

The Effects of Work Environment and Developed Expectation toward Profession Responsibility and Lecturers Motivation in Private Universities of East Java

Budi Kartono¹ Heru Suprihhadi²

1. Departement of Management, Faculty of Business and Economy, University of W.R. Supratman, Surabaya, Indonesia

2. Departement of Management, Faculty of Business and Economy, School of Indonesia Economy Science (STIESIA), Surabaya, Indonesia

Abstract:

The research purposes are to verify and analyzing the effects of work environment and developed expectation toward profession responsibility and lecturers motivation in Private Universities of East Java. Research population taken from whole private universities lecturers of East Java. Research sampling are 143 lecturers of foundation and 57 hired lecturers (DpK) which taken by using multi stage sampling. Analysis technique use Structural Equation Model with computer aided software of AMOS 20. The result of the research explain that are : (1) Work environment have effect toward lecturer profession responsibility; (2) developed expectation have effect toward lecturer profession responsibility; (3) work environment have effect toward lecturer motivation ; (4) developed expectation have effect toward lecturer motivation, (5) profession responsibility have effect toward lecturer motivation.

Keywords: work environment, developed expectation, profession responsible and motivation.

1. Introduction

Human qualities that required by Indonesian in the future are capable facing tightest competition with other nations in the world. Indonesia's human qualities produced through quality education implementation by professional educators.

Act No. 14 of 2005 on Teachers and Lecturers confirms that docent oblige to have academic qualifications, competence, educator certificate, physical and spiritual health, and meet other qualifications that demanded higher education unit in charge of the place, as well as having ability to achieve national education goals.

Recognition faculty position as a professional educator is a renewal in the implementation of the National Education System considers a various of legislation in the field of staffing education, labor, finance, and Local Government. Granting certification of educators for lecturers conducted through certification by considering portfolio assessment educational experience and research as well as academic or other professional activities obtained for duty. It is based on consideration that lecturer as professional educators and scientists over the acquisition of the experience is an integral part of the process of lecturer competence establishment as teaching agent.

Other settings of the lecturers are certification for lecturers who have not met academic qualifications but have structural positions, equivalence between teaching experiences with cumulative credit score, as well as lecturer age restrictions functional-based. This particular arrangement is based on consideration to motivate the dedication lecturer in performing professional duties as an educator and scientist dignified.

Profession is a job or career that is expertise support service with a high degree of accuracy for the user happiness based on prevailing norms (LPTK, 2004: 5). The existence of a profession regulated in accordance with the rules or certain norms called by the code of profession conduct. Ethics is an bad and good assessment of the relationship between humans. Code of Conduct are guidelines of value substance and morally shall be understood to be a guide for someone in performing professional duties in particular and life in general (Barnadin, 2002).

Lately, the profession ethics began to be questioned, especially educator profession. Koesoema (2007: 6) describes the school and the teacher is no longer believed and trusted as educators and teachers. Their tasks already replaced with tutoring institutions. According to him, the phenomenon of tutoring institutions at school, the student's interests have been manipulated for the sake of others, especially for business interest. Professional ethics pawned for the sake of money. Task of educating and teaching is the right and duty becomes a monopoly of a teacher. When the task was handed over by others who do not have authority of the profession, then professional ethics began not on the track. In this case the task of educating and teaching teachers not done professionally.

The such cases is one of the impacts of increasingly rapid social change. These changes give a challenge that emerge values shift in society that bring crisis of values sometimes. Therefore, it is important to improve

education, because education is basically involves integral formation of character, attitude and personality. Education is not only aimed at generating personalized intelligent and skilled, but also virtuous person like Ki Hajar Dewantara (Hanum, 2002: 6) message. Without go along with personal integrity, intelligence and skills likely to be abused.

Misappropriation of profession ethics as a form of unprofessional behavior. In this case one or profession behavior who employ professional ethics misappropriation do not already have a personal integrity that can be accounted for. Professional development efforts were not being carried out only due to certain interests. For that, it is very easy for them to pawn professional ethics with something more attractive to them. Profession predicate as a lecturer at this time to get the attention of a very large, in which chance or good and valuable opportunity for them to obtain a teaching certificate, it is a requirement to get a professional allowance lecturer. Responsibility to profession consciously or not today lecturers are faced with a paradigm changes from previous competition is more Physical Asset towards a Knowledge Based Competition paradigm. The paradigm change requires efficiency and effectiveness in resources utilization for lecturers as changing and renewal agent so that they can compete and have a competitive advantage. Stabilization resources as Intellectual Capital make lecturer must be followed by the development and renewal of the capabilities and expertise possessed so that they are able and sensitive to the direction of the change. It is said Fasli Jalal (2007: 1) that qualified education is highly depend on the existence of qualified teachers that is professional teachers who prosperous and dignified. Therefore, the existence of qualified teachers is an absolute requirement presence of systems and practices of qualified education. Profession responsibility of lecturer will affect his or her motivation, the finding research conducted by Sergioivanni (in Mantja, 2002) suggested an assumption teacher professionalism post-certification should be a motivation for teachers to continuously make self-improvements in order to improve competence.

Based on above discussion, government has been providing a wide range of facilities to increase the presence of lecturers to be able to increase his or her professional responsibility as educators and teachers. Many facilities have not been utilized yet by lecturers including funding research, community service and scholarship for further studies to a higher level. This condition indicates that the weakness of the motivation of the lecturers. Based Kopertis Directory region VII which is number of Private Universities lecturers as coordination management of Kopertis region VII in 2009 amounted to 325 Private Universities consists of 16.522 docents, as seen in the following table:

Table 1. Total of Private University Lecturers of East Java academic position-based

No	Year	Academic position					Total
		Docent	Expert assistant	Lector	Chief of Lector	Professor	
1	2006	3.856	2.847	2.801	1.420	142	11.036
2	2007	5.153	2.974	2.850	1.437	145	12.559
3	2008	7.521	3.140	3.005	1.627	177	15.467
4	2009	8.454	3.142	3.104	1.645	177	16.522

Source: EPSBED Dikti Depdiknas, Processed (2009).

Lecturers motivation inseparable from its association with responsibility of his or her profession as a lecturer. This is reflected in the academic positions held lecturers still not support operational optimum plan of Private Universities. Researchers believe there are problems on professional responsibility and motivation.

This research intended to reveal and analyze the effects of work environment and developed expectation toward profession responsibility and lecturer motivation of Private Universities in East Java. While research objectives to be achieved in this study are to verify and analyze the effects of work environment toward profession responsibility; the effect of developed expectations toward profession responsibility; the effect of work environment to motivation; the effect of developed expectations to motivation; and the effect of profession responsibility to lecturers motivation.

2. Literature Review, Hypothesis, and Research Model

2.1. Literature Review

2.1.1. Work Environment

Fisher and Fraser (1990) stated that improving work environment quality can be made more effective in providing a better process performance. According Samdal and colleagues (1999) identified three aspects of psychosocial environment that determine an employee performance of organization. These three aspects are work level to performance, to employee wishes, and good relationships with fellow employees. They also suggest that organizational interventions that increase the sense of satisfaction to be able to bind organizational performance. The factors used to measure work environment as follows: (1) closest working environment is superior, (2) organization actions through the implementation of the reward system, and (3) organization action

using culture organization.

2.1.2. Developed Expectation

Expectancy Theory proposed by Victor Vroom states that the force that motivates someone to work hard in doing his job depends on interrelationship between what he wants and what he needed from results of that work, how big he is confident the company will provide for gratification for his desire as a reward for doing business. The fact that he hoped is big enough to obtain satisfaction, then he will work hard as well, and otherwise. Three expectations presented in this theory are: 1) Expectancy, 2) Valence, and 3) Instrumentality. Expectancy Theory, will be used in the research theoretical basis that a person has motivation for having expectations to be achieved.

Equity Theory: In this theory equity as the driving force that motivates the work spirit of a person, in this case the employer must act fairly to all subordinates. Assessment and recognition about subordinate's behavior should be done objectively not based on likes or dislikes. Compensation should be based on objective and fair assessment. Luthans (2002) stated that the sense of inequity will appear when people feel accept the ratio of the results of its performance compared to input received is smaller, and or also by comparing ratio received by colleagues is relative unequal level, or inequity sense can be described by the following formula:

Person's outcome < Other's outcome
Or Person's inputs > Other's input

However, when ratio acceptance felt equivalent namely:

$$\frac{\text{Person's Outcome}}{\text{Person's Input}} = \frac{\text{Other's Outcome}}{\text{Other's Input}}$$

Then employees tend to feel treated fairly. The equity theory derived from cognitive dissonance theory and exchange theory, from Leon Festinger who affect employee satisfaction.

2.1.3. Profession Responsibility

Simply profession can be interpreted as a job or position a person does fit his skills (expertise). This means that a job or position must be done by person who are already trained and prepared to perform a specific job. In other words, profession is closely related to the specific job quality standardized and can be a source of income in accordance with professionalism awarding. In relation to the professionalism, the profession is a public recognition of the characteristics of the work that has certain characteristics. These characteristics demonstrate expertise concerned with knowledge based on the code of ethics and emphasis on public service. Furthermore, Indra Jati Sidi (2004) explains that profession characteristics including teaching profession that are intellectual abilities gained through education, have specialization knowledge, have practical knowledge that can be used directly by other or clients, have a working techniques that can be communicated, has capacity to organize work independently or self-organization, concerned with the other's interests, has a code of ethics, have sanctions and community responsibility, has a wage system and professional culture.

In this regard, Wardiman Djojonegoro (Digutentis, 2004) states that a professional in a position / work is determined by three important factors, namely: has special expertise that is prepared with expertise and specialization education programs, ability to improve the capabilities (skills and expertise) that mastered, adequate income as reward for its special expertise. Therefore, fundamental things that should be understood associated with profession is concern on the wisdom or devotion based on the expertise for the benefit of learners. Thus the statement that arises is lecturer already optimum in performing their duties as professional educators?

In the academic context, professional emphasis on the mastery of science or management capabilities along with strategy implementation (Hasan, 2003). Furthermore Maister in Hasan (2003) suggested that professional is not just knowledge of technology and management but also an attitude. Professional development beyond a technician, which not only has a high skill but also has a behavior (code of conduct) are required. On the basis of the above opinion, it can be concluded that profession is a special intellectual skills acquired through specific education, have competence standard requirements, have a code of conduct in the field, as a public service (social-societal) and a source of income that is recognized by the government and society.

2.1.4. Motivation

Definition of motivation according to Beck (1990: 291) said "Need for achievement as desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult, as well and as quickly intervening as possible". (Motivation is closely related to individual's desire to overcome obstacles, strength training, which is difficult to do something well, fast, with excellent results). With the explanation is obvious that, if a lecturer has a high motivation, he or she was able to overcome difficulties arising from any learning process faced, both in the classroom and in their environment. Lindgren opinion as quoted Sri Mulyani Martaniah (1984: 7), "Motivation is the drive to overcome obstacles and maintain high quality work, competitive through efforts to

exceed past actions and to outperform others". People who have high motivation, tend to have high confidence in the self, has responsibility and expect concrete result of his or her efforts, such as active in school and in the community as well as tenacious in his or her life. Naturally, motivation is closely related to lecturer's desire to engage in the learning process. Motivation is very necessary for the creation of the learning process in the classroom effectively. Motivation has a very important role in the learning process, both process and results achievement.

Based on these statements, then definition of motivation is the urge to reach highest learning level achievement and aim to succeed in competition with some measure of previous achievements success and other achievements. According to McClelland's theory of needs expressed by David McClelland and colleagues. This theory addresses three needs: achievement (achievement), affiliation (linkage), and power (power) (Robbins, 2001: 173). The need for achievement (achievement need), is the urge to surpass, excel in connection with a set of standard grapple for success. High success distinguishing characteristic of them with others. The characteristics of highly motivated employees by McClelland (1987) in Mangkunagara (2002: 68): Having a personal responsibility; Dare to take risks; Have realistic goals; Having a thorough work plan; Utilizing feedback; Looking for an opportunity to realize the programmed plan.

The need for power is the desire to have an impact, influence and control others. Individuals who need high power: would love bears responsibility; attempting to influence others; prefer challenging jobs; tend to oriented status; need for affiliation. With regard to the factors that affect motivation, according Hezberg (1987: 99) that affect motivation: intrinsic factors include: achievement, recognition, competence, responsibility; work itself; growth; and progress.

2.2. Hypotheses

1. Work environment have significant effect on profession responsibility lecturers at private universities in East Java.
2. Developed expectations have significantly effect on profession responsibility lecturers at private universities in East Java.
3. Work environment have significant effect on lecturers motivation at private universities in East Java.
4. Developed expectation have significant effect on lecturers motivation at private universities in East Java.
5. Profession responsibility have significant effect on lecturers motivation at private universities in East Java.

2.3. Research Model

Based on the theories and empirical studies that have been conducted, the research framework can be formed as seen in Figure 1.

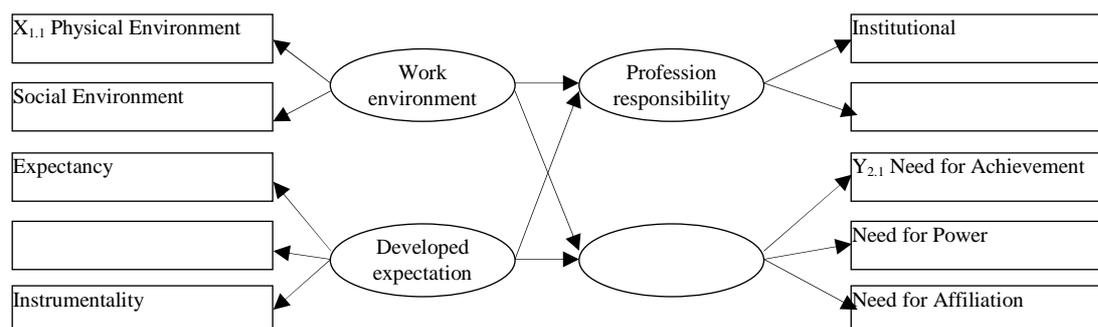


Figure 1. Research Model

3. Research Methods

3.1. Study Design

This research uses a causal design, as it aims to measure the causal relationship between several variables that are : work environment and developed expectation toward profession responsibility and lecturer motivation. Type classified as explanatory research study, as it explains the causal relationships between variables through hypothesis testing. The method used is a survey method because the information collected from respondents using questionnaires and data obtained from the sample on the population to represent the entire population (Singarimbun and Effendi, 1989: 3-5).

3.2. Population and Sample

Population and sample in this study are all full-time lecturer with the status of permanent lecturers of foundations and remain employed at private universities. The study population of 16.572 full-time lecturers which consists of 14.997 permanent lecturers are appointed by foundations and 1.575 permanent lecturers are appointed by the government (Dpk). The sample used in this study were 200 lecturers consists of 143 permanent docents who are appointed by the foundation and 57 permanent docent are appointed as civil servants employed in private universities in East Java.

3.3. Sampling techniques and Large Sample

Sampling techniques that used is Multi Stage Sampling is sampling that conducted through certain stages (Cooper and Emory, 1995: 241). Samples number taken from 200 people because researchers will analyzes the data with statistical methods, especially using Structural Equation Modeling (SEM), which according to Hair et al. that the appropriate sample size is between 100 - 200. If the sample is too large for example more than 400, then method becomes very sensitive so make it difficult to obtain goodness-of-fit measures. Hair et al. suggest that minimum sample size is between 5 observations for each estimated parameter (in Ferdinand, 2002). Of the 250 questionnaires sent back 220 after it was selected taken 200 for analyzed. The sample distribution comprised 57 full-time hired lecturers and 143 permanent of foundations.

3.4. Definition of Operational and Variables Measurement

Exogenous variables in this study consists of: Work environment (X_1), consists of two indicators, namely; physical environment ($X_{1,1}$) and social environment ($X_{1,2}$); Developed expectations (X_2): consists of three indicators, namely: Expectancy ($X_{2,1}$); Valence ($X_{2,2}$); Instrumentality ($X_{2,3}$).

Endogenous variable that acts as an intervening variable is profession responsibility (Y_1) which consists of two indicators as follows: Institutional ($Y_{1,1}$); Personal ($Y_{1,2}$).

Endogenous variables is the motivation which consists of three indicators as follows: need for achievement ($Y_{2,1}$); need for power ($Y_{2,2}$); need for affiliation ($Y_{2,3}$).

3.5. Research Instrument and Data Collecting Technique

This study used a questionnaire as the main instrument and measurement Likert scale with response options from strongly disagree to strongly agree with ratings from 1-5. The questionnaire used in this study to measure five variables of the study.

Data collecting technique used in this study was a questionnaire. The research data will be collected by spreading questionnaire designed in accordance with the purpose of the research faculty of private universities selected as the study sample. Furthermore, to obtain a more in-depth information in this study was also conducted interviews with selected respondents.

3.6. Techniques Data Analysis

To achieve the research objective, data obtained will be processed in accordance with analysis need. For the purposes of discussion, the data is processed and presented based on the principles of descriptive statistics. For the purposes of analysis and hypothesis testing used inferential statistical approach. The analysis technique used to answer this hypothesis using Structural Equation Model (SEM).

SEM is a set of statistical techniques that allow testing of a relatively complex set relationship simultaneously. The steps of the structural equation modeling (SEM) formation are (1) Development of a theory-based model (2) Development of path diagram (3) Convert path diagram into equation (4) Select the input matrix and model estimation (5) Possibility emergence of the problem identification and (6) Criteria evaluation of goodness-of-fit.

4. Result and Discussion

4.1. Description of descriptive statistics

Descriptive statistics processing results showed a mean value of working environment variable as 4.027, it can be concluded that on average respondents were sampled from the study have a good working environment. Statement item that have highest assessment is "Relationship among lecturers very good" and the statement items " Intertwined harmonious communication with the leaders" with an average score of each 4.140 and category A (Agree), meaning that private universities docents in East Java judge agreed that relationship inter-lecturers and among lecturers and superior are good and intertwined harmonious communication.

Descriptive statistics processing results showed a mean value of developed expectation variable as 4.061, it can be concluded that on average respondents were sampled from the study have a good developed expectations. In the largest dimension expectancy mean contained in the third indicator is get opportunity and

development lectureship with a mean of 4.225. In the largest mean dimension of instrumentally consist of two indicators that are skills development opportunities and self-quality as a lecturer with a mean of 4.043. In the largest mean valence dimension on the second indicator that is high productivity of lecturers with a mean of 4.010. Overall indicators of developed expectations, the lowest mean value is indicators of compensation and rewards gained in the workplace. A low value on the aspects of compensation and rewards obtained is caused by several things. First compensation intensity and awards earned itself held in each private universities are varies. But in general, compensation and rewards such as promotion, development expertise held in each private university is varied widely.

Descriptive statistics processing results show the mean values of professional responsibility variables of 4.01, it can be concluded that on average the respondents have a good profession responsibility. Items statement that has highest assessment is "Providing education, teaching, guidance in the lecture hall" with an average score of 4.24 and category SA (strongly agree), meaning that lecturers of private universities in East Java judge strongly agree that they have a responsibility to continue providing education, teaching, guidance in the lecture hall.

Descriptive statistics processing results showed a motivation mean value of 3.821, it was concluded the average respondent has a good motivation. Statement item that has the highest assessment is "Pride become professional educators" with an average score of 4.32 and category SS (strongly agree), meaning that the lecturers of private universities in East Java judge strongly agree that they have motivation and pride are very high to become a professional educator.

4.2. Significance Testing

The results of the analysis of structural equation modeling with AMOS 20 are presented in the following figure:

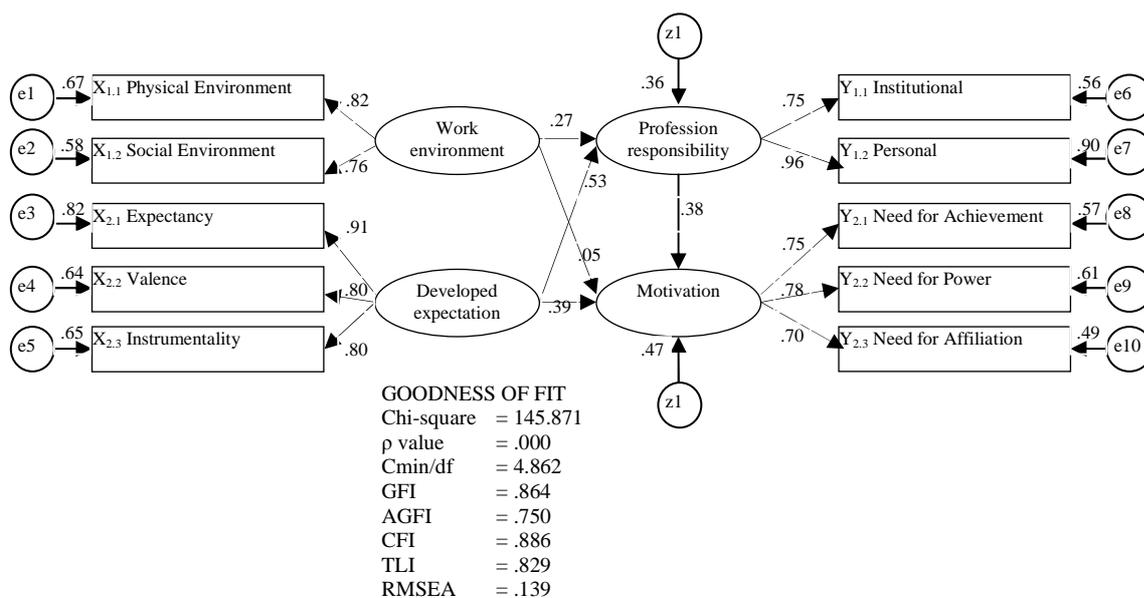


Figure 2. Estimation Result of SEM Model

The results of goodness of fit index value calculation generated is as follows

Table 2. Goodness of fit value

Criteria	Result	Standard	Result
Prob. X ²	0,000	≥0,05	Not good
Cmin/DF	4,862	≤2,00/2-3	Not good
RMSEA	0,139	≤0,08	Not good
GFI	0,864	≥0,90	Marginal
AGFI	0,750	≥0,90	Not good
TLI	0,829	≥0,90	Marginal
CFI	0,886	≥0,90	Marginal

Source: data processed by AMOS 20

The calculation results show the suitability criteria model have not provided sufficient appropriate index than recommended, so that the model needs to be modified. Model modification in SEM done with the help of modification indices. Modified in SEM models presented in the figure below:

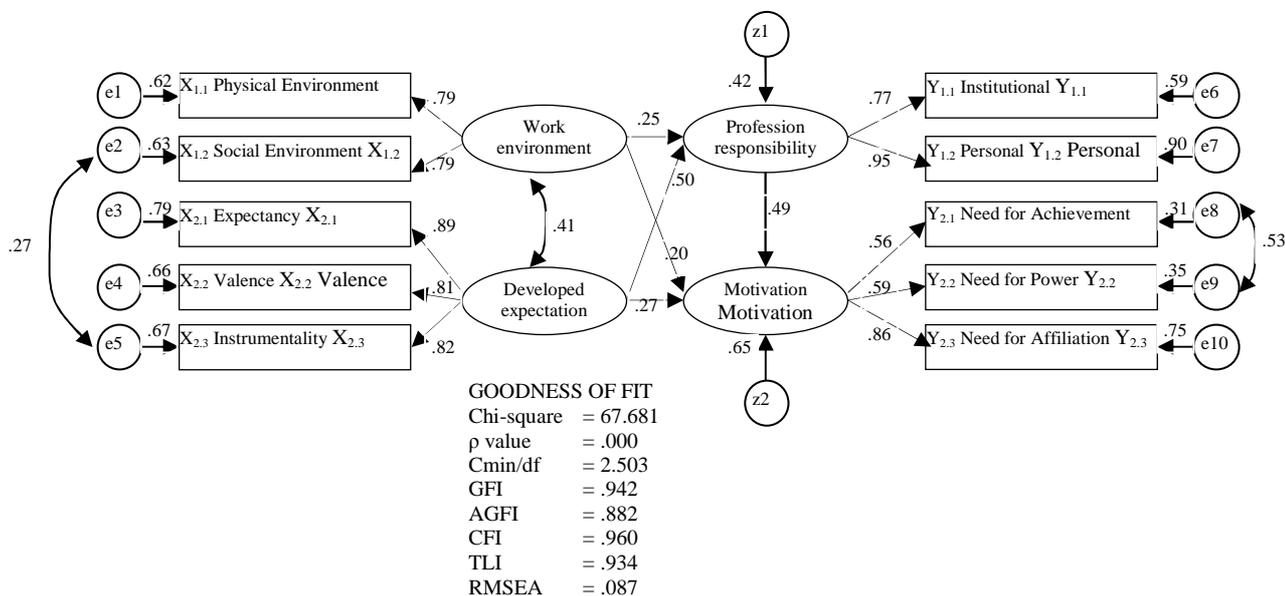


Figure 3. Estimation result of SEM Model Modification

The results of calculation of goodness of fit index values generated as follows:

Table 3. Goodness of fit value (modification model)

Criteria	Result	Standard	Result
Prob. X ²	0,000	≥0,05	Not good
Cmin/DF	2,503	≤2,00/2-3	good
RMSEA	0,087	≤0,08	Marginal
GFI	0,942	≥0,90	Good
AGFI	0,882	≥0,90	Marginal
TLI	0,934	≥0,90	Good
CFI	0,960	≥0,90	Good

Source: data processed by AMOS 20

The results show suitability criteria model already provides sufficient appropriate index than recommended. Referring to the opinion Solimun (2002) which states based on the rule of parsimony if most of models fit the criteria are met then the model has been declared fit. Of the various indices conformity model (goodness of fit), we can conclude that the model proposed modification is fit or have a pretty good suitability filed already fit or have a fairly good conformity.

Furthermore, we will be testing the hypothesis through the Standardized Regression Weight structural equation models:

Table 4. Causality test Regression Weight

Path		B	P
Work environment	→	Profession responsibility	0,252 0,002
Developed expectation	→		
Work environment	→	Motivation	0,202 0,017
Developed expectation	→		
Profession responsibility	→	Motivation	0,490 0,000

Source: data processed by AMOS 20

4.3. Discussion

4.3.1. The effect of Work Environment toward lecturer profession responsible

The results of research and testing by using SEM with AMOS software 20 showed there is positive effect and significant of work environment toward profession responsibility. This means better work environment of a lecturer so higher his or her profession responsibility. Conversely worst work environment a lecturer it so lower his or her profession responsibility.

Descriptive results show that work environment of a lecturer who become a sample of this study more determined by individu who have large loading factor that is relationship inter-docents are better, superior always managing good communication relationship with lecturer and cooperation inter-lecturers is good enough. Such condition will realized self-lecturer then can be perform Tri Dharma of Higher Education.

The result of this study support the theories and opinions of Creemer et al. (1989) that the work environment as one of the determiner factors effectiveness of an organization that includes physical environment and social environment. Similarly, supports Fisher and Fraser theory (1990) which states that improving the quality of the work environment can be made more effective in providing better performance process that consists of the good relationship inter-lecturers, superior has always maintained communication relationships with lecturer and cooperation among lecturers high enough. These factors are very important belong to a lecturer be able to implement the Tri Dharma of Higher Education good.

4.3.2. The Effect of developed expectations toward lecturer profession responsibility

The yield of study and testing by using SEM with AMOS Software 20 showed there is positive effect and significant developed expectations toward lecturers profession responsibility of private universities in East Java. This means that higher developed expectations of a lecturer, it will be better profession responsibility. Conversely, lower developed expectations of lecturer, then worse his or her profession responsibility. With this result, the research hypothesis is accepted truth. Victor H. Vroom (in Hasibuan, 2001) states that the force that motivates someone to work hard in doing his or her job depends on interrelationship between what they want and needed from the results of that work. The fact that he or she hoped big enough to obtain satisfaction, then someone will work hard as well, and otherwise. If lecturers get opportunity and developing his career, his or her job satisfaction is achieved as well as opportunity to develop skills and qualities that will increase his or her profession responsibilities.

4.3.3. The effect of work environment toward lecturer motivation

Results of research and testing by using SEM with AMOS software 20 showed there is positive effect and significant work environment toward motivation the private universities lecturer motivation in East Java. This means better work environment then better motivation of a lecturer. Conversely the worst work environment will be worse motivation.

This research hypothesis accepted the truth. This research yield get along with research done by Mc. Clelland (1958) that achievement motive developed from individual interaction with his or her environment that is through learning and experience process. So achievement motive development determined by quantity and quality of learning. This study also support Wimbarti (2003) opinion that work climate development need participation and empowerment from each component of social system. It being important implication to be considered in order to developing elementary teacher motivation model improvement.

4.3.4. The Effect of developed expectations toward lecturer motivation

Result of the research and testing by using SEM shows a positive effect and significant of developed expectations of motivation. This means that higher developed expectations desired by lecturers, then higher his or her motivation. Conversely lower his or her developed expectations then lower his or her motivation. With this result, the research hypothesis is accepted the truth. Motivation developed by Mc. Clelland (in Kreitner and Kenicki, 2003) explains from three individual motivation is motivation to get highest achievement. Individuals with motivation is characterized by a high impulse to always work with full calculation of risk, run a challenging task, set little goals in his ability, emphasizing task requires personal responsibility and have a strong urge to immediately know the real result of his actions.

4.3.5. The effect of profession responsibility toward lecturer motivation

The Results of research and testing by using SEM shows there is positive effect and significant on profession responsibility toward motivation of private universities lecturer in East Java. This means that higher profession responsibilities of a teacher, so it higher motivation of lecturer. Otherwise lower profession responsibility of a lecturer, so that lower motivation of a lecturer. With this result, the research hypothesis is accepted truth.

The results of this research in line with the results of previous studies conducted by Agus Dairo Beke

(2008) that the learning outcomes of HRM can be improved if motivation is higher; students' perceptions toward ability of good teaching docent and student attitudes toward HRM courses are also increasingly positive either individually or jointly.

5. Conclusion and Future Research

Based on the analysis and hypothesis testing that has been done and the goals to be achieved from research, it can be concluded as follows:

1. Work environment have significant effect toward profession responsibility on private universities lecturer in East Java.
2. Developed expectations have significant effect toward profession responsibility on private universities lecturer in East Java.
3. Work environment have significant effect toward motivation on private universities lecturer in East Java.
4. Developed expectations have significant effect toward motivation on private universities lecturer in East Java.
5. Profession responsibility have significant effect toward motivation on private universities lecturer in East Java.
6. Profession responsibility variabel have highest significant effect toward lecturer motivation, then followed developed expectation and work environment. while highly dominant variable toward profession responsibility is developed expectation followed work environment.

The results of this research in general can be concluded that there is significant effect from work environment and developed expectation toward profession responsibility of Private Universities lecturer in East Java. While work environment and developed expectation also have significant effect on the lecturer motivation of Private universities in East Java. For private universities, is necessary to plan programs that can improve lecturers motivation that is by carrying out lecturer socialization training on motivational, in addition to required provision of infrastructure and support always developing to support motivation. For lecturers, necessary to plan clearly motivation in accordance with profession responsibility entrusted, needs to be improved in terms of professional responsibility is to provide facilities and coordinate the activities and work of the profession, need to be improved in terms of faculty motivation is to encourage professors who dislike activities that are routines, just look for activity as a professional educator, and lecturer needs and always develop themselves through activities that result in high productivity, to develop skills and qualities as well as to obtain good performance.

For Kopertis Region VII East Java, should always monitor activities related to faculty workload that can support the improvement of profession responsibility and motivation lecturer; also need to pursue infrastructure that can facilitate the development of organizational behavior models to increase motivation of professional responsibility and lecturers; and necessary to make socialized about rules of professional responsibility and motivation lecturer.

Suggestions for Future Research, need to employ a survey to get the precision number of permanent faculty of foundations and hired faculty (Dpk) as respondents in order to determine sample can be determined with precision. In addition, further research is needed on other variables that affect profession responsibility and lecturer motivation beyond variables that examined in this study for example: variable integrity, knowledge management.

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