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Research Paper

Analysis of two factor models (hygiene factors and motivator factors) fixed lectures at LLDIKTI Region XI Kalimantan in Banjarmasin

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Abstract

This research has to prove the theory of Herzberg motivation, whether it can be applied to the profession as a lecturer at a High school or in the field of education. Hypothesis I proposed is: Policy and administrative factors are suspected, Supervision, Salary, Interpersonal Relations and Working Conditions including hygiene factors or factors that cause dissatisfaction. Success Factors Achieving Achievement, Recognition/appreciation, the work itself, Responsibilities, and Progress/development of the work included in the motivation factors (motivation factors) or factors that cause satisfaction of Civil Servants Lecturers and Foundation Lecturers. Hypothesis II, Allegedly there is a difference between hygiene factors (hygiene factors) and factor motivator (motivation factors) between Lecturer PNS DPK and Lecturer at the PTS Foundation LLDIKTI Region XI under the guidance of Borneo in Banjarmasin. The results showed 1) Policy and Administration, Supervision, Salary, Interpersonal Relations and Working Conditions included in hygiene factors or factors that cause dissatisfaction. Likewise, the factors of success in achieving achievement, recognition (appreciation, work itself, responsibilities, and progress/development of work, including the factors of motivation (motivation factors) or factors that lead to satisfaction, otherwise not proven. Difference between the hygiene factor and factor motivator among Lecturer PNS Dpk with Lecturer Foundation declared proven. Variables included in the hygiene actor of the largest sequence of results for lecturers with civil servant status are: 1) Success in achieving performance (X6), 2) Job itself (X8), and 3) Progress/development of work (X10); As for the Foundation Lecturers, the variables that entered into the hygiene factor of the largest order were: 1) Salary (X3), 2) Success in achievement (X6) and 3) Responsibility (X9). Variables included in the motivator factor of the largest sequence of results for PNS Lecturer, Lecturers are: 1) Salary (X3), 2) Interpersonal relations (X4), 3) Working conditions (X5), and 4) Responsibility answer (X9). While the Foundation Lecturer of the greatest results: 1) Control (X2), 2) Interpersonal Relations (X4), and 3) Progress/ Development jobs (X10) included in the motivating factor.

Keywords: Herzberg Theory, Hygiene Factors, Motivator Factors, and Factor Analysis

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I. INTRODUCTION

In the Herzberg Model, *motivators* provide job satisfaction or positive feelings, while *hygiene* eliminates negative feelings or job dissatisfaction. In actual conditions motivator factors must be created and improved, while hygiene factors must be met so as to reduce dissatisfaction. In this theory there are several factors that cause dissatisfaction among lecturers, including organizational policies and regulations, supervision, working conditions, salaries, and relationships with colleagues, personal life, relations with subordinates, status and security. In another part the factors that often give satisfaction to the lecturers namely the achievement of goals, recognition, work itself, accountability and progress and growth.

In a private university, both in the form of high schools and universities under the guidance of LLDIKTI Region XI Kalimantan, always have lecturers, both civil servants and the Foundation.

The following table (Table 1) illustrates the number of Lecturers at PTS in Banjarmasin as follows:

Table 1: Target population of PTS Permanent Lecturers in South Kalimantan in Banjarmasin

o	PTS	CIVIL SERVANTS (person)		Qty (people)		FOUNDATION LECTURE (person)		Qty (person)	Total (person)
		S2	S3	S2	S3				
1	UVAYA Banjarmasin (111002)	28	2	30	75	4	79	109	
2	UNISKA Banjarmasin (111003)	56	25	81	289	36	325	406	
3	UNIVERSITY OF NU Banjarmasin (111021)	10	2	12	30	11	41	53	
4	UNIVERSITAS Muhammadiyah Banjarmasin (11102)	40	12	52	97	36	133	185	
5	STIE Indonesia Banjarmasin (113001)	9	2	11	23	8	31	42	
6	STIA Bina Banua Banjarmasin (113002)	6	1	7	15	6	21	28	
7	STIMI Banjarmasin (113003)	5	0	5	7	4	11	16	
8	STIH Sultan Adam Banjarmasin (113004)	8	3	11	27	5	32	43	
9	Banjarasin National STIE (113005)	5	0	5	15	3	18	23	

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Analysis of two factor models (hygiene factors and motivator factors) fixed lectures at ..

10	STIKIP PGRI Banjarmasin (113006)	7	2	9	78	5	83	92
11	STIE Pancasetia Banjarmasin (113022)	4	1	5	97	10	107	112
12	STIKES Cahaya Bangsa (113051)	3	1	4	18	4	22	26
13	STMIK Indonesia Banjarmasin (113055)	17	2	19	56	6	62	81
14	STIKES Insan Asylum Banjarmasin (113063)	6	1	7	28	2	30	37
15	STIKES Sari Mulya Banjarmasin (113077)	2	1	3	14	3	17	20
Amount		206	55	261	869	143	1012	1273

Source: LLDIKTI Directory Region XI Kalimantan, 2020

Sedarmayanti (2009: 233), stated that motivation is a willingness to spend a high level of effort toward organizational goals which is conditioned by the ability of the effort to meet individual needs. When someone is motivated, he will try to be strong.

Dissatisfaction with work often deals with issues in the structural positions in the PTS and the difference in payroll between lecturers with civil servant status DPK and lecturer with the status of the Foundation, which is set in the Manual of Monitoring and Evaluation, Regulations on the salaries and allowances of office article 1 Salary Permanent lecturers of the foundation and employees are set at a minimum of 75% of the PNS basic salary which is adjusted to the rank and class.

At the Statute of PTS mentioned Lecturer consists of Lecturer, Lecturer Variable and Guest Lectures. Lecturers are lecturers appointed and hired as permanent workers, who came from lecturers with civil servant status DPK and lecturer with the status of the Foundation, which has distinct interest among the lecturers.

The selection of the Herzberg model for research on Lecturers with civil servant status is Dpk and Lecturers with Foundation status in PTS under the guidance of LLDIKTI Region XI Kalimantan in Banjarmasin with the following variables:

Hygiene factors or dissatisfaction factors are extrinsic factors consisting of:

1. In terms of policy and administration, the decisions taken by PTS leaders so far have been unwise and aspirational, because they do not involve lecturers in organizational decision making.
2. Supervision, the leadership of PTS always evaluates and provides an assessment of the performance of the lecturers, especially in the discipline of coming to work and teaching hours.
3. Salaries, lecturers' income is the accumulation of basic salary and functional allowances, structural allowances and teaching fees obtained according to rank and class.
4. Interpersonal relations, more emphasized how personal life with the profession as a lecturer are inseparable from the appearance as a teacher who becomes the focus and role model for students, so that behavior, attitudes and speech must be considered in everyday life.
5. Working Conditions, the physical condition of the lecture building is quite adequate and the number of lecturers is in accordance with the number of students.

Motivator or Satisfaction or Instructional Factors consisting of:

1. Achievement achievement; although the leadership has given moral support to the lecturers to excel, especially by providing assistance in conducting research and community service.
2. Recognition / appreciation; tidak there penghargaan of the leadership of Higher Education in the form of remuneration or *reward* commensurate to the achievements of faculty for doing a good job, so that it does not provide incentives for faculty to improve its performance.
3. The work itself; as lecturers want a refresher in the teaching field with road ad a his system at the turn of the courses ampu according to the field of science in order to avoid monotony or boredom activity in teaching.
4. Responsibility; the implementation of tasks by lecturers as a responsibility given by the leadership, to carry out learning, as one of the Tri Dharma of Higher Education.
5. Work progress / development; the work carried out by lecturers is quite challenging, because this profession demands professionalism in carrying out education and teaching to users of educational services.

All of the above factors are in accordance with the condition of higher education because they have internal and external elements related to HR management by universities, internal factors (motivating factors) related to motivation and the role of higher education in encouraging motivation and giving satisfaction to lecturers, both Lecturers with PNS Dpk and Lecturers with Foundation at PTS under LLD IKTI Region XI Kalimantan in Banjarmasin, and external factors (hygiene factors) that can cause dissatisfaction.

Underlying the importance of the assessment of the factors *hygiene* and factors *motivator* Lecturer with civil servant status DPK and lecturer with the status of the PTS Foundation in Banjarmasin through this study is, that many lecturers have not been carrying out its functions, particularly in doing Tri Dharma College.

With the existence of these differences, cause there are mostly lecturers either PNS DPK and faculty with the status of the Foundation, was not satisfied with the fact that there is, because there is a subset of actions by the leadership of PTS is not in accordance with the provisions of the Statute, which is a household budget as well as provisions - ketentuan which must be run on the PTS.

Job satisfaction can affect the level of *turnover* and absenteeism, physical and mental health and inaction. Robbin (2008: 112) job dissatisfaction can lead to consequences as follows: 1) Exit (*exit*); behavior intended to leave the organization, including finding new positions and resigning; 2) Aspirations (*voice*); actively and constructively trying to improve conditions, including suggesting improvements, discussing problems with superiors and some form of union activity; 3) Loyalty (*loyalty*); passively but optimistically waiting for improving conditions, including defending the organization when faced with external criticism and trusting the organization and its management to do the right thing; 4) Abandonment (*neglect*); passively allowing conditions to get worse, including constant absence or tardiness, lack of effort, and increased error rates;

Based on the background of the problem above, this study is entitled:
 "Analysis of the Two-Factor Model (Hygiene Factors and Motivator Factors) Permanent Lecturer at LLDIKTI Region XI Kalimantan in Banjarmasin"

Formulation of the problem

Based on the background description of the problem above, the formulation of the problem raised is:

1. Factor-factor of policy and administration, supervision, salary, interpersonal and Cond content of the work, the success of achieving p restasi, recognition /awards, work itself, responsibility, and advancement / development work , which factor is a factor *Hygiene* and factors *motivator* for Lecturers Stay on LLDIKTI Region XI Kalimantan in Banjarmasin ? .
2. Are there differences between the factors of *Hygiene* and factors *motivator* among Lecturers Stay with civil servant status DPK and lecturer with the status of the PTS Foundation in Banjarmasin ? .

Research purposes

1. To analyze factors that can cause dissatisfaction (*Hygiene Factors*) and factors that cause satisfaction (*Motivator Factor*) for Permanent Lecturers at PTS under the guidance of LLD IKTI Kalimantan XI Region in Banjarmasin.
2. Perform a comparison of factors that can cause dissatisfaction (*Hygiene Factors*) and the factors that lead to gratification of n (*Motivator Factors*) in the Lecturer with civil servant status DPK and lecturer with the status of the PTS Foundation in Banjarmasin

II. LITERATURE REVIEW

Herzberg's Two Factor Motivation

Robbins (2008; 227), on Herzberg's two-factor theory. These two factors are called factors that make people feel dissatisfied and factors that make people feel satisfied (*Dissatisfiers-Satisfiers*) , or factors that make people feel healthy and factors that motivate people (*Hygiene-Motivators*) , or intrinsic factors and extrinsic factors (*Extrinsic factors*) – *Intrinsic*. *Hygiene factors* are related to physical / biological needs such as food, clothing, and shelter needs. This *hygiene* in the company can be in the form of company policy, administrative system, salary, work climate, work environment, interpersonal relations and supervision.

According to Herzberg, if this factor has been met by the company, it can increase motivation, although it does not guarantee that workers will be satisfied. Job satisfaction depends on the situation or conditions at the time. Conversely, *Motivator Factors* are all things related to *achievement* (achievement), the process of achieving an achievement, and the opportunity to develop them psychologically. In companies, this factor can be the type or value of a job for the holder of the position, the responsibility of recognition of work performance, or achievement that can be achieved by the employee. According to Herzberg, this factor can motivate workers, if these needs can be met.

In accordance with Herzberg's theory, the aspects of job satisfaction above can be categorized into two groups of factors. The first factor is the motivational factor which is an aspect that comes from within the employee concerned, a series of conditions from within the employee while working, the level of motivation can be seen at the level of *job performance*. If this situation does not exist, this does not prove a high level of satisfaction.

The second actor is the factor of dissatisfaction (*Hygiene*) is a factor from outside the employee, some influences from outside the work context, which gives a feeling of dissatisfaction with workers, when in an undesirable condition. If this condition exists, it does not motivate employees at all. Unsatisfactory conditions, requiring at least improvement in the level of "no dissatisfaction".

For more details the theory referred to, as shown in figure 1 below;

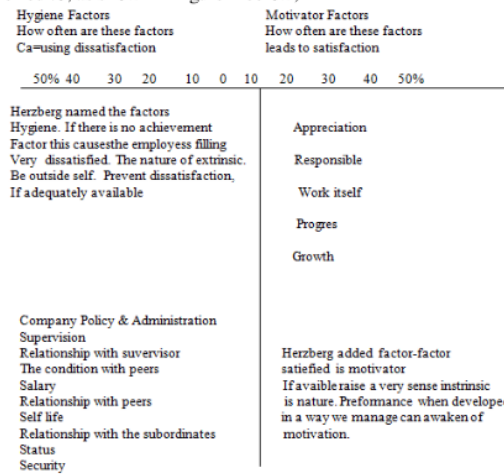


Figure 1: Motivation Two Fakror Herzberg

Source: Gary Dessler (1979; 61) Miftah Thoha, 2008,232

The two factors of motivation theory developed by Frederick Herzberg in Sondang P Siagian (2003: 290) are: 1) Motivational Factors, are things that are intrinsic motivating achievement, which means they are sourced from within a person. 2) Hygiene factors are factors that are extrinsic which means sourced from outside oneself.

Prior Research

- Bestyana Beliadwi and Clara Moningka, 2012 Research title: Overview of Employee Job Satisfaction of PT. Worleyparsons Indonesia in terms of the theory of the two Herzberg Factors produces research into job satisfaction in terms of hygiene based on income from the work itself.
- Imawaty, 2013, the title of the study: The Effect Herzberg *Two Factors Motivation Theory* on job satisfaction of employees at the Open University (UT), the results showed that Motivator factors significantly influence employee satisfaction primarily on factors chance to advance. *Hygiene Factors* have a significant influence on job satisfaction, especially on salary factors.
- Maya Andriani and Kristina Widiawati, 2017, the title of the research is Application of Employee Motivation according to the theory of two Herzberg factors at PT. Aristika Kreasi Mandiri, with the conclusion that salary aside from being a hygiene factor can also be a motivating factor for workers.
- Yuliana Aftika, Jono M. Munandar, Muhammad Syamsun, 2017, title Factors influencing the teaching staff at the Bogor Agricultural University, with the conclusion: the dominant factors affecting the performance of the teaching workforce directly are background, demography, learning process, culture and structure organization.
- Walid, Sugiman, Dian Tri Wiyanti, 2018, research title: Analysis of the Productivity of Lecturers and Education Personnel in realizing the Year of Unnes Reputation Using Artificial Neural Networks, with the conclusion: Productivity of lecturers and education personnel performance is not always influenced by factors of knowledge, skills, attitude abilities and behavior the good one. A very influential factor is knowledge and behavior factors.

Conceptual framework

Based on the theoretical basis stated, the conceptual framework in this study, as shown in Figure 2 below:

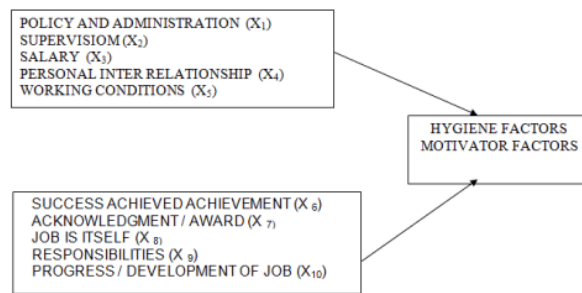


Figure 2: Conceptual framework

Research Hypothesis

- It is assumed that the policy and administrative factors, supervision, picture, interpersonal relations and working conditions are included in the hygiene factors or factors that cause dissatisfaction. Success Factors Achieve Achievement, Recognition/appreciation. The job itself, Responsibilities, and Progress/development of work including the motivation factors (motivation factors) or factors that cause satisfaction.
- Allegedly there is a difference between the factor hygiene factors and motivators among Lecturer PNS DPK and Lecturer at the PTS Foundation in Banjarmasin.

Method of Research

Population and Research Samples

Population is the subject of research. The sample is part or representative of the population studied (Suharsimi Arikunto, 2006: 130). From the definition above, the population in this study as many as 1,273 people consisting Lecturer and Lecturer PNS DPK Penidikan Foundation with the level of S3 and S2 on PTS in Banjarmasin, with an error rate of 5%:

$$n = \frac{N}{1 + N (0.05)^2}$$

Based on the Slovenian formula the research sample obtained 304.

From per count above, the sampled separately DPK lecturer PNS taken as many as 62 people and 242 people Lecturer Foundation.

Method of collecting data

Data was collected based on answers from questionnaires submitted in writing, and obtained relevant or valid data or information. Based on the submitted questionnaire, answers were obtained in written form to get a picture of the condition of the respondents, namely Permanent Lecturers, consisting of Civil Servant lecturers and Foundation Lecturers at PTS in Banjarmasin under the guidance of LLDIKTI Region XI Kalimantan.

Identification and Definition of Operational Variables

Variable Identification

15

The variables in this study are the variables included in the Hygiene and Motivator factors of the Herzberg Motivation theory.

The variables of the Hygiene factor (dissatisfaction) in the questionnaire consisted of:

1. Policy and administration (X_1);
2. Supervision (X_2);
3. Salary (X_3);
4. Interpersonal relationships (X_4);
5. Working conditions (X_5);

The variables of the Motivator (satisfaction) factor on the questionnaire are:

6. Achievement (X_6);
7. Recognition / Award (X_7);
8. The work itself (X_8);
9. Responsibility (X_9);
10. Job progress / development (X_{10});

Definition of Variable Operations

Variables of hygiene factors (dissatisfaction):

1. Policies and administrative (X_1) is defined as good or bad ratings lecturers Fixed and administrative policies , such as policies on leave, time off, discipline policies that can satisfy or tid ak satisfied the lecturer;
2. Supervision (X_2) is defined as the assessment of Permanent Lecturers on supervisory techniques carried out by the leadership of work that causes satisfaction or dissatisfaction of the Lecturers;
3. Salary (X_3) is defined as a satisfaction or dissatisfaction assessment of the lecturer towards the amount and the payroll system in place ;
4. Interpersonal relations (X_4) are defined as satisfied or dissatisfied Lecturers with the relationship between fellow lecturers and with the leadership ;
5. Working conditions (X_5) in this case are defined as the assessment of the Lecturers on the physical conditions of the work environment regarding workplace conditions, equipment and workplace environment;

Variables of Motivator factors (Satisfaction):

6. The success of achieving achievement (X_6) is defined as the assessment of the permanent lecturer whether the current job can or not to be able to show the achievement or performance of the Lecturer , so that it is satisfactory or not ;
7. Recognition/award (X_7) is defined as the desire of permanent lecturers to get recognition or appreciation from the leaders of PTS and the government for their work so as to cause satisfaction or dissatisfaction for the Lecturers;
8. The work itself (X_8) is defined as the assessment of lecturers whether the work they are doing now is pleasant (satisfied) or boring or saturated for them (unsatisfactory);
9. Responsibility (X_9) is defined as a feeling of satisfaction or dissatisfaction of lecturers in carrying out their work according to their abilities;
10. The progress/development work (X_{10}) Lecturer assessment of the opportunities they get to get career advancement and the ability of their work at PTS in which they work.

Validity Test and Reliability Test

An instrument is said to be Valid if the instrument can measure from what it wants to measure (Sanusi, 2014; 76). Reliability is a measuring tool that shows consistent when the instrument filed on the same respondents at different times, or at different respondents at the sam time a time or different respondent (Sanusi, 2014; 80) .

Analysis Techniques

Factor Analysis

After the data is collected and processed, the next process is to analyze data using factor analysis. The main purpose of this factor analysis is to find one or several variables or concepts that are believed to be the source that underlies a set of real variables. To determine a group of variables feasible as a factor used criteria based on the *eigen value* which has a value of more than or equal to one (\geq). The magnitude of the contribution of each factor to the decision consideration can be assessed from the total variance of each factor. Meanwhile, to determine the role of each variable in a factor can be determined on the amount of *loading* of var iabel concerned, *loading* the greatest value means possessed i leading role in these variables.

Broadly speaking, the description of the factor analysis above can be done in several stages, namely: 1) creating a correlation matrix, 2) determine the number of factors, 3) rotation factor, 4) interpreting factors and 5) determining the right model.

Discussion

Analysis Data

1

Analysis of the data used is factor analysis, which is to find out the factors that can cause dissatisfaction (*hygiene factor*) and factors that can provide satisfaction (*motivator factors*) for permanent lecturers at private universities

in Banjarmasin that are sampled, after being tested for validity and testing the reliability of the data in this study, and it was stated that the data obtained was feasible to be able to do further research.

Test the Validity and Reliability of Research Instruments.

The research instrument that will be tested for validity and reliability in this study is in the form of a questionnaire. In the pilot questionnaire, the number of questions posed to respondents was 10 questions/statements, in accordance with the number of variables that will be observed in this study. Test the validity conducted to 62 respondents with civil servant status in deposits and 242 lecturers with foundation status, but because of questionnaires returned half of its total of 235, so Responden with faculty status foundation just as much as 235 people. The complete results of the validity and reliability test, Dpk PNS lecturers and Foundation Lecturers, appear in the following table (Table 2):

Table 2: Test Validitas and Reliability for PNS Lecturers, Dpk

No o	Variabel	r-count	Information *)	Cronbach's Alpha if	Information
1	X ₁ : Policy and Administration	0.364	Valid		
2	X ₂ : Supervision	0.430	Valid		
3	X ₃ : Salary	0.211	Not Valid		
4	X ₄ : Interpersonal relationships	0.419	Valid		
5	X ₅ : Working conditions	0.393	Valid		
6	X ₆ : Success reaches	0.425	Valid		
7	X ₇ : Recognition / appreciation	0.348	Valid	.365	Reliable
8	X ₈ : The work itself	0.518	Valid		
9	X ₉ : Responsibility	0.279	Valid		
10	X ₁₀ : Progress / development Occupation	0.300	Valid		

Source: statistical data reprocessed, 20 20
 Note: *) for n = 62 and $\alpha = 5\%$ r table = 0, 248

According to the table above, with the rate signifikansi $\alpha = 5\%$ and the number of samples 62 respondents, obtained the r value table for 0, 248. If seen the value of r calculated in the table above for each item of the question, it can be concluded that the value of r count what I rang to or less than 0, 248 in declared invalid (X₃) and should be repaired or dik e luarkan of analysis. Furthermore, the reliability test is performed by issuing invalid variables (X₃) Cronbach's Alpha value in the Reliability test obtained at 0, 365, this value when compared with the value of r table i_s also greater value (0, 248). So it can be concluded that the questionnaire tested has fulfilled the reliability aspect.

While the validity and reliability tests of the Foundation Lecturers are shown in table 3 below:

Table 3: Test Validitas and Reliability for Foundation Lecturers

NO	VARIABLES	r-count	Information *)	Cronbach's Alpha if	Information
1	X ₁ : Policy and Administration	0.402	Valid		
2	X ₂ : Supervision	0.308	Valid		
3	X ₃ : Salary	0.388	Valid		
4	X ₄ : Interpersonal relationships	0.270	Valid		
5	X ₅ : Working conditions	0.342	Valid		
6	X ₆ : Success reaches achievement	0.389	Valid		
7	X ₇ : Recognition / appreciation	0.310	Valid	.258	Reliable
8	X ₈ : The work itself	0.421	Valid		
9	X ₉ : Responsibility	0.310	Valid		
10	X ₁₀ : Progress / development Occupation	0.256	Valid		

Source: statistical data reprocessed, 20 20
 Note: *) for n = 235 and $\alpha = 5\%$ r table = 0, 062

According to the table above, the signifikansi $\alpha = 5\%$ and the number of samples se many 235 people, obtained the r value table for 0, 062. If seen the value of r calculated in the table above for each item questions > 0,062, as well as the reliability 0.258 > 0.062, it can be disimpu. The fish that all variables declared valid and relabel.

Analysis Factor

Factor analysis for PNS Lecturers Dpk

The results of the complete factor analysis calculation for a sample consisting of 62 permanent lecturers with civil servant status, the results of data processing in factor analysis are summarized as follows:

1) **Assess feasible variables.**

The first step in factor analysis is to determine which variables are appropriate (appropriateness) to be included in further analysis. If a variable does have a tendency to group by forming a factor, then the variable will have a high enough correlation with other variables. This can be done by making a correlation matrix. To test the 10 research variables, because

Analysis of two factor models (hygiene factors and motivator factors) fixed lectures at ..

1 variable was declared invalid ($X_3 = \text{salary}$) so it was excluded from the factors to be examined, whether everything was feasible or not could be seen from the *KMO* and *Bartlett's test* numbers and *Anti Image Matrices* values .

The *KMO* and *Bartlett's test* values and the *Anti Image Matrices* values for each iteration are as follows:
After is some iteration, factor analysis for lecturers with civil servant status DPK can be seen as in the following table:

Table 4: KMO and Bartlett's Test Lectures with civil servant status

Keizer-Meyer-Olkin Measure of Sampling Adequacy	.572
Bartlett's Test of Approx. Chi-Square	25.882
Sphericity df	21
Sig	.011

Source: Statistical data reprocessed, 2020

a. Because the *KMO* and *Bartlett's test* values are 0,572 are above 0,500 maka it can be concluded that the variables can be further analyzed.

b. To test variabel that is feasible or not to do the analysis is to look on the figures *KMO* and *Bartlett's test* and the value of the *Anti Image Matrices*, results Value *KMO* and *Bartlett's test* and the value of the *Anti Image Matrices* for each iteration produces. Factor analysis for lecturers with civil servant status DPK, after going through several iterations are performed, by issuing several variables such as variables $X_1, X_3, X_7,$ and X_8 , earned value *eigenvalues* for each factor can be seen in the table below:

Table 5: N use values Eigen and Lecturer cumulative variance PNS DPK

Factor	Eigen Value	Varian (%)	Varian Commulative (%)
1	22644	22644	22644
2	21,820	21,820	44,484

Source: Statistical data reprocessed, 20 20

According to the table above, it can be seen that there are two pieces of the factors that has a value of *eigenvalues* equal to or greater than 1. All two of these factors mempu nyai variant cumulatively amounted to 44,484 , so it can be concluded that both factors which are able to explain the factors that influence dissatisfaction and satisfaction of civil servant lecturers in the amount of 44,484 %. After knowing that 2 factors are the most optimal amount, then the next step is to determine the distribution that falls into the factor. To determine a variable will be entered into certain factors can be seen in the *factor loadings* and *Component Matrix*. Based on the results of the factor analysis, it is obtained in the following table

Table 6: Component Matrix PNS Lecturer Dpk

	COMPONENT	
	1	2
X_2	.482	.562
X_4	.351	.575
X_5	.369	.545
X_6	.612	.015
X_8	.618	.127
X_9	.293	.608
X_{10}	.502	.443

Source: Statistical data reprocessed, 2020

From the above table conclusions can be drawn:

Variable X_2 because the value of factor 1 is smaller than a factor of 2 ($0.482 < 0.562$), then the variable X_2 entry on two factors, namely factor motivator (satisfaction). Variable X_4 values on Factor 1 < factor 2 ($0.351 < 0.575$), then variable X_4 enters factor 2.

Variable X_5 , factor value 1 < factor value 2 ($0.369 < 0.545$), then variable X_5 into factor 2. Variable X_6 , factor value 1 > factor value 2 ($0.612 > 0.015$), then variable X_6 enters factor 1. V variable X_8 , factor value 1 > factor value 2 ($0.618 > 0.127$), then variable X_8 enters into factor 1. Variable X_9 , factor value 1 < factor value 2 ($0.293 < 0.608$), then variable X_9 is included in factor 2. Variable X_{10} , factor value 1 > factor value 2 ($0.502 > 0.443$), then variable X_{10} entered into factor 1.

Factor analysis for Foundation Lecturers

To test variabel that is feasible or not to do the analysis is to look on the figures *KMO* and *Bartlett's test* and the value of the *Anti Image Matrices*, results Value *KMO* and *Bartlett's test* and the value of the *Anti Image Matrices* for each iteration produces Factor analysis for Lecturer Foundation, after through several iterations, the *eigenvalue* for each factor can be seen in the following table:

Table 7: KMO and Bartlett's Test / Lectures with Foundation status

Keizer-Meyer-Olkin Measure of Sampling Adequacy	.565
Bartlett's Test of Approx. Chi-Square	32,808
Sphericity df	15
Sig	.005

Source: Statistical data reprocessed, 2020

Analysis of two factor models (hygiene factors and motivator factors) fixed lectures at ..

a. The *KMO* and *Bartlett's test* values are 0,565 with a significance of 0,005. Because the value of *KMO* and *Bartlett's test* is 0,565 is above 0.500 maka it can be concluded that the variables can be further analyzed.

b. To test variabel that is feasible or not to do the analysis is to look on the figures *KMO* and *Bartlett's test* and the value of the *Anti Image Matrices*, results Value *KMO* and *Bartlett's test* and the value of the *Anti Image Matrices* for each iteration produces Factor analysis for faculty with the status of the Foundation after going through several iterations are performed, by issuing a variable X_1, X_5, X_6, X_7 , dan X_8 , earned value *eigenvalues* for each factor can be seen in the table below:

Table 8: Value of eigen and the cumulative variant of Foundation Lecturers

Factor	Eigen Value	Varian (%)	Varian Cumulative (%)
1	23,989	23,989	23,989
2	18,015	18,015	42,004

Source: Statistical data reprocessed, 20 20

According to the table above it can be seen that there are two pieces of the factors that has a value of *eigenvalues* equal to or greater than 1. All two of these factors mempu nyai variant cumulatively amounted to 42.004, so it can be concluded that both factors which are able to explain the factors that affect the dissatisfaction and Foundation Lecturer satisfaction of 42.004%. After knowing that 2 factors are the most optimal amount, then the next step is to determine the distribution that belongs to the factor. To determine a variable will be entered into certain factors can be seen in the *factor loadings* and *Component Matrix*. Based on the results of the factor analysis, it can be seen in the following table:

Table 9: Component Matrix for Foundation Lecturers

	COMPONENT	
	1	2
X_2	.327	.644
X_3	.346	.247
X_4	.336	.519
X_6	.582	.001
X_9	.712	.210
X_{10}	.503	.540

Source: Statistical data reprocessed, 2020

From this table, the variable X_2 because the value of factor 1 < factor 2 (0.327 < 0.644), then the variable X_2 enters in factor 2. Variable X_3 p value is there Factor 1 > factor 2 (0.346 > 0.247), then variable X_3 enter in factor 1. Variable X_4 , value i factor 1 < value of factor 2 (0.336 < 0.519), then variable X_4 into factor 2. Variable X_6 , factor value 1 > factor value 2 (0.582 > 0.001), then variable X_6 enters factor 1. Variable X_9 , factor value 1 > factor value 2 (0.712 > 0.210), then variable X_9 entered into factor 1. Variable X_{10} , factor value 1 < factor value 2 (0.503 < 0.540), then variable X_{10} entered into factor 2.

Table 6 and Table 9 above, can be summarized Similarities and Differences between hygiene factors and motivational factors Lecturer and Lecturer Foundation DPK civil servants as shown in the following table:

Table 10: Equations and pan erbed factor Motivator and factors Hygiene/ Civil Servants Lecturers and Foundation Lecturers

Factor	PNS Lecturer Dpk	Foundation lecturer
Hygiene Factors	1. X_6 2. X_8 3. X_{10} 5	1. X_3 2. X_6 3. X_9
Motivator Factor	X_3 X_4 X_5 X_9	X_2 X_4 X_{10}

Sources: Data processed again, 2020

According to the table at proven X_6 Success reaching achievement, equally as a factor Hygiene (factors that cause dissatisfaction) both lecturers with civil servant status and Lecturer DPK and lecture Foundation status. While X_4 Relationships between Personal is factors together into a motivator factors (factors that can be satisfaction) lecturers with PNS Dpk or lecture Foundation.

Proof of Hypothesis

1. It is assumed that the policy and administrative factors, supervision, picture, interpersonal relations and working conditions are included in the hygiene factors or factors that cause dissatisfaction. Success Factors Achieve Achievement, Recognition / appreciation. The job itself, Responsibilities, and Progress / development of work including the motivation factors (motivation factors) or factors that causes satisfaction. Hypothesis testing results are summarized in the table was at the top shows that. Policy and administration, supervision, salary, interpersonal relationships and condition Work included into hygiene factors (hygiene factors) or factors that cause

dissatisfaction. Likewise, the factors of success in achieving achievement, recognition / appreciation, work itself, responsibility, and progress / development of work including motivation factors or factors that lead to satisfaction can be declared unproven.

2. Allegedly there is a difference between hygiene factors (hygiene factors) and factor motivator (motivation factors) between Lecturer PNS DPK and Lecturer Foundation in PTS LLDIKTI Region XI under the guidance of Borneo in Banjarmasin.

Answer for hypothesis above; see the table was above shows that there are differences between the hygiene factor and factor motivator among Lecturer PNS DPK with Lecturer Foundation that hypothesis, two otherwise proven.

III. CONCLUSION

1. Variables included in the hygiene factor of the largest sequence of results for lecturers with civil servant status are: Success in achieving performance (X_6), 2) Job itself (X_8), and 3) Progress / development of work (X_{10}); As for the Foundation Lecturers the variables that entered into the hygiene factor of the largest order were: 1) Salary (X_3), 2) Success in achievement (X_6) and 3) Responsibility (X_9).

2. Variables included in the motivator actor of the largest sequence of results for PNS Lecturer Lecturers are: 1) Salary (X_3), 2) Interpersonal relations (X_4), 3) Working conditions (X_5), and 4) Responsibility answer (X_9). While the Foundation Lecturer of the greatest results: 1) Control (X_2), 2) personal relations (X_4), and Progress/Development of work (X_{10}) included in the motivating factor.

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