

Private Lecturer Income Analysis

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Abstract

There are many cases where the income of private lecturers is much lower than the income of public lecturers, even though the government already regulates it in the Law on Teachers and Lecturers. Departing from this phenomenon, the authors are interested in conducting research on the income of private lecturers. This study aims to evaluate and recommend a model for increasing the income of private lecturers. This research was conducted with a descriptive approach. Data collection techniques in this study used observation techniques and survey techniques by distributing questionnaires to private lecturers who were used as respondents. The results of this study stated that of the nine sources of income for the lecturers studied, it was found that eight items of income sources were in the poor category and only one item was in the good category, namely serdos allowance. In other words, the increase in the income of private lecturers is mostly dominated by serdos allowances. To further increase the income of private lecturers, it is hoped that the campus or institution will provide support to lecturers in obtaining income from other sources, such as compiling textbooks and obtaining research and service grants from DIKTI.

Keywords: Income, Private Lecturer

1. Introduction

Basically, the duties of private lecturers and public lecturers are the same, namely they both carry out the Tridharma of Higher Education. However, in reality, the income of private university lecturers and state university lecturers (PNS) is different. For private lecturers who have good fortune, can teach at universities that are quite advanced and have humane administrators, they will get a pretty decent basic salary and teaching fees plus other allowances or honors.

Law Number 14 of 2005 concerning Teachers and Lecturers was ratified by the DPR together with the President on December 30, 2005. And, promulgated in Jakarta on the same date in the State Gazette of the Republic of Indonesia Year 2005 Number 157. Article 60 In carrying out professional duties, lecturers are obliged to: a. Carrying out education, research, and community service, planning, implementing the learning process, as well as assessing and evaluating learning outcomes; c. Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts; d. Act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, certain physical conditions, or the socioeconomic background of students in learning; e. Upholding the laws and regulations, laws and codes of ethics, as well as religious and ethical values; and f. Maintain and foster national unity and integrity.

Article 72 (1) The workload of lecturers includes main activities, namely planning learning, carrying out the learning process, evaluating learning, guiding and training, conducting research, performing additional tasks, and doing community service. (2) The workload as referred to in paragraph (1) is at least equivalent to 12 (twelve) semester credit units and a maximum of 16 (sixteen) semester credit units. (3) Further provisions regarding the workload of lecturers as referred to in paragraph (1) and paragraph (2) shall be regulated by each higher education unit in accordance with statutory regulations.

The salary of private lecturers is very dependent on the policies/rules of the university where they teach and are registered as permanent lecturers. Even some private universities (PTS) provide fixed salaries and other honorariums far exceeding those given by State Universities (PTN). But there are also those who give lower or even much lower than State Universities. Even though the income of this lecturer plays an important role in creating the quality of the campus or college,

The government has regulated in Article 51 (1) In carrying out professional duties, lecturers have the right to: a. earn income above the minimum living needs and social welfare guarantees; b. get promotions and

awards in accordance with their duties and work performance; c. obtain protection in carrying out duties and intellectual property rights; Article 5 paragraph (1) income above the minimum living necessities as referred to in Article 51 paragraph (1) letter a includes basic salary, allowances attached to salary, as well as other income in the form of professional allowances, functional allowances, special allowances, honorary allowances, as well as additional benefits related to assignments as lecturers determined by the principle of appreciation on the basis of achievement. (2) Lecturers who are appointed by higher education units organized by the Government or regional governments are given salaries in accordance with statutory regulations. (3) Lecturers who are appointed by higher education units organized by the community are given a salary based on a work agreement or collective work agreement.

Abroad, namely in Vietnam, what happens is that the income of lecturers at public universities is still low, as Thuy Pham Minh (2021) found from his research that income is a barrier for lecturers at universities. Low and unstable sources of income cause many lecturers to look for more off-campus jobs to increase their income.

Many studies prove that satisfaction has a major effect on the performance of lecturers. Income plays a very important role in the satisfaction of the private lecturer. In general, social and economic welfare has a positive effect on the performance of lecturers in implementing the tridharma of higher education which consists of teaching or education, research and service (B. C. C. Amadea: 2014). In fact, in practice, it is not only these three things that must be done by a lecturer, but one more thing is added, namely supporting activities. For that, Lecturer income is an important thing that must be considered. Apart from salaries and other honors provided by the campus, a Lecturer's income can come from other things that are still related to the duties of a Lecturer such as from Lecturer certification funds, compiling books, conducting research or service funded by the government and so on. For this reason, it is necessary for researchers to conduct research on the Private Lecturer Income Improvement Model.

Furthermore, Mahani's research (2020) found that lecturers' incomes ranged from 5 million to 10 million. Individual characteristics (gender, age, years of service, class and functional position) have no significant relationship with happiness at work. The income variable has no relationship with happiness at work. There is a significant relationship between mental workload and happiness at work. Then the results of Nababan's research (2013) found that income had a positive and significant effect on changes in Lecturer consumption patterns.

Lecturer income plays a very important role in improving the performance of the lecturer itself. As Thoyib et al (2012) found in their research that the leadership style of leaders can indirectly improve lecturer performance as long as it is mediated by job satisfaction and lecturer work motivation which of course in this case includes lecturers' income. Winarno (2012) also found from his research that motivation has an effect on performance.

In creating the quality or quality of higher education is very important.

In creating the quality or quality of higher education, it is very necessary for the performance of Lecturers. The higher the performance of the lecturer, the quality of the college or university will also increase. As the results of Christianingsih's research (2011) state that visionary leadership and lecturer performance have a positive and significant impact on university quality.

Furthermore, Polnaya research (2018) also found that compensation has a positive and significant effect on the performance of private lecturers. Therefore, the authors are interested in conducting further research, especially on the income of private lecturers to evaluate and recommend increasing the income of private lecturers.

Wijaya (2018) found from his research that compensation has a positive and significant effect on the job satisfaction of private lecturers. Furthermore, Polnaya research (2018) also found that compensation has a positive and significant effect on the performance of private lecturers. Likewise, Idris (2017) from his research found that financial compensation has a significant effect on lecturer performance. Furthermore, Putri (2019) and Kadir (2019) also stated from the research they had done that compensation had a positive and significant effect on lecturer performance. Likewise, the results of Manurung's research (2020) found that compensation had a positive and significant effect on the performance of lecturers. Lesmana, Muhammad Taufik (2021) found from their research that compensation has a positive and significant effect on the research performance of private lecturers.

2. Method

This research was conducted at the Riau School of Economics (STIE), which is located at JL. Soebrantas Panam. The object of this research is the income of permanent lecturers at STIE Riau. The population of this study were all permanent lecturers at STIE Riau Pekanbaru, which amounted to 56 people and all of them were used as respondents. This research was conducted with a descriptive approach. To support the needs of researching this model of increasing private lecturers' income, the authors need a number of supporting data, both from within and

from outside the university. In collecting this data, the authors collect 2 kinds of data, namely primary data and secondary data. The primary data in this study were obtained from questionnaires that had been distributed to 56 respondents (sample) but the respondents who filled in completely and returned the questionnaire sheet were only 32 lecturers. The questionnaire sheet distributed contains 9 closed questions and 2 open questions. Secondary data in this study is a collection of data from agencies or institutions related to this research, for example literature studies, previous literature studies and literature journals related to this research. problems in this research. Data analysis in this study used quantitative descriptive methods. Descriptive method is a method of data analysis by comparing the actual reality with theories that have to do with the problem in order to draw a conclusion and tabulated in the form of frequency distribution tables (Arikunto, 2010).

3. Results

Improving private lecturers in Pekanbaru can be seen below:

Table 1. Responses to Statements About Improvement Private Lecturer Income

Source: Primary Data, 2019

No	Income category	Very good	Well	Pretty good	Not good
1	Sufficient income received from the profession as a Lecturer	0	33,3%	33,3%	33,3%
2	Monthly allowances from campus	0	20,8%	25%	54,2%
3	Professional allowance (certification) received every month	8,7%	26,1%	34,8%	30,4%
4	Position allowance (structural and functional)	0	13%	30,4%	56,5%
5	Transportation and other allowances received every month	0	12,5%	8,3%	79,2%
6	Availability of textbooks made and marketed by Lecturers	0	16,7%	33,3%	50%
7	Dikti grant funds obtained	4,1%	41,7%	25%	58,3%
8	Research and service grants obtained from institutions or campuses	0	16,7	25%	58,3%
9	Research grants and other services obtained	0	12,5%	29,2%	58,3%

From the result of the data, it can be seen that the majority of respondents answered quite well. This is indeed in accordance with the

existing reality, namely that almost all lecturers have passed the serdos exam and are entitled to receive serdos funds from the government every month, although sometimes there are late payments.

Furthermore, in terms of position allowances (structural and functional) and transportation and other allowances received every month, the majority of respondents answered less well. Then in terms of the availability of textbooks made and marketed by Lecturers, the majority of respondents answered that they were not good.

Furthermore, in terms of grants obtained from Dikti, the majority of respondents answered less well. Likewise, research and service grants obtained from institutions or campuses as well as research and other service grants obtained, the majority of respondents answered less well. Almost all of the items asked to the respondents had poor results except for the serdos allowance that came from the government.

In increasing their income as lecturers, private lecturers find many obstacles, including the following:

- 1) There is no increase in salary every year.
- 2) There is no research and service funding from campus
- 3) There are no opportunities and opportunities to increase lecturers' income except sources outside the lecturer's profession
- 4) There is no funding from the campus to conduct research and service while conducting research and service requires time and funds.
- 5) Lack of transparency of institutions in providing compensation to lecturers.

- 6) Lack of support from the Institute for lecturers in compiling textbooks.

4. Discussion

From the results of the study, it is known that the majority of income that can be obtained from the 9 sources of income studied are in the poor category and the source of income that has the largest contribution in providing income to private lecturers is the lecturer certification allowance from the government. Even though there are many other sources of income for lecturers that can be optimized in increasing the income of private lecturers. Especially from textbooks that have ISBNs which can be compiled by every lecturer and can be sold among students themselves or outside campus to other students by depositing them in bookstores. However, the institution does not provide support for lecturers to compile textbooks. Of course, if the institution pays more attention to and supports Lecturers in compiling textbooks, the Lecturer's income will also increase.

Lecturer income needs to be considered as many have found from previous research that lecturer income has a positive and significant effect on lecturer performance. As Permana (2021) found in his research that compensation has a positive and significant effect on lecturer satisfaction.

In state universities this also happens, namely income outside of the lecturer's salary is more attractive to lecturers, as research by Thuy Pham Minh (2021) states that the phenomenon of internal brain draining or the phenomenon of social mobility without migration is currently popular in public universities in Vietnam. The positive effect of the bonus policy for international publications has increased the number of scientific research publications in Vietnam from 2017 to 2019, universities with high bonuses are those with the highest lecturer income among state universities in Vietnam today. This bonus policy encourages lecturers to participate in scientific research and helps increase their income, bringing great results.

Kemal, Isthifa (2019) found from his research that the research program has been going well, where there is a research and service manual issued by LPPM (in this 3 years), all lecturers have carried out research and service activities. For grants, 70% have received research grants, but only 2 proposals have been funded for service by the Ministry of Education for 3 years. Lecturers work together in research and service activities carried out. In addition, lecturers also involve students in research and service activity. The management of STKIP BBG Banda Aceh provides guidance and coaching for those who do not. to be able to carry out research and service activities, so as to develop lecturer resources. Lecturer reports results research and dedication to LPPM in hard copy. Lecturers also publish the results of their research and service in international Journal. To develop lecturer resources, the campus provides incentives for lecturers who have successfully published research articles and devoted to high-reputed international journals.

5. Conclusion

Based on the results of research that has been carried out regarding the model of increasing the income of private lecturers in Pekanbaru (a case study on a lecturer at the Riau School of Economics, Pekanbaru City), the following authors can conclude that of the 9 sources of income for lecturers studied, it was found that eight items of income sources were in the poor category and only one item in the good category, namely the serdos allowance. In other words, the increase in the income of private lecturers is mostly dominated by serdos allowances. To further increase the income of private lecturers, it is hoped that campuses or institutions will provide support to lecturers in obtaining income from other sources, namely from the availability of textbooks made and marketed by lecturers, Higher Education grants and research grants and other services that can be obtained from other parties. other.

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