid
	X15	0.711	0.0229	Valid
X2	X21	0.782	0.0322	Valid
	X22	0.701	0.0154	Valid
	X23	0.632	0.0123	Valid
	X24	0.724	0.0262	Valid
	X25	0.692	0.0312	Valid
X3	X31	0.702	0.0242	Valid
	X32	0.714	0.0132	Valid
	X33	0.732	0.0209	Valid
	X34	0.625	0.0175	Valid



Variables	Indicator	SLF	Probability	Status
Z	X35	0.633	0.0307	Valid
	Z1	0.646	0.0192	Valid
	Z2	0.755	0.0203	Valid
	Z3	0.667	0.0154	Valid
	Z4	0.755	0.0186	Valid
Y	Z5	0.644	0.0205	Valid
	Y1	0.632	0.0197	Valid
	Y2	0.631	0.0204	Valid
	Y3	0.627	0.0200	Valid
	Y4	0.716	0.0032	Valid
	Y5	0.605	0.0212	Valid

Source: AMOS Printout, 2022.

The results of the reliability test show that all indicators meet the criteria of being reliable in measuring the construct variables (*construct's reliability* or  $CR > 0.70$  and variance extracted or  $VE > 0.50$ ).

**Table 2.** Results of Reliability Test of Variable Measurement Indicators

Variables	Indicator	CR	VE	Status
X1	X11	0.757	0.536	Reliable
	X12	0.735	0.647	Reliable
	X13	0.764	0.558	Reliable
	X14	0.736	0.585	Reliable
	X15	0.744	0.564	Reliable
X2	X21	0.833	0.671	Reliable
	X22	0.724	0.593	Reliable
	X23	0.735	0.682	Reliable
	X24	0.723	0.592	Reliable
	X25	0.724	0.506	Reliable
X3	X31	0.701	0.502	Reliable
	X32	0.714	0.601	Reliable
	X33	0.732	0.602	Reliable
	X34	0.625	0.601	Reliable
	X35	0.733	0.503	Reliable
Z	Z1	0.764	0.501	Reliable
	Z2	0.755	0.502	Reliable
	Z3	0.766	0.501	Reliable
	Z4	0.754	0.501	Reliable
	Z5	0.764	0.502	Reliable
Y	Y1	0.763	0.501	Reliable
	Y2	0.863	0.502	Reliable
	Y3	0.862	0.650	Reliable
	Y4	0.871	0.580	Reliable
	Y5	0.860	0.670	Reliable

Source: AMOS Printout, 2022.

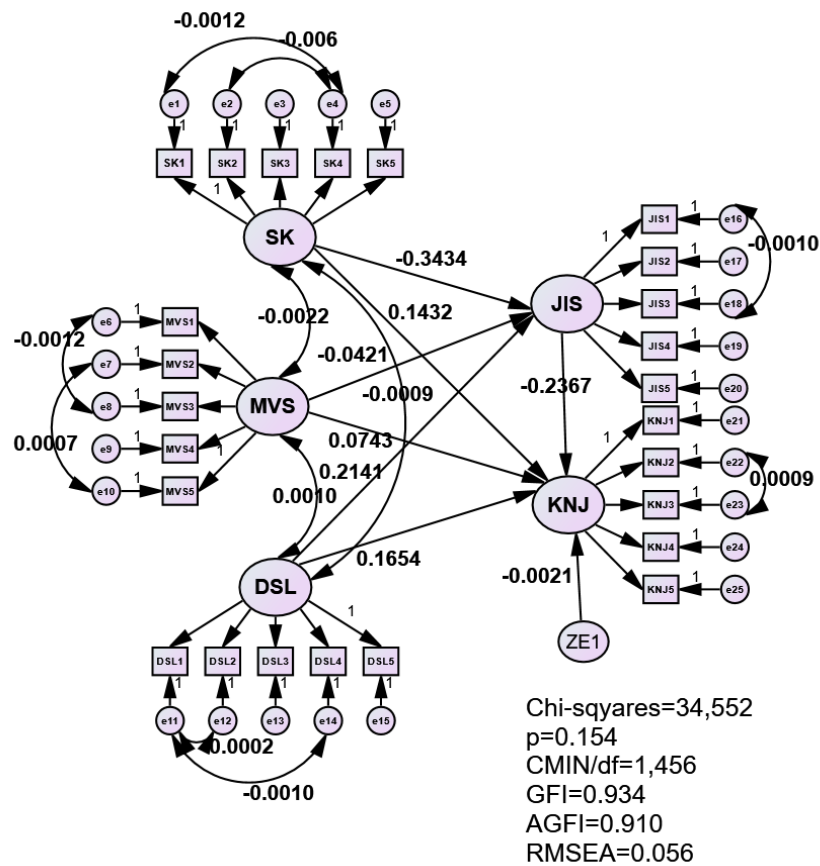
The estimated structural coefficients between research variables are:

**Table 2.** Estimation of SLF and its Significance  $\alpha = 5.00\%$

		LF	SE	CR	Prob.	Information
Job-insecurity(Z)	← Career System (X1)	-0.3434	0.1345	-2.553	0.0323	Significant Negative
Job-insecurity(Z)	← Motivation (X2)	-0.0421	0.0204	-2,064	0.0421	Significant Negative
Job-insecurity(Z)	← Discipline (X3)	0.2141	0.1052	2.035	0.0622	Not significant
Lecturer	← Career System (X1)	0.1432	0.0700	2,046	0.0432	Significant Positive

			LF	SE	CR	Prob.	Information
Performance (Y)							
Lecturer	←	Motivation (X2)	0.0743	0.0340	2.185	0.0358	Significant Positive
Performance (Y)	←	Discipline (X3)	0.1654	0.1132	1,461	0.0790	Not significant
Lecturer	←	Job-insecurity(Z)	-0.2367	0.1032	-2,294	0.0354	Significant Negative

Source: AMOS Printout, 2022.



**Figure 1.** Explicit Structural Equation Model  
Source: AMOS Printout, 2022.

An explicit structural equation model mathematically can be written:

$$JIS = -0.3434 SK - 0.0421 MVS + 0.2141 DSL + \varepsilon_1$$

$$KNJ = 0.1432 SK + 0.0743 MVS + 0.1654 DSL - 0.2367 JIS + \varepsilon_2$$

The resulting explicit structural equation model has a suitability for the input data, categorized as good. Model suitability criteria have been met. Mark  $\chi^2 = 34,552$ ; is a relatively small value with a probability = 0.154 that meets good model fit (exceeding 5.00%). GFI = 0.934 and AGFI = 0.910 have good model fit (> 0.90). RMSEA = 0.056 also meets the criteria of good fit of the model (0.05 – 0.08).

- (1) Directly, the career system (SK) has a significant positive effect on the performance of PTS foundation lecturers (KNJ), this finding is in accordance with the theory developed by Bergman (2011): and Blanchard, et al; (2006);

but then weakened by its indirect influence through job insecurity. This indicates that job insecurity among PTS foundation lecturers must indeed be pursued by the leadership (the chancellor and the foundation itself) so that it can be kept as low as possible. If job-insecurity can be kept as low as possible, then the positive influence of the career system on lecturer performance can be increased.

- (2) Directly, motivation (MVS) has a significant positive effect on the performance of PTS foundation lecturers (KNJ). These results are in accordance with the opinion of Stoner (2003); Creemer *et al.*, (2010); Fisher and Fraser (2009) stated that if a person has high motivation, it causes them to feel secure because they have a more certain future work. Thus, they are motivated to do good work and can produce good performance as well. However, the indirect effect through job-insecurity turns out to weaken the influence of existing motivation. These results further explain that the effect of job-insecurity must be kept as low as possible.
- (3) Directly the effect of work discipline (DSL) on performance (KNJ) proved to be insignificant. As is known, that work discipline is oriented to work processes not work results. However, indirectly there is a slight effect of work discipline on performance through job-insecurity. The total effect of work discipline on performance becomes negative due to an indirect effect through job-insecurity. These findings do not support the theory developed by Locker (2002); Werther and Davis (2005); and Holt (2014).
- (4) The influence of the career system (SK) has a significant negative effect on job-insecurity among foundation lecturers (JIS). The better the career system implemented at the university, the lower the job-insecurity. Research by Luthans (2008), Vendy (2010), Bergman (2011), and Blanchard (2006), does not state this directly. But in other words, it can be understood that the better the career system is implemented at universities, the lower the job-insecurity; lecturers will feel safe and comfortable at work. This condition creates a conducive situation for foundation lecturers, because concerns about their fate in the future can be suppressed.
- (5) Influence motivation (MVS) significant negative to job-insecurity (JIS). Motivation is only internally owned by the observed foundation lecturers. The pattern of motivational influence on JIS is categorized as significant negative. The better the motivation of foundation lecturers, the lower the job-insecurity. Good motivation will suppress feelings of insecurity and discomfort at work. These results are in accordance with the opinion of Stoner (2003); Creemer *et al.*, (2010); Fisher and Fraser (2009) stated that if a person has high motivation, he will feel secure because he has a more certain future work.
- (6) The influence of work discipline (DSL) on *job-insecurity* (JIS) is not significant. Once again, that work discipline is oriented to work processes not to work results. Thus, the disciplined or undisciplined attitude of a PTS foundation lecturer is not related to feelings of job-insecurity that may develop unconsciously by them.
- (7) *Job-insecurity* (JIS) has a significant negative effect on the performance of PTS foundation lecturers (KNJ). This finding is in accordance with the theory developed by Blanchard (2009); Tollardi (2002), Brown and Moberg (2010), and Luthans (2002); which states that *job-insecurity* A high level will affect performance, because someone will work with no certainty of work continuity in the future.
- (8) Summary of research findings are: *job-insecurity* is a determining factor that needs to be suppressed as low as possible. Efforts to suppress job insecurity are the responsibility of the entire group of structural officials at each PTS along with all of its management and foundation members.
- (9) Theoretical implications are: that *job-insecurity* is an inner situation that is abstract and invisible even though it can be felt by the lecturers of the PTS foundation concerned. In the structural equation model, the relationship with performance should be non-recursive (reciprocal); in other words, job-insecurity is an endogenous variable, while performance is positioned as an intervening variable. Model modifications like this can be carried out and researched bearing in mind that performance is not solely the goal of PTS, but ensuring the continuity of work for foundation lecturers needs to be a major concern, because after all these lecturers are important assets for PTS.
- (10) The practical implications are: remembering that the career system is the dominant factor influencing *job-insecurity* and the performance of lecturers, authorized officials at each PTS must also design an optimal career system, meaning that the career system must provide definite benefits to PTS foundation lecturers in accordance with the development of the PTS concerned both financially and academically. So far, PTS has prioritized improvement in the scientific field only.

## 5. Conclusion

Career system and motivation can change *job-insecurity*, while work discipline has no significant effect. Career systems and motivation are also capable of changing performance, while the effect of work discipline is not significant. The negative effect of job-insecurity on lecturer performance should be that this job-insecurity is an important goal orientation for PTS, because work conduciveness among PTS foundation lecturers is also an important part of the development of the PTS concerned.

Improving the quality of human resources in PTS, can be started by efforts to suppress the job-insecurity climate so that it is very low. Efforts that can be made include: (a) increasing the quality of formal communication between leaders and lecturers; (b) improve the quality of formal communication between fellow lecturers; (c) increasing the opportunities given to lecturers to solve problems between faculties and lecturers; (d) increase lecturers' pride in the faculty/university = and (e) create programs for lecturers' health care and retirement benefits.

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