




# Study on the Satisfaction Level of Lecturers and Educational Staff Towards the Quality of Remuneration Services Using the Service Quality Model at Muhammadiyah University Sorong

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## ABSTRACT

The purpose of this research is to analyze the factors that influence the quality of remuneration services for educators and educational staff at Universitas Muhammadiyah Sorong as a BLU and to analyze the impact of the quality of remuneration services on the satisfaction levels of educators and educational staff at Universitas Muhammadiyah Sorong as a BLU. The research method used is a survey with statistical testing. The sample used consists of the Implementing Elements and Academic Supporting Elements of Universitas Muhammadiyah Sorong, which represent all users of services at Universitas Muhammadiyah Sorong. Data analysis uses the Importance-Performance Analysis method. The research results show that all dimensions of remuneration service quality (tangible evidence, assurance, responsiveness, and reliability) have a positive and significant impact on satisfaction levels, except for the empathy dimension, which does not have a significant impact. The increase in satisfaction is more driven by the quick responsiveness of the remuneration service, followed by tangible evidence, reliability, and assurance. The implication for Muhammadiyah University of Sorong is the need to prioritize improvements in these dimensions in an effort to enhance the satisfaction of lecturers and educational staff through the provision of optimal remuneration services.

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## 1. Introduction

Universities are required to provide facilities and services that support the implementation of the work of lecturers and employees, including compensation or income that can affect their job satisfaction. However, the implementation of the remuneration system in universities has a high risk for the satisfaction of lecturers and employees because it depends on the availability of independent funds for the university. Research (Amaliya et al., 2024), that the remuneration system has an important role in improving performance. According to (Lesmana & Rivaldo, 2023), there is an influence of remuneration on employee performance with job satisfaction as an intervening variable. The results of the study (Jazuli et al., 2023), shows that the implementation of remuneration policies in the company is one of the factors that greatly influences the success of employee performance. The phenomenon that occurs is that many universities still rely on class, rank, and length of service in determining remuneration so that it is considered unfair. Research (Saputra & Mayangsari, 2024), that Remuneration has a positive influence on employee performance. In eastern Indonesia, there is still a shortage of lecturers to meet student lectures. Meanwhile, at the Muhammadiyah University of Sorong, there are still lecturers with long tenure who have not felt the impact of the remuneration policy.

According to (Hatmi et al., 2022), that remuneration affects performance. Although lecturers and staff agree with the remuneration system to improve job satisfaction, they still have difficulty understanding the procedures and calculations of remuneration, as well as the timeliness of remuneration that has not met expectations. Research (Zaini & Rahmatika, 2022), shows that the average remuneration variable index is high, namely 86.92%. Research (Hastopo & Wikaningtyas, 2023), that Remuneration has a positive effect on Employee Performance and Remuneration does not have an effect on Employee Motivation. According to (Katili, 2023), shows that there is an influence of remuneration on the work culture of educational staff of 18.44%, so work culture has an influence on the acceptance of remuneration for educational staff. Research (Nurhidayah & Munari, 2022), providing proper remuneration, providing balanced and fair remuneration, providing sufficient remuneration to determine the effect of remuneration success on performance. Research (Subandi, at. al., 2023) that remuneration has a positive and significant effect on employee performance. Therefore, a study was conducted on the level of satisfaction of lecturers and educators towards the quality of remuneration services with a service quality model at the Muhammadiyah University of Sorong as an effort to increase the satisfaction of lecturers and employees who are oriented towards the needs of using remuneration services.

Pre-research of Lecturers and Education Personnel at Muhammadiyah University of Sorong revealed that there are still lecturers who have worked for 18 (eighteen) years and do not have a status or position who have not felt the impact of the remuneration policy. According to (Librian et al., 2019), that the majority of employees (73%) consider the current remuneration system does not reflect fairness in pay. Research (Irianto, 2023), stated that the Fair Remuneration Model is the development of a salary system

that considers fairness to motivate employees. Most employees and lecturers agree that the remuneration system is implemented at the university because this policy is a form of increasing job satisfaction, but employees and lecturers still have difficulty understanding the remuneration procedure itself. Research (Astridina, 2013), that it is necessary to conduct a review of the implementation of the remuneration system. Such as the remuneration calculation system and the timeliness of remuneration are not in accordance with expectations. According to (Hatmi et al., 2022), shows that employee performance is only achieved in terms of quantity, has not touched on the quality aspect of work results, although it does not prove the relationship between remuneration and performance directly. For this reason, socialization is needed so that employees and lecturers can better understand the remuneration system.

Muhammadiyah University of Sorong is one of the universities that has implemented remuneration in providing rewards to the academic community in it, including lecturers and educational staff. Research (Hakim, 2016), explained that the remuneration policy has been proven to improve employee performance. As an effort to improve the satisfaction of lecturers and employees who are oriented towards the needs of service use. According to (Hukama et al., 2023) that remuneration and human relations have a significant influence on employee job satisfaction. Research (Senjani, 2017), BLU leaders are expected to support the implementation of the remuneration system development to run more quickly. In line with research (Hadiyanto, 2020), that the remuneration policy still has a negative effect on organizational performance. Meanwhile, according to (Bauk et al., 2023), that the remuneration application system must be continuously updated to be easy to understand. However, if seen from several problems that occur in several other universities, then Universitas Muhammadiyah Sorong has challenges in maintaining and even increasing satisfaction by using rewards in the form of remuneration. Research (Radjak & Lantowa, 2018), has not been optimal in the source of funds because it still relies solely from government and college grants for college level and not optimal in developing a business unit which will increase the source of business charity funds. Research (Epriliyana, 2017), Leadership is one of important factor in bringing the direction of organization in accordance with the goals or vision of the organization. research (Nugroho et al., 2017), Human resources is a factor that determines the Company's revenue.

In this study, no previous studies have been found that specifically examine the level of satisfaction of lecturers and education personnel towards the quality of remuneration services in higher education. Previous studies on remuneration in higher education generally only focus on the impact of remuneration on the performance of lecturers and employees. There has been no research that digs deeper into the satisfaction of service users towards the quality of remuneration services themselves. The novelty of this study is that it is the first to examine the level of satisfaction of lecturers and education personnel towards the quality of remuneration services at the Muhammadiyah University of Sorong.

## 2.Literature Review

Definition of Educator According to Law No. 20 of 2003, Article 39 paragraph 2 Educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for education in higher education. In terms of language, as quoted by Abudin Nata from WJS, Poerwadarminta, the definition of an educator is a person who educates. This definition gives the impression that an educator is a person who carries out activities in the field of education. Educators in English are called Teachers, in Arabic they are called Ustadz, Mudarris, Mu'alim and Mu'adib. In other literature we know teachers, lecturers, teachers, tutors, lecturers, educators, trainers and so on.

Definition of Educational Personnel According to Law No. 20 of 2013, Article 1, CHAPTER 1 (General Provisions), educational personnel are members of the community who devote themselves and are appointed to support the implementation of education. Educational personnel are personnel tasked with planning and implementing administration, management, supervision, and technical services to support the education process in educational units. Those included in educational personnel include the head of the educational unit, educators, and other educational personnel.

According to Kotler, as quoted again by (Tjiptono. Fandy, 2012) Page;312, satisfaction is the level of a person's feelings after comparing the performance (or results) that he perceives compared to his expectations. According to (Tjiptono, 2010) Page;310 satisfaction also has the potential to provide specific benefits including: (1). Positive impact on employee loyalty (2). Potential to become a source of income for the institution in the future. (3). Reducing transaction costs, especially communication costs. (4). Reducing risk. (5). Increasing tolerance towards the institution, so that it is not easily tempted to switch to another institution/party. (6). Providing positive recommendations to other parties. (7). More right service

Remuneration is basically a tool to realize the vision and mission of the organization with the aim of attracting capable and experienced employees, retaining quality employees, motivating employees to work effectively, motivating the formation of positive behavior, and becoming a tool to control expenses. Remuneration has the meaning of "something" received by employees as a reward for the contribution they have given to the organization where they work. The basic principles of an effective remuneration system include the principle of individual equity or individual justice, in the sense that what employees receive must be equal to what employees give to the organization, internal equity or internal justice in the sense that there is justice between the weight of work and the rewards received, and external equity or external justice in the sense of the fairness of the rewards received by employees in their organization compared to other organizations that have equality.

Definition of Service Quality According to Wyckof, et al. (1988) in Purnama (2006:19). Said that the definition of service quality as the level of perfection expected and control over that perfection to fulfill consumer desires, while according to Parasuraman, et al. (1988) service quality is a comparison between the service felt (perception) by consumers with the quality of service expected by consumers. If the quality of service felt is the same as or exceeds the quality of service expected, then the service is said to be of quality and satisfactory.

### 3. Research Method

The location of this research was chosen purposively at the Public Service Agency of Muhammadiyah University of Sorong. The type of research used is survey research (research survey) where the research is conducted by collecting data directly from Lecturers and education staff at the Academic Implementation Element, Administrative Implementation Element and Academic Support Element at the Public Service Agency of Muhammadiyah University of Sorong regarding their perceptions and expectations. The instrument used in conducting this survey is by using a questionnaire. The objects in this study are academic support elements, Administrative Support Elements and Academic Support Elements. The data to be collected based on sources obtained from internal data and external data at the implementing and academic support units. Data collection is carried out using survey techniques by conducting direct observations of the quality of service carried out by the Public Service Agency of Muhammadiyah University of Sorong and distributing questionnaires to related Academic Implementation and Support Units. Documentation techniques by obtaining data regarding the Public Service Agency of Muhammadiyah University of Sorong. Interview method, by conducting interviews or discussions with the implementing and academic support units, literature study techniques by reading books and scientific articles related to the application of the servqual method and the Important Performance Analysis model for improving service quality. Data analysis techniques using the smartPLS Application.

Table 1. Research Questionnaire Attributes

Dimensions	Service Attributes
Tangible (Physical Evidence)	Education and Teaching
	Study
	Devotion
	Academic Community Development
	Administration and Management
Assurance (Guarantee)	Awards for achievement
	Basic Wage
	Allowance
	Incentive
Empathy (Empathy)	Social Security
	Understanding the Rules
	Attitude
Responsiveness (Responsiveness)	Complaint
	Discrimination
	Service Hours
Reliability	Ease of Access to Services
	Accuracy and Precision
	Use of Technology
	Compliance with the rules

Source: author's data

## Conceptual Framework

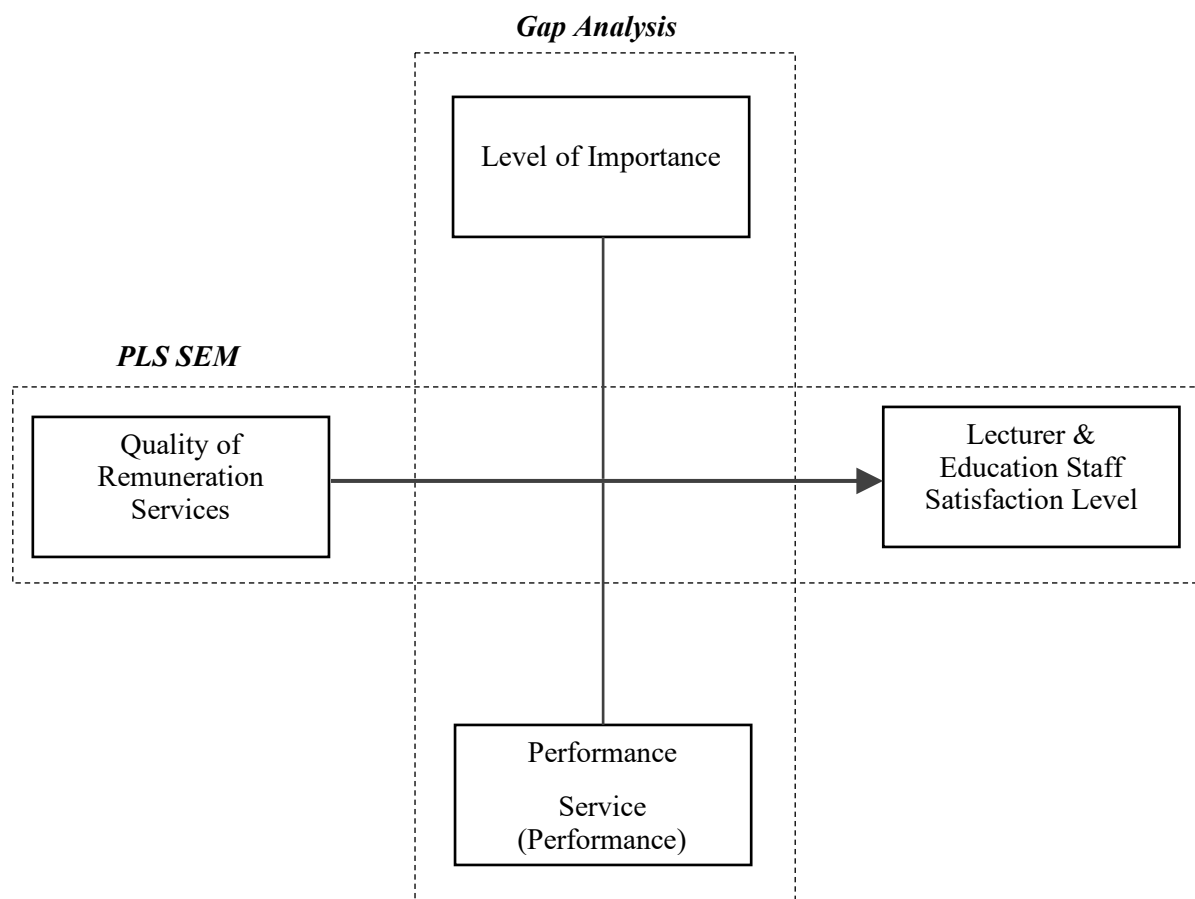


Figure 1. Research Concept Framework  
Source: author's data

## 4. Results and Discussion

### Results

This study has two objectives, first to determine the factors that form the quality of remuneration services and the level of satisfaction of lecturers and education personnel at the Muhammadiyah University of Sorong as a BLU, second to analyze the influence of the quality of remuneration services on the level of satisfaction of lecturers and education personnel at the Muhammadiyah University of Sorong as a BLU. Analysis of research results will begin with (1) testing the validity and reliability of the questionnaire and evaluating bias in the data, (2) description of the research data consisting of a description of the characteristics of the respondents and a description of each variable, and finally (3) analysis of the research data consisting of gap analysis and PLS-SEM analysis using the assistance of the SmartPLS program.

### Validity and Reliability Test of Questionnaire

Test results Criteria validity was carried out on three questionnaires, namely the remuneration service quality questionnaire (Table 2), the lecturer satisfaction level questionnaire (Table 3), and the education staff satisfaction level questionnaire (Table 4).

Table 2. Results of the Validity Test of the Remuneration Service Quality Questionnaire

Dimensions	Indicator	Item number	Corrected Item-Total Correlation	Information
<i>Tangible</i>	Education and Teaching	1	0.752	Valid
		2	0.788	Valid
	Study	3	0.683	Valid
		4	0.805	Valid
	Devotion	5	0.718	Valid
		6	0.730	Valid
	Academic Community	7	0.770	Valid
		8	0.871	Valid
	Administration and Management	9	0.892	Valid
		10	0.890	Valid
<i>Assurance</i>	Awards for Achievement	11	0.879	Valid
		12	0.823	Valid
	Basic Wage	13	0.767	Valid
		14	0.703	Valid
	Allowance	15	0.821	Valid
		16	0.825	Valid
	Incentive	17	0.877	Valid
		18	0.819	Valid
	Social Security	19	0.899	Valid
		20	0.782	Valid
<i>Empathy</i>	Understanding the Rules	21	0.830	Valid
		22	0.831	Valid
	Attitude	23	0.920	Valid
		24	0.894	Valid
	Complaint	25	0.803	Valid
		26	0.915	Valid
	Discrimination	27	0.821	Valid
		28	0.887	Valid
	Service Hours	29	0.794	Valid
		30	0.816	Valid
<i>Responsiveness</i>	Ease of Access to Services	31	0.734	Valid
		32	0.893	Valid
	Accuracy and Precision	33	0.915	Valid
		34	0.918	Valid
	Use of Technology	35	0.775	Valid
		36	0.854	Valid
	Rule Compliance	37	0.815	Valid
		38	0.787	Valid
		39	0.876	Valid
		40	0.868	Valid

Source: Appendix 1

Table 2 shows the results of the measurement validity test on the remuneration service quality variable, showing that all statement items have produced a corrected item-total correlation value greater than the minimum limit of 0.30, so that all statement items meet the validity criteria and are declared valid in measuring the quality of remuneration services.

Table 3. Results of the Validity Test of the Lecturer Satisfaction Level Questionnaire

Dimensions	Indicator	Item number	Corrected Item-Total Correlation	Information
<i>Tangible</i>	Education and Teaching	1	0.540	Valid
		2	0.574	Valid
		3	0.340	Valid
		4	0.546	Valid
		5	0.644	Valid
	Study	6	0.648	Valid
		7	0.611	Valid
		8	0.737	Valid
		9	0.808	Valid
		10	0.786	Valid
	Devotion	11	0.722	Valid
		12	0.796	Valid
		13	0.745	Valid
		14	0.755	Valid
		15	0.868	Valid
	Academic Community Development	16	0.842	Valid
		17	0.702	Valid
		18	0.754	Valid
		19	0.642	Valid
		20	0.764	Valid
Administration and Management	21	0.783	Valid	
	22	0.873	Valid	
	23	0.847	Valid	
	24	0.905	Valid	
	25	0.899	Valid	
Awards for Achievement	26	0.911	Valid	
	27	0.896	Valid	
	28	0.770	Valid	
	29	0.645	Valid	
	30	0.642	Valid	
<i>Assurance</i>	Incentive	31	0.595	Valid
		32	0.776	Valid
		33	0.819	Valid
		34	0.626	Valid
		35	0.726	Valid
Social Security	36	0.777	Valid	
	37	0.818	Valid	
	38	0.828	Valid	
	39	0.828	Valid	
	40	0.743	Valid	
<i>Empathy</i>	Understanding the Rules	41	0.821	Valid
		42	0.732	Valid
		43	0.634	Valid
		44	0.797	Valid
		45	0.843	Valid
<i>Responsiveness</i>	Attitude	46	0.802	Valid
		47	0.747	Valid
		48	0.465	Valid
		49	0.897	Valid
		49	0.897	Valid
<i>Reliability</i>	Complaint	40	0.743	Valid
		41	0.821	Valid
		42	0.732	Valid
		43	0.634	Valid
		44	0.797	Valid
<i>Service Hours</i>	Ease of Access to Services	45	0.843	Valid
		46	0.802	Valid
		47	0.747	Valid
		48	0.465	Valid
		49	0.897	Valid
<i>Accuracy and Precision</i>	Use of Technology	40	0.743	Valid
		41	0.821	Valid
		42	0.732	Valid
		43	0.634	Valid
		44	0.797	Valid
<i>Rule Compliance</i>	Rule Compliance	45	0.843	Valid
		46	0.802	Valid
		47	0.747	Valid
		48	0.465	Valid
		49	0.897	Valid

Source: Appendix 2



Table 3 shows the results of the measurement validity test on the lecturer satisfaction level variable, showing that all statement items have produced a corrected item-total correlation value greater than the minimum limit of 0.30, so that all statement items also meet the validity criteria and are declared valid in measuring the level of lecturer satisfaction.

Table 4. Results of Validity Test of Questionnaire on Level of Satisfaction of Educational Personnel

Dimensions	Indicator	Item number	Corrected Item-Total Correlation	Information
<i>Tangible</i>	Education and Teaching	1	0.869	Valid
		2	0.838	Valid
		3	0.619	Valid
	Study	4	0.971	Valid
		5	0.874	Valid
	Devotion	6	0.944	Valid
		7	0.923	Valid
	Academic Community Development	8	0.945	Valid
		9	0.945	Valid
	Administration and Management	10	0.931	Valid
		11	0.933	Valid
	Awards for Achievement	12	0.778	Valid
		13	0.752	Valid
	Basic Wage	14	0.948	Valid
		15	0.957	Valid
	Allowance	16	0.927	Valid
17		0.927	Valid	
<i>Assurance</i>	Incentive	18	0.946	Valid
		19	0.948	Valid
	Social Security	20	0.649	Valid
		21	0.885	Valid
<i>Empathy</i>	Understanding the Rules	22	0.846	Valid
		23	0.815	Valid
	Attitude	24	0.989	Valid
		25	0.921	Valid
Complaint	26	0.791	Valid	
	27	0.900	Valid	
<i>Responsiveness</i>	Discrimination	28	0.923	Valid
		29	0.889	Valid
	Service Hours	30	0.948	Valid
31		0.860	Valid	
Ease of Access to Services	32	0.946	Valid	
	33	0.795	Valid	
<i>Reliability</i>	Accuracy and Precision	34	0.769	Valid
		35	0.952	Valid
			36	0.957

Use of Technology	37	0.971	Valid
	38	0.971	Valid
Rule Compliance	39	0.947	Valid
	40	0.982	Valid

Source: Appendix 3

Table 4 shows the results of the measurement validity test on the variable of the level of satisfaction of educational staff, showing that all statement items have produced a corrected item-total correlation value greater than the minimum limit of 0.30, so that all statement items also meet the validity criteria and are declared valid in measuring the level of satisfaction of educational staff.

### Convergent Validity Testing

*Convergent validity* measuring the validity of each indicator in building a conceptual model, the rule of thumb used for convergent validity is outer loading  $\geq 0.50$  (Hair et al., 2017:130).

Table 5. *Convergent Validity*

Dimensions	Indicator	<i>Outer Loadings</i>	
		Quality of Service	Satisfaction
<i>Tangible</i>	Education and Teaching	0.890	0.771
	Study	0.899	0.881
	Devotion	0.810	0.844
	Academic Community Development	0.901	0.898
	Administration and Management	0.935	0.874
	Awards for Achievement	0.935	0.816
<i>Assurance</i>	Basic Wage	0.837	0.950
	Allowance	0.942	0.945
	Incentive	0.920	0.936
	Social Security	0.885	0.862
<i>Empathy</i>	Understanding the Rules	0.941	0.933
	Attitude	0.973	0.897
	Complaint	0.961	0.923
<i>Responsiveness</i>	Discrimination	0.932	0.950
	Service Hours	0.957	0.956
	Ease of Access to Services	0.968	0.955
<i>Reliability</i>	Accuracy and Precision	0.915	0.948
	Use of Technology	0.930	0.907
	Rule Compliance	0.927	0.941

Source: Appendix 6

The results of the convergent validity test show that each indicator (both in the remuneration service quality variable and the satisfaction level variable) all produce outer loading values greater than the minimum limit of 0.50, so it is concluded that all indicators meet convergent validity and are declared valid in measuring the constructs of remuneration service quality and satisfaction level.

### Discriminant Validity Testing

The second evaluation in the outer model analysis is discriminant validity, which is evaluated using the Fornell-Larcker criterion. An indicator is declared valid if the AVE root value is greater than the correlation value of the variable with other variables.

Table 6. *Discriminant Validity*

Variables	Dimensions	Tan	Ass	Emp	Res	Rail
Quality of Remuneration Services	<i>Tangible</i>	<b>0.896</b>				
	<i>Assurance</i>	0.528	<b>0.906</b>			
	<i>Empathy</i>	0.345	0.409	<b>0.955</b>		
	<i>Responsiveness</i>	0.601	0.520	0.412	<b>0.963</b>	
Lecturer & Education Staff Satisfaction Level	<i>Reliability</i>	0.550	0.624	0.426	0.566	<b>0.924</b>
	<i>Tangible</i>	<b>0.848</b>				
	<i>Assurance</i>	0.771	<b>0.926</b>			
	<i>Empathy</i>	0.741	0.777	<b>0.923</b>		
	<i>Responsiveness</i>	0.705	0.749	0.790	<b>0.956</b>	
	<i>Reliability</i>	0.732	0.769	0.738	0.777	<b>0.932</b>

Source: Appendix 6

Table 6 shows the Fornell-Larcker Criterion value which is the root value of AVE (printed in bold diagonal), generally producing a larger value when compared to the correlation value between variables, so it can be concluded that each dimension in the remuneration service quality and satisfaction level variables has met discriminant validity, meaning that the measurement of each dimension is stated not to overlap with the measurement of other dimensions.

### Internal Consistency Testing

The next evaluation of the outer model is internal consistency, which is testing the consistency of the indicators in measuring the construct. Internal consistency in PLS can use two measures, namely Cronbach's alpha and composite reliability. The rule of thumb for Cronbach's alpha and composite reliability must be greater than 0.70, although a value of 0.60 is still acceptable (Hair et al., 2017:127).

Table 7. *Internal Consistency*

Dimensions	<i>Composite Reliability</i>		
	Remuneration Service Quality Construct	Lecturer & Education Staff Satisfaction Construct	Information
<i>Tangible</i>	0.961	0.939	Reliable
<i>Assurance</i>	0.958	0.968	Reliable
<i>Empathy</i>	0.969	0.946	Reliable
<i>Responsiveness</i>	0.962	0.955	Reliable
<i>Reliability</i>	0.946	0.952	Reliable

Source: Appendix 6

Table 7 shows the results of PLS-SEM producing internal consistency values for all dimensions having Composite Reliability values greater than 0.70, so that each dimension in the remuneration service quality and satisfaction level constructs is stated to have good reliability.

## Hypothesis Testing

Testing the significance of the influence path between variables according to using SmartPLS software is done using the bootstrapping approach. The results of hypothesis testing with PLS bootstrapping can be seen in Figure 2.

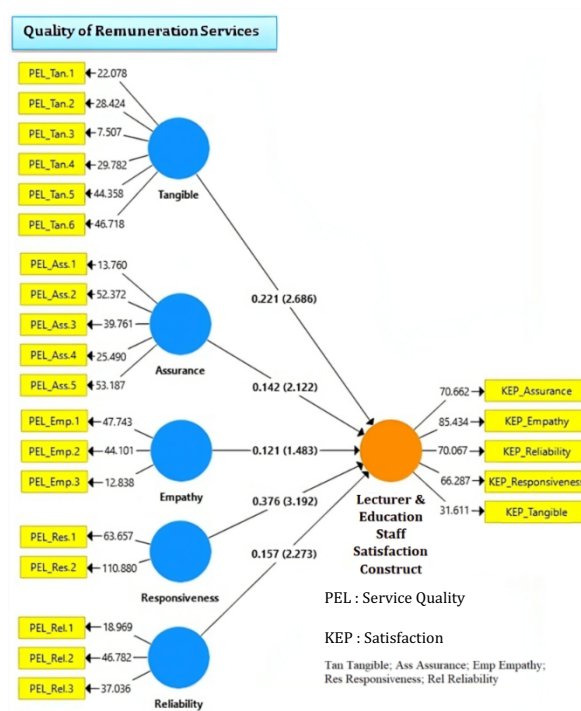


Figure 2. PLS Bootstrapping Results  
(Source: Appendix 7)

Bootstrapping results produce a significance test for each path. In the 2-tailed test, the research hypothesis can be accepted if the t-statistic value (T-statistic)  $\geq 1.96$  or the p-value is smaller than the error rate ( $\alpha$ ) 5%. The following are the path coefficient values (original sample estimate), t-statistic values, and p values in the resulting model from PLS Bootstrapping:

Table 8. Results of Hypothesis Testing of Influence Between Variables

No	Direct Influence	Coeff.	T-Stat	P-Values	Caption
1	Tangible → Satisfaction Level	0.221	2,686	0.010	Significant
2	Assurance → Satisfaction Level	0.142	2,122	0.040	Significant
3	Empathy → Satisfaction Level	0.121	1,483	0.145	Not significant
4	Responsiveness → Satisfaction Level	0.376	3,192	0.003	Significant
5	Reliability -> Satisfaction Level	0.157	2,273	0.028	Significant

Source: Appendix 7

The results of hypothesis testing using PLS bootstrapping results as shown in Table 8 above can be explained as follows:

### 1. **Tangible has a positive and significant effect on the level of satisfaction**

The coefficient value of tangible influence on the level of satisfaction is 0.221 (positive) with a T-statistic of 2.686 ( $\geq 1.96$ ) and a p-value of 0.010 ( $\leq 5\%$ ), so it is

decided that the aspect of physical evidence on the quality of remuneration services has a positive and significant effect on the level of satisfaction of lecturers and education personnel at the Muhammadiyah University of Sorong.

**2. Assurance has a positive and significant effect on the level of satisfaction**

The coefficient value of the influence of assurance on the level of satisfaction is 0.142 (positive) with a T-statistic of 2.122 ( $\geq 1.96$ ) and a p-value of 0.040 ( $\leq 5\%$ ), so it is decided that the aspect of remuneration service quality assurance also has a positive and significant effect on the level of satisfaction of lecturers and education personnel at the Muhammadiyah University of Sorong.

**3. Empathy does not have a significant effect on the level of satisfaction**

The coefficient value of the influence of empathy on the level of satisfaction is only 0.121 with a T-statistic of 1.483 ( $< 1.96$ ) and a p-value of 0.145 ( $> 5\%$ ), so it is decided that the empathy aspect of the quality of remuneration services does not have a significant effect on the level of satisfaction of lecturers and education personnel at the Muhammadiyah University of Sorong.

**4. Responsiveness has a positive and significant effect on the level of satisfaction**

The coefficient value of the influence of responsiveness on the level of satisfaction is 0.376 (positive) with a T-statistic of 3.192 ( $\geq 1.96$ ) and a p-value of 0.003 ( $\leq 5\%$ ), so it is decided that the responsiveness aspect of the quality of remuneration services has a positive and significant effect on the level of satisfaction of lecturers and education personnel at the Muhammadiyah University of Sorong.

**5. Reliability has a positive and significant effect on the level of satisfaction**

The coefficient value of the influence of reliability on the level of satisfaction is 0.157 (positive) with a T-statistic of 2.273 ( $\geq 1.96$ ) and a p-value of 0.028 ( $\leq 5\%$ ), so it is decided that the reliability aspect of the quality of remuneration services has a positive and significant effect on the level of satisfaction of lecturers and education personnel at the Muhammadiyah University of Sorong.

The results of the coefficient of influence of each dimension of remuneration service quality on the level of satisfaction of lecturers and education staff can also be presented in Figure 3.

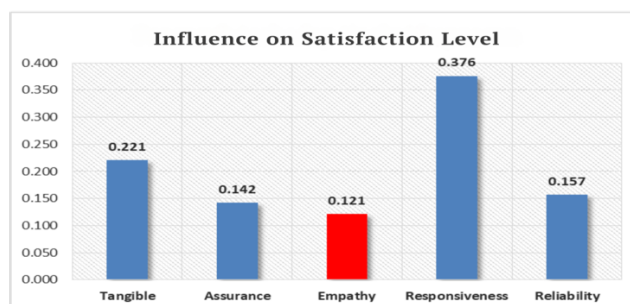


Figure 3. Value of Influence on Satisfaction Level

Source: data processed

Figure 3 shows an increase in the satisfaction of lecturers and education personnel at the Muhammadiyah University of Sorong, driven more by the responsiveness of remuneration services, then the influence of physical evidence, reliability of remuneration services, and remuneration guarantees, while the influence of empathy is known to be insignificant in increasing satisfaction. These results provide implications for the Muhammadiyah University of Sorong in order to increase the satisfaction of its educators and education personnel through the design of improvement programs in all dimensions of remuneration service quality, but by paying attention to the priority scale if there are limitations in budget, time, and energy.

However, if the results of the coefficient of influence between the variables are also linked to the results of the gap analysis, then it can be described as follows:

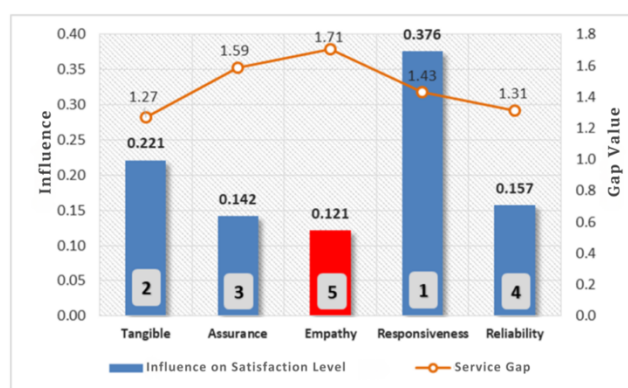


Figure 4. Influence Value and Satisfaction Gap Value

Source: data processed

Figure 4 shows:

1. The first priority in efforts to increase the level of satisfaction of lecturers and education staff is to increase the responsiveness of remuneration services, because it has the strongest coefficient of influence or impact on increasing satisfaction. *Responsiveness* will directly impact the direct experience of lecturers and education personnel related to their remuneration. Regularity in payment, clarity of service standards, ease of access, and transparency will directly affect their satisfaction with the remuneration services provided by the institution. Responsiveness is also one of the fundamental aspects of service, regularity, clarity, ease of access, and transparency are expected characteristics of good service in any context, including remuneration. In addition, responsiveness factors such as regularity and openness have a significant impact on perceptions of fairness and trust in the institution, uncertainty or ambiguity in this case can lead to dissatisfaction and distrust. For Universitas Muhammadiyah Sorong, increasing the satisfaction of lecturers and education personnel requires special attention to be given to responsiveness in the provision of remuneration services. Its implementation can be done by improving or increasing the regularity of payments, clarity of service standards, ease of access, and transparency in the remuneration calculation process. Concrete steps can include

improving the administration system, providing clear and easily accessible information, and open and transparent communication with lecturers and education personnel regarding matters related to remuneration.

2. The second priority in efforts to increase the level of satisfaction of lecturers and education staff is to improve physical evidence in remuneration services, because it also has a large coefficient of influence. Tangible dimensions include aspects that are real and directly related to the work environment and daily experiences of lecturers and education personnel, namely the quality of education, research and service support, academic community development, administrative efficiency, and awards for achievements can directly affect satisfaction and well-being. Universitas Muhammadiyah Sorong can make several improvements, such as providing facilities and resources, relevant professional development programs, improving administration and management to increase efficiency and transparency, encouraging collaboration and coaching to strengthen an inclusive and sustainable academic community, and providing appropriate awards and recognition to lecturers and education personnel for their achievements or contributions.
3. The third priority in an effort to increase the level of satisfaction of lecturers and education staff is to strengthen the guarantee in remuneration services. Assurance does have a smaller influence than reliability, but the value of its influence is relatively the same. However, assurance has a higher service gap (more inconsistent with expectations), so it is more prioritized than reliability. *Assurance* covers aspects that provide assurance or guarantee to lecturers and education personnel related to their compensation and protection. Factors such as fair wages, adequate benefits, attractive incentives, social protection, and a good understanding of regulations will directly affect satisfaction with the remuneration services provided by the institution. Lecturers and education personnel who feel guaranteed and given fair treatment in this regard tend to be more satisfied with the work environment and remuneration services received.
4. The fourth priority in an effort to increase the level of satisfaction of lecturers and education staff is to improve the reliability of remuneration services. Reliability has a relatively similar influence to assurance, only with a better level of service gap. *Reliability* covers aspects related to regularity, accuracy, and consistency in remuneration services. Reliability in payment, calculation, technology access, implementation of rules, and implementation of remuneration can directly affect the satisfaction of lecturers and education personnel with the remuneration services received.
5. The last priority in an effort to improve the level of satisfaction of lecturers and education staff is to improve empathy in remuneration services. Although empathy is a dimension with the largest service gap (the least in accordance with expectations), this dimension has not been proven to have a real impact on increasing the satisfaction of lecturers and education staff.

Although empathy has the largest service gap, indicating that the remuneration services provided are still far from the expectations of lecturers and education personnel, the absence of a significant effect on increasing the satisfaction of lecturers and education personnel can be caused by several factors, including interpersonal aspects, facilities, allowances, incentives, and others. Although empathy is important in creating a supportive work environment, other factors such as salary, allowances, and incentives have a more direct and significant impact on satisfaction. In addition, although empathy has a large service gap, the relative priority of this dimension is not comparable to the priority of other dimensions that can more directly affect financial well-being or general well-being. In the context of educational institutions, aspects such as salary, allowances, and incentives are often prioritized in efforts to increase satisfaction compared to empathy.

In general, this study provides important insights into service quality factors that influence lecturer and staff satisfaction in the context of remuneration in higher education environments, especially at Muhammadiyah University of Sorong.

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