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Exploring The Triad: Unveiling The Relationship Between Job Characteristics, Job Satisfaction, And Employee Performance

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Abstract

This research was conducted to determine the relationship between job characteristics, job satisfaction and lecturer performance. This research was carried out using a research method based on a quantitative approach which was developed using the causality method and SEM-PLS as a data analysis method. The research results show that there are variables that have a strong relationship to performance, namely job characteristics and job satisfaction. The findings show that job characteristics have a strong relationship with performance and job characteristics have a strong relationship with job satisfaction.

Keywords: job characteristics, job satisfaction, lecturer performance.

INTRODUCTION

Various obstacles will occur and humans will be forced to continue to adapt. The education sector is no exception. Students are the heirs of the nation that determine the quality of the future. Lecturers as professional educators are tasked with realizing the tridharma of higher education. Lecturers have a key role in improving the quality of education so students can adapt in turbulent times.

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Lecturer performance is the actual behavior of the lecturer as a result of the role of the lecturer in terms of the achievement of the lecturer's work. Performance is a record of results resulting from certain tasks or activities carried out by an employee during a certain period of time. Performance is the result of work performed by each employee to support the achievement of organizational goals. Performance is not only the ability of an employee in carrying out his duties but also the ability to assist an employee in carrying out his duties properly for the sake of organizational effectiveness.

However, this condition changed after the pandemic. Lecturer performance in teaching, researching and publishing knowledge has not decreased compared to before the Covid-19 pandemic, but lecturer performance has community service is lower than before the Covid-19 pandemic (Simanjuntak and Wahyanti, 2021).

Performance is indeed very important for companies because the performance of an employee has a direct impact on the running of the system and facilitates organizational effectiveness. Each employee plays an individual role in the organization, of course, and each role must function properly for the system to operate. Some employees are given more responsibility on their own, such as exceeding targets, saving money by not overusing facilities, preventing damage to office buildings and equipment, and helping co-workers.

Performance is more than just the quality and quantity of employees. Discipline, ability to collaborate with other colleagues, employee initiative to contribute more to the business by actively contributing ideas, and consideration of group and organizational effectiveness in achieving goals. In addition, performance is also related to the ability of employees to store office equipment and facilities and take preventive actions. One of the factors that affect performance is job satisfaction.

Job satisfaction drives productivity (Robbins, 2017). Job satisfaction, which is viewed positively, therefore plays a role in improving employee performance. Negative job satisfaction leads to feelings of unfairness which leads to negative evaluations of the work itself and cooperation with co-workers. Negative job satisfaction can make a person feel compelled to do his job. On the other hand, positive job satisfaction creates a sense of comfort and respect that enhances their potential. Lecturers who are satisfied with their work have a positive attitude towards their work. Instructors who are satisfied with their work are more disciplined, more productive at work, have initiative to work with teams and individuals, and feel valued for their work and potential. Therefore, it is necessary to make efforts to increase job satisfaction so that everyone can work comfortably.

Employee performance is not only influenced by competence and work

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experience, but also by job satisfaction. Job satisfaction can be touched, but satisfaction can be measured by the work performed. Job satisfaction is a key factor in supporting employee work productivity. Employees who are satisfied with their jobs have a positive attitude towards the work being done. When employee goals are achieved, a person enjoys his work and loves his job more. The more aspects of individual goals achieved, the higher job satisfaction.

Cummings and Worley (2018) found that performance and job satisfaction are influenced by component design, which consists of skill diversity, task identity, task importance, autonomy, and result feedback. said. Skill diversity refers to the level of skills and knowledge required for the job. The task identity is the range in which the job must complete all the work. Task importance is the degree to which work has a meaningful impact on the lives of others. Autonomy is the degree to which a job offers freedom and flexibility in scheduling work and deciding how to work. Performance feedback is the extent to which a job provides direct and explicit information to an employee about the effectiveness of that employee's work.

Based on the background, the purpose of this research is to find out whether there is an influence of design factors on lecturer job satisfaction, and whether there is an effect of job characteristics on lecturer job satisfaction.

Employee performance is valuable and is the main goal of the company. Profit alone is not enough without efficiency and effectiveness. Based on the definition of performance above by several experts, success includes everyone in the organization, both in terms of quality, quantity, time, productivity, team success, and a number of other indicators. It can be concluded that the performance results from Sales Targets, traffic, prevention of waste, damage, and maintenance. performance is the result of each employee's work in helping achieve production targets and achieve company goals. Basically, a person's performance is an individual thing because each employee has a different level of ability.

Performance is clearly very important to business because the performance of an employee directly impacts system performance and facilitates organizational effectiveness. Each employee plays an individual role in the organization, and of course, each role must work properly for the system to work. Some employees have established a number of initiatives of their own, such as exceeding targets, saving money by reducing facility usage, preventing damage to office buildings and equipment, and taking steps to help colleagues.

Furthermore, Cummings and Worley (2018) said in their book entitled

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Organizational Development and Change that performance is influenced by job characteristics, namely skill variation, task identity, task significance, autonomy, and feedback about results. The effect of job characteristics on performance is explained in full in the following figure.

Skill variety is how much a job requires a variety of skills and knowledge to do the job. The nature of the task is the extent to which a job requires all work to be completed. The importance of the project is the amount of work that affects other people's lives. Autonomy is the extent to which a job provides freedom and flexibility in managing work and determining work methods. Performance feedback is the degree to which a job provides employees with direct and clear feedback about the employee's job performance.

Employee performance is not only influenced by skills and work experience, but is

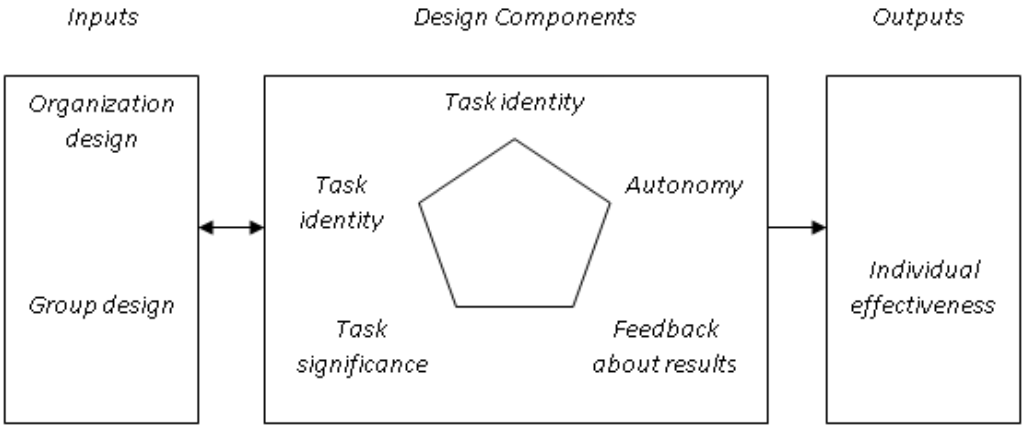


Figure 1 Individual Level Diagnostic Model
(Cummings dan Worley, 2018)

also strongly influenced by job satisfaction. Job satisfaction is something that can be seen but can be evaluated by work. Job satisfaction is an important factor in supporting employee performance. Employees who have high job satisfaction will have a positive attitude towards their work. Someone will be able to enjoy their work, more than that they will be able to love their work if the employee's goals are achieved. The more aspects of individual goals are achieved, the greater the perceived job satisfaction.

From several definitions of job satisfaction according to experts, it can be concluded that job satisfaction is an emotional response, namely feelings and attitudes towards work. The answer may be due to the fun or discomfort of the job. These attitudes and feelings are formed based on performance appraisal at work.

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In addition, job satisfaction plays an important role in a company's ability to attract and retain quality employees. Job satisfaction can increase employee morale, reduce absenteeism, increase employee productivity, increase employee loyalty, and keep employees working for the company. This is very important, especially to retain experts who play a very important role in the company's operations. Employees who have good job satisfaction will generally be more disciplined than employees who have low job satisfaction, have good attendance and will usually be less active in unions, and even perform better at work than those who do not get job satisfaction.

Conversely, if employees do not get job satisfaction, the company must be prepared to face risks such as indiscipline, not completing assignments on time, high turnover, early dismissal, workers being more active in unions, the worst. affect physical and mental health. his employees.

Employees are happier at work because the way people work can affect their jobs (Olivia and Rozak, 2022). Employees who love their jobs do better.

Cummings and Worley (2018) state that performance and job satisfaction are influenced by, for example, design factors. skill diversity, work identity, task importance, autonomy, and performance feedback. Robbins (2018) states: 1. Diversity of skills, the extent to which a job requires a variety of activities so that the job can utilize a number of different talents and skills. 2. Identification of tasks, insofar as the job requires each task to be carried out in a safe and easily identifiable manner. 3. The importance of the project, the degree to which the work has a significant impact on the lives or work of others. 4. Autonomy, the degree to which the workplace offers significant freedom, independence and flexibility to individuals in planning work and in determining the procedures used to complete work. 5. Feedback, insofar as people receive direct and clear information about the results of their performance as a result of carrying out the work required by the job. The five dimensions of job characteristics create individual psychological responses to the meaning, responsibility, and knowledge that arise from work, which ultimately influence motivation, performance, and job satisfaction, as well as employee absenteeism and turnover.

Experts said, "skill variety, task identity, task importance, autonomy, and performance feedback affect performance" (Hackman & Oldham, 1976; Cummings & Worley, 2008; Robbins, 2008; Mulyani, S., & Soliha, E., 2014 ;). Autonomy affects performance (Johlke & Iyer, 2013). Based on this framework, hypothesis 1 is formulated.
H_1: there is positive correlation between job characteristics and lecturer performance

Some experts say, "Job satisfaction is influenced by skill diversity, task identity,

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task importance, autonomy, and performance feedback" (Hackman and Oldham, 1976; Cummings and Worley, 2008; Robbins, 2008). Several previous studies have shown that multiple skills have a positive effect on job satisfaction (Alini, et al., 2013; Hauff, Franziska, & Tressin, 2015; Haryadi, et al., 2016; Lubis, 2012; Fadhillah., 2014; Cholik and Pradana , 2015; Muqiit, Machinan and Restu, 2014). However, Zhao's research (2016) shows that skill diversity has a negative effect on job satisfaction. Based on this framework, hypothesis 2 is formulated.

H_2: there is positive correlation between job characteristics and lecturer's job satisfaction

The value of positive job satisfaction has a positive impact on employee performance (Tiffin in As'ad, 2001). There is research showing the impact of job satisfaction on performance (Sulianti, 2009; Fadhillah, 2014; Cholik and Pradana, 2015; Olivia and Rozak, 2022; Hartono, 2023). Based on this framework, Hypothesis 3. is formulated.

H_3: there is positive correlation between job satisfaction and lecturer's performance

RESEARCH METHODS

The research was conducted by survey research method through a quantitative approach with sampling through probability sampling technique. Survey research is research conducted using a quantitative approach. In this study, the interpretation of the results was carried out by the researcher conducting a systematic data analysis through the same list of questions posed to a number of people and recording their answers (Neuman, 2013). Questionnaires are used as instruments of data collection methods to obtain primary data and to answer the formulation of the problem in this study. Furthermore, supporting data in the form of documents and company and hospital data are used as secondary data sources. The questionnaire in question is a questionnaire from the latent variables of the research, namely the leadership variable questionnaire, the motivation variable questionnaire, the organizational commitment variable questionnaire and the performance variable questionnaire.

The population in this study were employees at the research site. The population in Sugiyono is explained as a whole member consisting of subjects or objects that have certain quality criteria and characteristics to be studied, analyzed and concluded (Sugiyono, 2015). While the sample is taking part of the research population. The research population is known to be 98, so the research sample is 79 employees. Data was obtained by distributing questionnaires to employees at the research site.

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Questionnaires were delivered directly to the research location in the form of offline and online questionnaires. Data must be filled in directly by employees at the research site.

The results obtained from the analysis of research data using structural equation modeling (SEM). Interpretation of the results of data analysis is then quantified to make conclusions according to factual data in the field. SEM with Partial Least Square (PLS) alternative method was used as research data analysis. PLS analyzes the data by evaluating the results of the significance of the path coefficients through the calculate PLS algorithm and bootstrapping procedures. To get the results, data analysis was carried out through two stages, namely the outer model and the inner model. Outer model assessment with the criteria of validity and reliability of research data. The outer model assessment was conducted to test the validity and reliability of the research data. At this stage the criteria used are the assessment of the measurement model of: (1) Convergent validity and (2) Composite reliability (ρc).

Validity test is done with convergent validity. The assessment is done by evaluating the research variables to find out how the level of attachment of the indicators to the latent variables in the study. Various references show different opinions. The first opinion comes from Ghozali. Ghozali explained that the load factor 0.70 is a criterion that must be met in convergent validity (Ghozali, 2018). The minimum limit explains that a model with good criteria can have 70% of the indicators indicating that there is variation in the variables. However, indicators that have a loading factor between 0.50 to 0.60 are still acceptable in early research stages (Chin, 1998). Meanwhile, Hair explained that in exploratory research using a minimum criterion of 0.6 while reliability in a minimum measurement study of 0.7 (Hair et al., 2019).

This study refers to the opinion of Ghozali and Hair where the convergent validity criteria can be met if the relationship between reflexive indicator scores and latent variable scores has a value of 0.7 (Ghozali, 2018; Hair et al., 2019). Referring to Ghozali, research using PLS data analysis if the results of data analysis show that the research indicator has a loading factor smaller than 0.70 then the indicator is omitted or not included in the research model (Ghozali, 2018). On the other hand, research indicators that have a loading factor greater than or equal to 0.70 meet the criteria. Indicators that meet the criteria indicate that data analysis can be continued by moving to the next stage. The next stage of data analysis is the assessment of the AVE. The AVE value in PLS data analysis can be said to meet the criteria if the AVE value is 0.5. The AVE value higher than 0.5 can be explained as a variable that is able to explain 0.5 part of the research indicator. The research model that has a loading factor greater than or equal to 0.70 and an AVE

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value greater than or equal to 0.50 is a research model that meets the data validity test requirements.

The next stage is the data reliability test. The research model that meets the data reliability test is the model that meets the composite reliability criteria. The reliability test used in this study is the composite reliability criterion of 0.70. In addition to composite reliability, Cronbach alpha is used as a criterion for testing the reliability of research data. Cronbach's alpha is declared valid if it has a Cronbach's alpha value of 0.70. The composite reliability criterion (ρc) is said to be fulfilled if the research variable has a composite reliability result of 0.7 even though it is not an absolute standard.

In the second stage, data analysis is carried out by evaluating the inner model. Data analysis was followed by an assessment of the inner model (structural model). The inner model stage is carried out by assessing the value of R^2. The R^2 assessment is carried out with the aim of evaluating the research model by evaluating how the impact of the research independent variables can affect, have a negative or positive impact, or even have no impact on the dependent variable in the study. Evaluation was carried out on each dependent latent variable. In the PLS data analysis, the interpretation of the R^2 value is carried out in the same way as the interpretation of the data analysis using regression.

This study uses two elements that affect performance as exogenous latent variables, namely job characteristics and job satisfaction. The model formed also uses endogenous latent variables as a result of the formation of exogenous latent variables. The endogenous latent variable used in this study is employee performance. Indicators of exogenous latent variables and endogenous latent variables are described in the following table.

Table 1. Research variables

Variable	Indicator
Job characteristics	Use of employee skills at work Use of science in work. Complete work from start to finish Get involved in groups to get the job done from start to finish The extent to which work can be useful for others The extent to which work can be useful for the agency

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	Freedom in job scheduling Freedom to determine the method of work Submission of information directly on the work of employees Clear delivery of information on the work of employees
Job satisfaction	Satisfaction with salary Satisfaction with the work itself Opportunity for promotion Satisfaction with how superiors work with subordinates Relationship with coworkers
Performance	Quality Quantity Timeliness Cost effectiveness Need for supervision Interpersonal impact

RESULTS AND DISCUSSION

Research analysis is done by showing how the inter-dimensional mediation and discussion of research results. The unit of analysis in this study is the lecturer at the research site. Primary data was accumulated using an online questionnaire. The results of the study are interpretations of data from respondents' answers by filling out a list of questions presented through online media by each respondent as a source of primary data obtained by researchers. The list of questions was sent by electronic mail (email) directly by the researcher to the research respondents. The questionnaire in this study used a questionnaire from the independent variables in this study, namely the job characteristics variable questionnaire, and the dependent variable questionnaire in this study, namely the job satisfaction variable questionnaire and the performance variable questionnaire. The questionnaire used is a questionnaire of job characteristics, job satisfaction and employee performance with a total of 42 statements.

Outer Model Evaluation (Measurement Model)

Evaluation of the Outer Model or Measurement Model The evaluation of the outer model is carried out as an analysis of the research measuring instrument. According to

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Hair, there is an evaluation of research measuring instruments carried out by taking into account three characteristics, namely validity test, reliability test, and practicality test (Hair et al., 2019). The results of the validity and reliability tests in this study were analyzed using the SmartPLS program.

The evaluation phase of the outer model is to test the validity and reliability of each latent variable using the Smartpls software. According to Ghozali (2014), individual indicators can be said to be reliable if they have a correlation value above 0.70. However, at the research stage of the scale development stage, a loading of 0.50 to 0.60 is still acceptable. The results can be seen from the table as follows:

Table 2. Evaluation of the outer model

Indicator	Job characteristics (JC)	Job Satisaction (JS)	Performance (PF)
X1	0.854		
X2	0.765		
X3	0.786		
X4	0.811		
X5	0.885		
X6	0.867		
X7	0.736		
X8	0.728		
X9	0.716		
X10	0.702		
Y1		0.725	
Y2		0.870	
Y3		0.738	
Y4		0.885	
Y5		0.804	
Z1			0.820
Z2			0.808
Z3			0.802
Z4			0.880
Z5			0.859
Z6			0.868

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Based on the results of the data analysis stage, it is known that the research indicator has a loading factor > 0.7. Data analysis can proceed to the AVE assessment stage.

Table 3. Evaluation of the Outer Model

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Job characteristics (JC)	0.931	0.936	0.942	0.62
Job satisfaction (JS)	0.865	0.878	0.903	0.651
Performance (PF)	0.916	0.918	0.935	0.706

Based on the table, it is known that the AVE value is > 0.5. Therefore, it can be concluded that the research indicators are valid. Furthermore, data analysis continued with research reliability test. In the analysis of research data, the reliability test was carried out using composite reliability. Indicators that are said to be reliable have a composite reliability value of 0.7. Based on data analysis, it is known that the research indicator has a composite reliability value greater than the minimum limit, so it can be concluded that the indicator is reliable.

Evaluation of the Inner Model (Structural Model)

In the previous stage, the validity and reliability tests of the research data have been carried out. The results show that the data has met the requirements as a research instrument. The results obtained by processing the data using the SmartPLS statistical program. The evaluation of the inner model is carried out on the structural model in the study, namely the research model test on the independent variable and the dependent variable in the study. The results obtained from the research model as a whole and interpreted to obtain results on hypothesis testing based on the structure of the research model. The results of the Adjusted R Square test aim to analyze how big the relationship between each variable in the research model is. If the adjusted R square value is getting bigger, then the explanatory power of the regression equation and the dependence or

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relationship between variables is getting stronger (Hair et al., 2014). The structural models in this study are as follows:

Table 4. *R-square*

Variable	R-square	R-square adjusted
JS	0.591	0.586
PF	0.76	0.755

The value of the adjusted R-square test results shows the percentage of model fit. The results of the research data analysis showed the structural model in the study. The results also include path coefficients (β) and variance explain (R2) values. Data analysis shows that the output of the PLS program operated is the value of R2. The R2 value of the performance variable is 0.755, this shows that the performance variable is influenced by the job characteristics variable and job satisfaction is 75.5%. The R value of the job satisfaction variable is 0.586, this shows that job satisfaction is influenced by the job characteristics variable by 58.6%.

Hypothesis testing

The results of the study were obtained by evaluating the t-statistic value in the study. Variables that are known to have an impact on other variables are variables that have a t-statistic value of 1.96. The effect of one variable on the other is indicated by the presence of a t-statistic value > 1.96. The results of data analysis show that the t-statistic has a value of > 1.96. The results obtained by testing the research hypothesis. Based on the data analysis above, the results of the research hypothesis testing can be shown as follows.

Table 5. T-statistic results

Variable	Path coefficients	T-statistics
JC -> JS	0.768	12.207
JC -> PF	0.671	7.167
JS -> PF	0.168	1.909
JS x JC -> PF	-0.051	1.615

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DISCUSSION

The effect of job characteristics on job satisfaction can be explained by the t-statistic value of the relationship between job characteristics and job satisfaction is 12,207. this shows that there is a positive influence of job characteristics on job satisfaction. The effect of job characteristics on performance can be explained by the t-statistic value of the relationship between job characteristics and job satisfaction is 7.167. this shows that there is a positive influence of job characteristics on job satisfaction. The effect of job satisfaction on performance can be explained by the t-statistic value of the relationship between job characteristics and job satisfaction is 1.909. this shows that there is a positive influence of job characteristics on job satisfaction. The effect of job characteristics on performance with job satisfaction as a moderating variable can be explained by the t-statistic value of the relationship between job characteristics and job satisfaction is 1.615. this shows that there is a positive influence of job characteristics on job satisfaction.

CONCLUSION

Based on the results of the study, it can be seen that job satisfaction is influenced by job characteristics. This shows that employee job satisfaction can be increased by taking into account the factors that influence the job characteristics, namely skill variety, task identity, task significance, autonomy and feedback about results. Furthermore, performance have positive correlation with job characteristics. This shows that employee performance can be improved by taking into account the factors that influence the job characteristics, namely skill variety, task identity, task significance, autonomy and feedback about results.

Performance have positive correlation with job satisfaction. Employee performance can be improved by taking into account the factors that influence job satisfaction, namely satisfaction with salary, satisfaction with the job itself, opportunities for promotion, satisfaction with how superiors work with subordinates, and relationships with coworkers.

The relationship between job characteristics on employee performance and job satisfaction as a moderating variable has no effect. This shows that performance is not influenced by job characteristics with job satisfaction as a moderating variable.

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