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Increasing Lecturer Productivity Through the Reinforcement of Achievement Needs, Organizational Culture, Work Ethic, Work Motivation and Compensation:

Empirical Study using Path Analysis and SITOREM Analysis on
Lecturers of Universitas Muhammadiyah Tangerang

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ABSTRACT

Improving human resources through quality university education is essential for national progress, with lecturer productivity and strategic globalization roles key to enhancing teaching, research, and community service. The decline in lecturer publications and issues like predatory journals and plagiarism highlight the urgent need to improve lecturer productivity to enhance university quality at Universitas Muhammadiyah Tangerang. This research aims to identify ways to increase the productivity of lecturers at Universitas Muhammadiyah Tangerang through strengthening achievement needs, organizational culture, work ethic, work motivation, and compensation by using path analysis and SITOREM analysis methods. The research sample consisted of 215 lecturers from a population of 464 lecturers, which were selected through proportional random sampling. Findings indicated a direct positive significant influence of achievement needs ($\beta=0.189$), organizational culture ($\beta=0.322$), and work motivation ($\beta=0.155$) on lecturer productivity, while work ethic ($\beta=0.170$) and compensation ($\beta=0.133$) had no significant influence. There is also a significant direct influence of achievement needs, organizational culture, and work ethic on work motivation and compensation. In addition, a significant indirect influence of achievement needs and organizational culture on productivity through work motivation and compensation was identified, while work ethic had no significant indirect influence. This research tested 17 hypotheses, with 11 hypotheses testing direct influence and 6 hypotheses testing indirect influence.

Keywords: Achievement Needs, Compensation, Organizational Culture, Work Ethic, Work Motivation

INTRODUCTION

Improving the quality of human resources is the key indicator of the progress of a nation, which can be achieved through the practice of improving the quality of education on all levels, including in universities (Adisaputro, 2020; Suryana et al., 2015). Universities play a significant role in developing science, technology, arts, as well as religious knowledge to improve the standard of living of the community and national culture (Mariati, 2021). In the era of globalization, Indonesian universities are strategically positioned to solve global problems and prepare talented graduates to compete in the global job market, thus improving the quality of university resources as a long-term investment (Simatupang & Yuhertiana, 2021). Lecturer productivity is essential in improving the quality of teaching, research development, and innovations that benefit society (Purwanti et al., 2019). High lecturer productivity creates a dynamic and collaborative academic environment that enhances the institution's reputation and promotes holistic knowledge development (Lian, 2019). The primary duties of lecturers in the implementation of the three pillars of university, which are education, research, and community service, are crucial in achieving the goals of higher education and improving the welfare of society (Derawati et al., 2022). Lecturers are required to possess the ability, motivation, work ethics, and high spirit to overcome the challenges of the digital era and fulfill the demands of the education sector through training and competency development (Sukri et al., 2020).

According to the results of the Science And Technology Index (SINTA) release as of February 2022, the number of lecturer publications on Google Scholar has significantly decreased in the last three years (Redaksi, 2022). The number of publications in 2019 was 401,716 articles, in 2020 it was 400,792 articles, and in 2021 it decreased to 326,901 articles (Nento, 2018). A similar decline occurred in Scopus indexed publications, from 46,138 articles in 2019 to 38,635 articles in 2021 (Zakiyah & Sayekti, 2022). On average, each lecturer has 1.12 publication articles per year and 0.13 articles in Scopus per year (Redaksi, 2022). Internationally, Indonesian universities are not included in the QS 100 World University Ranking 2021, except for UGM, UI, and ITB which are in the position of 250-300 (Oriza & Hanita, 2022). However, data from SCIMAGO indicates an increase in the number of reputable international journal publications indexed in Scopus within the last five years, with Indonesia reaching first place in ASEAN in 2021 with 49,350 Scopus-indexed publications, rising from fourth place in 2016 (Farisi, 2022). This phenomenon reflects the productivity of Indonesian lecturers, which is also highlighted by various other issues in higher education such as predatory journals, corruption, plagiarism, and sexual violence. Considering the aforementioned problems, it is imperative and necessary to conduct an in-depth study related to efforts to improve lecturer productivity as a reflection of the quality of universities at Universitas Muhammadiyah Tangerang.

Prior research related to the topics and problems in the background of this research includes several important findings. Iswadi & Alaby (2023), in their research on “Lecturer Productivity at Universitas Serambi Mekah Banda Aceh” revealed that lecturers at the university had carried out their teaching duties well, but their productivity in research and community service was still not optimal. Budiman (2023) in his study at International YBS College of Technology Tasikmalaya showed that the productivity of lecturers in implementing the Three Pillars of Higher Education is still not optimal, with obstacles such as a unfavorable academic atmosphere, limited facilities and infrastructure, and lack of student motivation. In order to overcome these obstacles, the efforts taken include improving the academic atmosphere, providing supporting facilities, and increasing the competence of lecturers. Uwizeye et al. (2022) in their research across Africa found that higher education institutions' efforts to overcome barriers to research productivity yielded promising results, with recommendations to prioritize research funding, provide institutional support, and strengthen researchers' capabilities through training and collaboration.

According to the background and previous research that has been described earlier, this research aims to identify strategies and ways to increase lecturer productivity by increasing the variables of achievement needs, organizational culture, work ethic, work motivation, compensation, and lecturer productivity through analysis of the influence between these variables. The primary focus of the research includes the direct influence of achievement needs, organizational culture, work ethic, work motivation, and compensation on lecturer productivity, as well as the indirect influence through work motivation and compensation. In addition, this research also analyzes the influence of achievement needs, organizational culture, and work ethic on work motivation and compensation. This research also identifies indicators of these variables that should be improved and maintained to increase lecturer productivity at Universitas Muhammadiyah Tangerang.

RESEARCH METHODOLOGY

This research applies Path Analysis and SITOREM Analysis as the research methods. Path Analysis and SITOREM Analysis research is a combination research method that combines the Path Analysis method with SITOREM Analysis. Through SITOREM Analysis, the results of the Path Analysis are re-analyzed in further detail on the indicators of the research variables, thereby finding indicators that should be improved, maintained, or developed (Juliwardi et al., 2024).

The research data was collected using a questionnaire distribution technique to respondents. The questionnaire as a research instrument in a quantitative approach collects respondents' opinions regarding statements given by researchers regarding habits or behavior, feelings, attitudes, beliefs, values, perceptions, personality, and experiences of respondents or participants in accordance with the

variables studied. The variables studied were Lecturer Productivity (Y), Achievement Needs (X_1), Organizational Culture (X_2), Work Ethic (X_3), Work Motivation (X_4), and Compensation (X_5).

RESULT AND DISCUSSION

Normality Test

The normality test of the estimated standard error was conducted using the Liliefors test. The L_{table} value for $N = 215$ with $\alpha = 0.05$ is 0.06, at a significance level of 0.05. The requirement that the estimated standard error comes from a normally distributed population is $L_{count} < L_{table}$. The normality test hypothesis in this research is as follows:

H_0 : $L_{count} < L_{table}$ indicates that the population is normally distributed

H_1 : $L_{count} > L_{table}$ indicates that the population is not normally distributed

The results of the overall calculation of the error normality test in this research are summarized in the following table:

Table 1. Summarized Normality Test of Estimated Standard Error

No.	Estimated Error	n	L_{count}	L_{table}		Result
				$\alpha = 0.05$	$\alpha = 0.01$	
1	$Y - X_1$	215	0.0108	0.0604	0.0703	Normal
2	$Y - X_2$	215	0.0150	0.0604	0.0703	Normal
3	$Y - X_3$	215	0.0114	0.0604	0.0703	Normal
4	$Y - X_4$	215	0.0102	0.0604	0.0703	Normal
5	$Y - X_5$	215	0.0103	0.0604	0.0703	Normal
6	$X_4 - X_1$	215	0.0101	0.0604	0.0703	Normal
7	$X_4 - X_2$	215	0.0092	0.0604	0.0703	Normal
8	$X_4 - X_3$	215	0.0090	0.0604	0.0703	Normal
9	$X_5 - X_1$	215	0.0604	0.0604	0.0703	Normal
10	$X_5 - X_2$	215	0.0098	0.0604	0.0703	Normal
11	$X_5 - X_3$	215	0.0087	0.0604	0.0703	Normal
Normal Distribution Requirements: $L_{count} < L_{table}$						

Source: Processed Data by Researchers

Homogeneity Test

Homogeneity test is conducted to determine whether the population variance is homogeneous or inhomogeneous. The homogeneity test of variable data in this research was carried out using the Bartlett test using the Chi-Square table. Requirements for homogeneous data if $\chi^2_{count} < \chi^2_{table}$, and the table is tested with a significance level of 0.05.

The homogeneity test hypothesis in this research is as follows:

H_0 : $\chi^2_{count} < \chi^2_{table}$ indicates that the population variance is homogeneous

H_1 : $\chi^2_{count} > \chi^2_{table}$ indicates that the population variance is inhomogeneous

The results of the homogeneity test in this research are summarized in the following table:

Table 2. Summary of the Homogeneity Test Results

Data Variant	χ^2_{count}	χ^2_{table}	Result
$X_1 - Y$	4009.28	6419.81	Homogenous
$X_2 - Y$	4492.89	7421.83	Homogenous
$X_3 - Y$	3244.79	5461.33	Homogenous
$X_4 - Y$	3674.10	6071.69	Homogenous
$X_5 - Y$	4180.75	7335.66	Homogenous
$X_1 - X_4$	3943.93	6419.81	Homogenous
$X_2 - X_4$	4474.98	7421.83	Homogenous
$X_3 - X_4$	3218.08	5461.33	Homogenous
$X_1 - X_5$	4185.14	6419.81	Homogenous
$X_2 - X_5$	4610.30	7421.83	Homogenous
$X_3 - X_5$	3422.59	5461.33	Homogenous

Source: Processed Data by Researchers

Linearity Test

The results of the linearity test in this research are summarized in the following table:

Table 3. Summary of the Linearity Test Results

Data Variant	F_{count}	F_{table}	Sig.	Result
$X_1 - Y$	1.573	3.89	0.643	Linear
$X_2 - Y$	1.380	3.89	0.415	Linear
$X_3 - Y$	1.179	3.89	0.229	Linear
$X_4 - Y$	0.879	3.89	0.287	Linear
$X_5 - Y$	1.041	3.89	0.267	Linear
$X_1 - X_4$	1.239	3.89	0.655	Linear
$X_2 - X_4$	0.897	3.89	0.031	Linear
$X_3 - X_4$	0.907	3.89	0.598	Linear
$X_1 - X_5$	1.105	3.89	0.132	Linear
$X_2 - X_5$	1.412	3.89	0.007	Linear
$X_3 - X_5$	1.727	3.89	0.252	Linear

Source: Processed Data by Researcher

Hypothesis Test

The results of hypothesis test in this study are summarized in the following table:

Table 4. Summary of Hypothesis Test Results

No.	Hypothesis	Path Coefficient	Statistical Test	Result	Summary
1	Achievement Needs (X_1) towards Lecturer Productivity (Y)	0.189	$H_0: \beta_{y1} \leq 0$ $H_1: \beta_{y1} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive
2	Organizational Culture (X_2) towards Lecturer Productivity (Y)	0.322	$H_0: \beta_{y2} \leq 0$ $H_1: \beta_{y2} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive
3	Work Ethic (X_3) towards Lecturer Productivity (Y)	0.170	$H_0: \beta_{y3} \leq 0$ $H_1: \beta_{y3} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive
4	Work Motivation (X_4) towards Lecturer Productivity (Y)	0.155	$H_0: \beta_{y4} \leq 0$ $H_1: \beta_{y4} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive
5	Compensation (X_5) towards Lecturer Productivity (Y)	0.133	$H_0: \beta_{y5} \leq 0$ $H_1: \beta_{y5} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive
6	Achievement Need (X_1) towards Job Satisfaction (X_4)	0.188	$H_0: \beta_{X1X4} \leq 0$ $H_1: \beta_{X1X4} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive
7	Organizational Culture (X_2) towards Job Satisfaction (X_4)	0.227	$H_0: \beta_{X2X4} \leq 0$ $H_1: \beta_{X2X4} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive
8	Work Ethic (X_3) towards Job Satisfaction (X_4)	0.218	$H_0: \beta_{X3X4} \leq 0$ $H_1: \beta_{X3X4} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive
9	Achievement Needs (X_1) towards Compensation (X_5)	0.219	$H_0: \beta_{X1X5} \leq 0$ $H_1: \beta_{X1X5} > 0$	H_0 : rejected H_1 : accepted	Influential Direct Positive

10	Organizational Culture (X ₂) towards Compensation (X ₅)	0.178	$H_0 : \beta_{X_2X_5} \leq 0$ $H_1 : \beta_{X_2X_5} > 0$	H ₀ : rejected H ₁ : accepted	Influential Direct Positive
11	Work Ethic (X ₃) towards Compensation (X ₅)	0.227	$H_0 : \beta_{X_3X_5} \leq 0$ $H_1 : \beta_{X_3X_5} > 0$	H ₀ : rejected H ₁ : accepted	Influential Direct Positive
12	Achievement Needs (X ₁) towards Lecturer Productivity (Y) through Work Motivation (X ₄)	0.137	$H_0 : \beta_{14y} \leq 0$ $H_1 : \beta_{14y} > 0$	H ₀ : rejected H ₁ : accepted	Influential Indirect Positive
13	Organizational Culture (X ₂) towards Lecturer Productivity (Y) through Work Motivation (X ₄)	0.117	$H_0 : \beta_{24y} \leq 0$ $H_1 : \beta_{24y} > 0$	H ₀ : rejected H ₁ : accepted	Influential Indirect Positive
14	Work Ethic (X ₃) towards Lecturer Productivity (Y) through Work Motivation (X ₄)	0.135	$H_0 : \beta_{34y} \leq 0$ $H_1 : \beta_{34y} > 0$	H ₀ : rejected H ₁ : accepted	Influential Indirect Positive
15	Achievement Needs (X ₁) towards Lecturer Productivity (Y) through Compensation (X ₅)	0.129	$H_0 : \beta_{15y} \leq 0$ $H_1 : \beta_{15y} > 0$	H ₀ : rejected H ₁ : accepted	Influential Indirect Positive
16	Organizational Culture (X ₂) towards Lecturer Productivity (Y) through Compensation (X ₅)	0.105	$H_0 : \beta_{25y} \leq 0$ $H_1 : \beta_{25y} > 0$	H ₀ : rejected H ₁ : accepted	Influential Indirect Positive
17	Work Ethic (X ₃) towards Lecturer Productivity (Y) through Compensation (X ₅)	0.122	$H_0 : \beta_{35y} \leq 0$ $H_1 : \beta_{35y} > 0$	H ₀ : rejected H ₁ : accepted	Influential Indirect Positive

Source: Processed Data by Researcher

SITOREM Analysis

Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM), is a scientific method to identify variables (theories) to conduct operation research in the field of education management (Hardhienata, 2017). SITOREM analysis was conducted by identifying and analyzing three

things, which are the identification of the strength of the influence between the independent variable and the dependent variable, analysis of the value of the research results for each indicator of the research variable, and analysis of the weight of each indicator of the research variable based on the criteria of cost, benefit, urgency, and importance. Based on the identification of the strength of influence between research variables, and based on the weight of each indicator of the independent variable with the greatest contribution, the priority order of indicators that should be immediately improved or maintained can be arranged. The determination of the SITOREM analysis results is as follows:

Table 5. Determination of SITOREM Analysis Results

Organizational Culture (X₂) ($\beta YX_2 = 0.322$); Rank I		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Integrity	1 st . Integrity (35.1%)	4.25
2. Professionalism	2 nd . Professionalism (33.6%)	3.97
3. Commitment	3 rd . Commitment (31.3%)	3.82
Achievement Needs (X₁) ($\beta YX_1 = 0.189$); Rank II		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Fondness for work	1 st . Receiving Feedback (53.6%)	3.99
2. Receiving feedback	2 nd . Fondness for work (46.4%)	4.17
Work Ethic (X₃) ($\beta YX_3 = 0.170$); Rank III		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Hard work	1 st . Hard Work (17.3%)	4.07
2. Discipline	2 nd . Discipline (16.7%)	4.12
3. Honest	3 rd . Honest (16.7%)	4.03
4. Responsibility	4 th . Responsibility (16.7%)	3.56
5. Diligent	5 th . Diligent (16.7%)	4.07
6. Persistent	6 th . Persistent (15.5%)	3.89
Work Motivation (X₄) ($\beta YX_4 = 0.155$); Rank IV		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Lecturer behavior	1 st . Lecturer behavior (35%)	3.98
2. Lecturer effort	2 nd . Lecturer effort (32.5%)	3.77
3. Lecturer persistence	3 rd . Lecturer persistence (32.5%)	4.08
Compensation (X₅) ($\beta YX_5 = 0.133$); Rank V		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Salary	1 st . Allowances (20.8%)	3.66
2. Incentives	2 nd . Salary (20.2%)	4.06
3. Bonus	3 rd . Bonus (20.2%)	4.09
4. Allowances	4 th . Insurance (19.4%)	3.73
5. Insurance	5 th . Incentives (18.8%)	3.56
Lecturer Productivity (Y)		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Results of education and teaching implementation	1 st . Results of education and teaching implementation (36.0%)	4.04
2. Results of research implementation	2 nd . Results of research implementation (32.6%)	3.98

3. Results of the implementation of the field of community service and society	3 rd . Results of the implementation of the field of community service and society (31.4%)	3.92
SITOREM Analysis Results		
Priority Order of Strengthened Indicators		Maintained Indicators
1. Professionalism		1 st . Integrity
2. Commitment		2 nd . Fondness for work
3. Receiving feedback		3 rd . Discipline
4. Persistent		4 th . Hard work
5. Responsibility		5 th . Diligent
6. Lecturer behavior		6 th . Honest
7. Lecturer effort		7 th . Lecturer persistence
8. Insurance		8 th . Bonus
9. Allowances		9 th . Salary
10. Incentives		10 th . Result of teaching and education implementation
11. Results of research implementation		
12. Results of implementation in the field of community service		

Source: Processed Data by Researcher

Research Discussion

Direct Influence of Achievement Needs (X_1) on Lecturer Productivity (Y)

Based on the results of the first hypothesis test, it is revealed that there is a positive direct influence between the achievement needs (X_1) on lecturer productivity (Y), although the value of $F_{\text{count}} = 1.573 < F_{\text{table}} = 3.89$ and significance (Sig.) of $0.643 > 0.05$. The simple regression model formed is $\hat{y} = 57.064 + 0.556X_1$ with a contribution of 56.4%, indicating that the relationship between achievement needs and lecturer productivity runs linearly. The path coefficient value (β_{YX_1}) = 0.170, with $t_{\text{count}} = 9.638$, indicating that there is a direct positive influence of achievement needs on lecturer productivity at Universitas Muhammadiyah Tangerang.

According to SITOREM analysis, the strategy to increase lecturer productivity could be carried out by improving weak indicators such as the results of research implementation and community service, while maintaining or developing strong indicators such as the results of teaching and education implementation. Strengthening the achievement need variable also involves maintaining and developing good indicators such as fondness for work, while weak indicators such as feedback can be improved. The conclusion of this research confirms that achievement needs have a significant positive direct influence on lecturer productivity, in accordance with the hypothesis tested in this research.

Direct Influence of Organizational Culture (X₂) on Lecturer Productivity (Y)

Based on the results of the first hypothesis test, it is found that there is a positive direct influence between organizational culture (X₂) on lecturer productivity (Y), although the value of $F_{\text{count}} = 1.380 < F_{\text{table}} = 3.89$ and significance (Sig.) of $0.415 > 0.05$. The simple regression model formed is $\hat{Y} = 46.64 + 0.57X_2$ with a contribution of 43.7%, indicating that the relationship between organizational culture and lecturer productivity runs linearly. The results of hypothesis test confirmed that strengthening organizational culture can increase lecturer productivity at Universitas Muhammadiyah Tangerang, with a path coefficient (β_{YX_2}) of 0.322 and a contribution of 43.7%.

Based on SITOREM analysis, strategies to increase lecturer productivity can be carried out by improving weak indicators such as the results of the implementation of research and community service, while maintaining or developing strong indicators such as the results of teaching and educating. Strengthening organizational culture variables also involves improving weak indicators such as integrity, while maintaining or developing good indicators such as professionalism and commitment. The conclusion of this research indicates that organizational culture has a significant influence directly on lecturer productivity at Universitas Muhammadiyah Tangerang, in accordance with the hypothesis tested in this research.

Direct Influence of Work Ethic (X₃) on Lecturer Productivity (Y)

Based on the results of the first hypothesis test, it is found that there is a positive direct influence between work ethic (X₃) on lecturer productivity (Y), although the value of $F_{\text{count}} = 1.179 < F_{\text{table}} = 3.89$ and significance (Sig.) of $0.229 > 0.05$. The simple regression model formed is $\hat{Y} = 49.262 + 0.640X_3$ with a contribution of 37.8%, indicating that the relationship between work ethic and lecturer productivity runs linearly. The results of hypothesis testing confirmed that strengthening work ethic can increase lecturer productivity at Universitas Muhammadiyah Tangerang, with a path coefficient (β_{YX_3}) of 1.179 and a contribution of 37.8%.

Based on SITOREM analysis, strategies to increase lecturer productivity can be achieved by improving weak indicators such as the results of research implementation and community service, while maintaining or developing strong indicators such as the results of teaching and education implementation. Strengthening work ethic variables also needs to be improved by addressing weak indicators such as diligence and responsibility, while maintaining or developing good indicators such as diligence, discipline, honesty, and hard work. The conclusion of this research indicates that work ethic has a significant influence directly on lecturer productivity at Universitas Muhammadiyah Tangerang, in accordance with the hypothesis tested in this research.

Direct Influence of Work Motivation (X₄) towards Lecturer Productivity (Y)

Based on the results of the first hypothesis test, it can be concluded that there is a positive direct influence between work motivation (X₄) on lecturer productivity (Y), although the value of $F_{\text{count}} = 0.879 < F_{\text{table}} = 3.89$ and significance (Sig.) of $0.287 > 0.05$. The simple regression model formed is $\hat{Y} = 60.017 + 0.559X_4$ with a contribution of 26.3%, indicating that the relationship between work motivation and lecturer productivity runs linearly. The results of hypothesis test confirmed that strengthening work motivation can increase lecturer productivity at Universitas Muhammadiyah Tangerang, with a path coefficient (β_{YX_4}) of 0.188 and a contribution of 26.3%.

Based on SITOREM analysis, strategies to increase lecturer productivity can be achieved by improving weak indicators such as the results of research implementation and community service, while maintaining or developing strong indicators such as the results of teaching and education implementation. Strengthening work motivation variables also requires improvement of weak indicators such as lecturer behavior and effort, while maintaining or developing good indicators such as lecturer persistence. The conclusion of this research indicates that work motivation has a significant influence directly on lecturer productivity at Universitas Muhammadiyah Tangerang, in accordance with the hypothesis tested in this research.

Direct Influence of Compensation Variable (X₅) on Lecturer Productivity (Y)

Based on the results of the first hypothesis test, it is concluded that there is a positive direct influence between compensation (X₅) on lecturer productivity (Y), although the value of $F_{\text{count}} = 0.789 < F_{\text{table}} = 3.89$ and significance (Sig.) of $0.267 > 0.05$. The simple regression model formed is $\hat{Y} = 60.017 + 0.559X_5$ with a contribution of 26.3%, indicating that the relationship between compensation and lecturer productivity runs linearly. The results of hypothesis test confirmed that strengthening compensation could increase lecturer productivity at Universitas Muhammadiyah Tangerang, with a path coefficient (β_{YX_5}) of 0.133 and a contribution of 26.3%.

Based on SITOREM analysis, strategies to increase lecturer productivity include improving weak indicators such as the results of research and community service, while maintaining or developing strong indicators such as the results of teaching and education. Strengthening the compensation variable also involves improving weak indicators such as incentives, allowances, and insurance, while maintaining or developing good indicators such as salaries and bonuses. The conclusion of this research suggests that compensation has a significant influence directly on the work productivity of lecturers at Universitas Muhammadiyah Tangerang, in accordance with the hypothesis tested in this research.

Direct Influence of Achievement Needs (X_1) on Work Motivation (X_4)

Based on the results of the first hypothesis test, it is concluded that there is a positive direct influence between the need for achievement (X_1) on work motivation (X_4), with a value of $F_{\text{count}} = 1.239 < F_{\text{table}} = 3.89$ and a significance value (Sig.) of $0.655 > 0.05$. The simple regression model formed is $\hat{Y} = 73.424 + 0.378X_1$ with a contribution of 16.6%, indicating that the relationship between achievement needs and work motivation runs linearly. The results of hypothesis test confirmed that strengthening achievement needs could increase the work motivation of lecturers at Universitas Muhammadiyah Tangerang, with a path coefficient ($\beta_{X_1X_4}$) of 0.188 and a contribution of 16.6%.

Based on SITOREM analysis, strategies to increase work motivation include improving weak indicators such as lecturer behavior and effort, and maintaining strong indicators such as lecturer persistence. Strengthening the achievement need variable is also necessary by maintaining strong indicators such as fondness for work, while improving weak indicators such as feedback received. The conclusion of this research indicates that achievement needs have a significant direct influence on lecturers' work motivation, in accordance with the hypothesis tested in this research.

Direct Influence of Organizational Culture (X_2) on Work Motivation (X_4)

Based on the results of the seventh hypothesis test, it is concluded that there is a positive direct influence between organizational culture and work motivation, indicated by the value of $F_{\text{count}} = 1.07 < F_{\text{table}} = 3.89$ with a significance value of $0.031 > 0.05$. The simple regression model obtained is $\hat{y} = 77.85 + 0.415X_1$ with a contribution of 56.5%, indicating that the regression model between organizational culture (X_2) and lecturer motivation (X_4) has a linear pattern. The results of hypothesis testing suggest that strengthening organizational culture can increase lecturers' work motivation at Universitas Muhammadiyah Tangerang, with a path coefficient value ($\beta_{X_2X_4}$) of 0.226 and a contribution of 22.6%.

Based on SITOREM analysis, increasing work motivation can be achieved through strengthening the achievement needs of lecturers, by improving weak indicators such as lecturer behavior (35%) and lecturer effort (32%), and maintaining strong indicators such as lecturer persistence (32.5%). Strengthening organizational culture variables is carried out by improving weak indicators such as integrity (35.1%) and maintaining strong indicators such as professionalism (33.6%) and commitment (31.3%). The findings of this research support the hypothesis that organizational culture has a positive direct influence on lecturers' work motivation.

Direct Influence of Work Ethic (X₃) on Work Motivation (X₄)

Based on the results of the eighth hypothesis test, it is concluded that there is a positive direct influence between work ethic (X₃) on work motivation (X₄), which is indicated by the value of $F_{\text{count}} = 0.907 < F_{\text{table}} = 3.89$ and a significance value of $0.598 > 0.05$. The simple regression model obtained is $\hat{y} = 66.965 + 0.444X_1$ with a contribution of 21.6%, indicating that the regression model between work ethic and work motivation has a linear pattern. The results of hypothesis testing suggest that strengthening work ethic can increase the work motivation of lecturers at Universitas Muhammadiyah Tangerang, supported by the path coefficient value ($\beta_{X_3X_4}$) of 0.218 and a contribution of 21.8%.

Based on SITOREM analysis, increasing work motivation is achieved through strengthening the work ethic of lecturers, by improving weak indicators such as lecturer behavior (35%), lecturer effort (32%), and maintaining strong indicators such as lecturer persistence (32.5%). Strengthening work ethic variables is accomplished by improving weak indicators such as diligence (15.5%) and responsibility (16.7%), and maintaining strong indicators such as hard work (16.7%), discipline (16.7%), honesty (16.7%), and diligence (16.7%). The findings of this research support the hypothesis that work ethic has a significant positive direct influence on work motivation.

Direct Influence of Achievement Needs (X₁) on Compensation (X₅)

Based on the results of the ninth hypothesis test, it is concluded that there is a positive direct influence between the achievement need (X₁) on compensation (X₅), indicated by the value of $F_{\text{count}} = 1.105 < F_{\text{table}} = 3.89$ and a significance value of $0.132 > 0.05$. The simple regression model obtained is $\hat{y} = 41.875 + 0.658X$ with a contribution of 17.6%, indicating that the regression model between achievement needs and compensation has a linear pattern. The results of hypothesis testing state that achievement needs have a direct influence on compensation, thus strengthening achievement needs can increase lecturer compensation at Universitas Muhammadiyah Tangerang, supported by the path coefficient value ($\beta_{X_1X_5}$) of 0.219 and a contribution of 17.6%.

SITOREM analysis indicates that increasing compensation can be achieved through strengthening achievement needs by improving weak indicators such as incentives (18.8%), allowances (20.8%), and insurance (19.4%), and maintaining strong indicators such as salary (20.2%) and bonuses (20.2%). Strengthening achievement needs can be achieved by maintaining strong indicators such as fondness for work (46.4%) and improving weak indicators such as receiving feedback (53.6%). The findings of this research support the hypothesis that achievement needs have a significant positive direct influence on compensation, thus strengthening achievement needs can increase compensation for lecturers at Universitas Muhammadiyah Tangerang.

Direct Influence of Organizational Culture (X₂) on Compensation (X₅)

Based on the results of the tenth hypothesis test, it is concluded that there is a positive direct influence between organizational culture on compensation, indicated by the value of $F_{\text{count}} = 1.412 < F_{\text{table}} = 3.89$ and a significance value of $0.007 > 0.05$. The simple regression model obtained is $\hat{y} = 41.726 + 0.585X$ with a contribution of 19.3%, indicating that the regression model between organizational culture (X₁) and compensation (X₅) has a linear pattern. Strengthening organizational culture can increase lecturer compensation at Universitas Muhammadiyah Tangerang, supported by the path coefficient value ($\beta_{X_2X_5}$) of 0.178 and a contribution of 19.3%.

SITOREM analysis indicates that improving compensation can be achieved through strengthening organizational culture by improving weak indicators such as incentives (18.8%), allowances (20.8%), and insurance (19.4%), and maintaining strong indicators such as salary (20.2%) and bonuses (20.2%). Strengthening organizational culture involves improving integrity indicators (35.1%) and maintaining professionalism (33.6%) and commitment (31.3%). The findings of this research support the hypothesis that organizational culture has a significant positive direct influence on compensation, therefore, strengthening organizational culture can increase compensation for lecturers at Universitas Muhammadiyah Tangerang.

Direct Influence of Work Ethic (X₃) on Compensation (X₅)

Based on the results of the eleventh hypothesis test, it is concluded that there is a positive direct influence between work ethic on compensation with a value of $F_{\text{count}} = 1.727 < F_{\text{table}} = 3.89$ and a significance value of $0.252 > 0.05$. The simple regression model obtained is $\hat{y} = 34.903 + 0.739$ with a contribution of 20.8%. These results indicate that the regression model between work ethic and compensation is linear. Strengthening work ethic may increase lecturer compensation at Universitas Muhammadiyah Tangerang, indicated by the path coefficient ($\beta_{X_3X_5}$) of 0.227 with a significant contribution.

SITOREM analysis reveals that improving compensation can be accomplished through strengthening work ethic by improving weak indicators such as incentives (18.8), allowances (20.8%), and insurance (19.4%), and maintaining strong indicators such as salary (20.2%) and bonuses (20.2%). Strengthening work ethic is conducted by improving indicators of diligence (15.5%) and responsibility (16.7%), and maintaining indicators of hard work (16.7%), discipline (16.7%), honesty (16.7%), and diligence (16.7%). This research proves that work ethic has a significant positive direct influence on compensation, supporting the hypothesis that strengthening work ethic can increase compensation for lecturers at Universitas Muhammadiyah Tangerang.

Indirect Influence of Achievement Needs (X_1) on Lecturer Productivity (Y) through Work Motivation (X_4)

Based on the results of the twelfth hypothesis testing, it is concluded that there is an indirect influence of achievement needs (X_1) on lecturer productivity (Y) through work motivation (X_4), with a path coefficient value ($\beta_{YX_1X_4}$) of 0.1377. The Z_{count} value of 4.37 which is greater than the Z_{table} (1.97) at the significance level $\alpha = 5\%$, as well as the probability value for the achievement needs ($0.00 < 0.05$), indicates that work motivation effectively mediates the influence of achievement needs on lecturer productivity. This implies that the higher the achievement needs, the higher the productivity of lecturers through increased work motivation at Universitas Muhammadiyah Tangerang.

SITOREM analysis identified that strengthening lecturer productivity can be achieved by improving weak indicators such as research implementation results (32.6%) and community service (31.5%), and maintaining strong indicators such as teaching and education (36.1%). Strengthening the achievement need can be carried out by maintaining indicators of enjoying work (46.4%) and improving feedback indicators (53.6%). Strengthening work motivation is conducted by improving indicators of lecturer behavior (35%) and lecturer effort (32%), as well as maintaining indicators of lecturer persistence (32.5%). This finding is in line with statement by Colquitt et al. (2018), which states that work motivation is an important individual mechanism for increasing productivity.

Indirect Influence of Organizational Culture (X_2) on Lecturer Productivity (Y) through Motivation (X_4)

Based on the results of the thirteenth hypothesis test, it is concluded that there is an indirect influence of organizational culture (X_2) on lecturer productivity (Y) through work motivation (X_4), with a path coefficient value ($\beta_{YX_2X_4}$) of 0.1173. This implies that the stronger the organizational culture, the more lecturer productivity increases through increased work motivation at Universitas Muhammadiyah Tangerang. The Z_{count} value of 3.99 which is greater than Z_{table} (1.97) at the significance level $\alpha = 5\%$, as well as the probability value for the organizational culture ($0.01 < 0.05$), indicates that work motivation effectively mediates the influence of organizational culture on lecturer productivity.

SITOREM analysis suggests that strengthening lecturer productivity can be achieved by improving weak indicators such as research implementation results (32.6%) and community service (31.5%), and maintaining strong indicators such as teaching and education (36.1%). Strengthening organizational culture involves improving integrity indicators (35.1%) and maintaining professionalism (33.6%) and commitment (31.3%). Strengthening work motivation involves improving indicators of lecturer behavior (35%) and lecturer effort (32%), and maintaining indicators of lecturer persistence (32.5%). This finding supports the statement by

Colquitt et al. (2018), which states that work motivation is an essential individual mechanism that could be used as an intervening variable to increase productivity.

Indirect Influence of Work Ethic (X_3) on Lecturer Productivity (Y) through Work Motivation (X_4)

Based on the results of the fourteenth hypothesis test, it is concluded that there is an indirect influence of work ethic (X_3) on lecturer productivity (Y) through work motivation (X_4). The path coefficient ($\beta_{YX_3X_4}$) of 0.1358 indicates that the stronger the work ethic, the more lecturer productivity increases through work motivation at Universitas Muhammadiyah Tangerang. The Z_{count} value of 4.17 which is greater than Z_{table} (1.97) at the significance level $\alpha = 5\%$, as well as the probability value for the work ethic variable ($0.00 < 0.05$), indicates that work motivation effectively mediates the influence of work ethic on lecturer productivity.

SITOREM analysis suggests that strengthening lecturer productivity could be achieved by improving weak indicators such as research implementation results (32.6%) and community service (31.5%), and maintaining strong indicators such as teaching and education (36.1%). Strengthening work ethic is conducted by improving indicators of diligence (15.5%) and responsibility (16.7%), and maintaining indicators of hard work (16.7%), discipline (16.7%), honesty (16.7%), and diligence (16.7%). Strengthening work motivation is achieved by improving indicators of lecturer behavior (35%) and lecturer effort (32%), as well as maintaining indicators of lecturer persistence (32.5%). This research supports the statement of Colquitt et al. (2018), which elaborates that work motivation is an essential individual mechanism that can be used as an intervening variable to increase productivity.

Indirect Influence of Achievement Needs (X_1) on Lecturer Productivity (Y) through Compensation (X_5)

Based on the results of the fifteenth hypothesis test, it is concluded that there is an indirect influence of achievement needs (X_1) on lecturer productivity (Y) through compensation (X_5). The calculation results indicate the path coefficient value ($\beta_{YX_1X_5}$) of 0.129, hence H_0 is rejected and H_{15} is accepted. This indicates that high achievement needs will increase lecturer productivity through increased compensation at Universitas Muhammadiyah Tangerang. The Z_{count} value of 4.149 which is greater than the Z_{table} (1.97) at the $\alpha = 5\%$ significance level, as well as the probability value for the achievement needs variable ($0.00 < 0.05$), indicates that compensation effectively mediates the effect of achievement needs on lecturer productivity.

The SITOREM analysis identified several areas that should be improved and maintained to improve lecturer productivity. For lecturer productivity, it is necessary to improve the results of conducting research (32.6%) and community service (31.5%), as well as maintaining teaching and education (36.1%).

Strengthening achievement needs can be accomplished by maintaining strong indicators such as fondness for the work (46.4%) and improving weak indicators such as receiving feedback (53.6%). Increasing compensation can be achieved by improving incentives (18.8%), benefits (20.8%), and insurance (19.4%), while maintaining salary (20.2%) and bonuses (20.2%). This research points out that good achievement needs contribute to increased lecturer productivity through adequate compensation.

Indirect Positive Influence of Organizational Culture (X₂) on Lecturer Productivity (Y) through Compensation (X₅)

Based on the results of the sixteenth hypothesis test, it is concluded that there is an indirect influence of organizational culture (X₂) on lecturer productivity (Y) through compensation (X₅). This is indicated by the path coefficient value ($\beta_{YX_2X_5}$) of 0.105, which indicates that H₀ is rejected and H₂₅ is accepted. This indicates that a strong organizational culture will increase lecturer productivity through an increase in the compensation they receive at Universitas Muhammadiyah Tangerang. The Z_{count} value of 3.8059 which is greater than Z_{table} (1.97) at the $\alpha = 5\%$ significance level, as well as the probability value for the organizational culture variable ($0.01 < 0.05$), indicates that compensation effectively mediates the influence of organizational culture on lecturer productivity.

SITOREM analysis identified that, in order to increase lecturer productivity, it is necessary to improve weak indicators such as research implementation results (32.6%) and community service (31.5%), and maintain strong indicators such as teaching and education (36.1%). Strengthening organizational culture can be achieved through improving integrity (35.1%) and maintaining professionalism (33.6%) and commitment (31.3%). Increasing compensation can be achieved by improving incentives (18.8%), benefits (20.8%), and insurance (19.4%), while maintaining salaries (20.2%) and bonuses (20.2%). This research suggests that a decent organizational culture contributes to increased lecturer productivity through adequate compensation.

Indirect Positive Influence of Work Ethic (X₃) on Lecturer Productivity (Y) through Compensation (X₅)

Based on the results of the sixteenth hypothesis testing, it is concluded that there is an indirect influence of work ethic (X₃) on lecturer productivity (Y) through compensation (X₅) with a path coefficient ($\beta_{YX_3X_5}$) = 0.122. This indicates rejection of the null hypothesis (H₀) and acceptance of the alternative hypothesis (H₃₅), indicating a positive indirect influence between work ethic (X₃) on lecturer productivity (Y) through increased compensation (X₅) for lecturers at Universitas Muhammadiyah Tangerang. The Z_{count} value (3.883) which is greater than the Z_{table} value (1.97) at the significance level of $\alpha = 5\%$, as well as the significance value (sig.) for the organizational culture variable of 0.01 which is lower than $\alpha = 0.01$,

also indicates that compensation is able to mediate the relationship between work ethic and lecturer productivity.

Based on SITOREM analysis, strengthening lecturer productivity is recommended with a focus on improving weak indicators such as research results and community service, while maintaining or developing indicators of teaching and education results. Strengthening work ethic is suggested by improving indicators such as diligence and responsibility, while maintaining or developing indicators such as hard work, discipline, honesty, and discipline. Increasing compensation can be achieved by improving indicators such as incentives, allowances, and insurance, while maintaining or developing indicators such as salary and bonuses. These findings indicate that work ethic contributes significantly to improving lecturers' productivity through proper management of the compensation they received.

CONCLUSION

There is a significant positive direct influence between Achievement Needs (X_1), Organizational Culture (X_2), Work Ethic (X_3), Work Motivation (X_4), and Compensation (X_5) on Lecturer Productivity (Y). Achievement Needs (X_1) has an influence of $\beta_{y1} = 0.189$, Organizational Culture (X_2) of $\beta_{y2} = 0.322$, Work Ethic (X_3) of $\beta_{y3} = 0.170$, Work Motivation (X_4) of $\beta_{y4} = 0.155$, and Compensation (X_5) of $\beta_{y5} = 0.133$. In addition, Achievement Needs (X_1) also influences Work Motivation (X_4) with $\beta_{x1x4} = 0.188$ and on Compensation (X_5) with $\beta_{x1x5} = 0.219$. Organizational Culture (X_2) influences Work Motivation (X_4) with $\beta_{x2x4} = 0.227$ and on Compensation (X_5) with $\beta_{x2x5} = 0.178$. Work Ethic (X_3) influences Work Motivation (X_4) with $\beta_{x3x4} = 0.218$ and on Compensation (X_5) with $\beta_{x3x5} = 0.227$. Strengthening these factors may increase lecturer productivity.

Achievement Needs (X_1) has a significant positive indirect influence on Lecturer Productivity (Y) through Work Motivation (X_4) with $\beta_{14y} = 0.137$, however, Work Motivation (X_4) is not effective as an intervening variable as the direct influence is greater. Organizational Culture (X_2) also has a significant positive indirect influence through Work Motivation (X_4) with $\beta_{24y} = 0.117$, however, Work Motivation (X_4) is not effective as an intervening variable as the direct influence is greater. In contrast, Work Ethic (X_3) effectively increases Lecturer Productivity (Y) through Work Motivation (X_4) with $\beta_{34y} = 0.135$ because the indirect influence is greater. Achievement Needs (X_1) has a significant indirect influence through Compensation (X_5) with $\beta_{15y} = 0.129$ and is more effective than its direct influence. Organizational Culture (X_2) also effectively increases Lecturer Productivity (Y) through Compensation (X_5) with $\beta_{25y} = 0.105$ because the indirect influence is greater. Furthermore, Work Ethic (X_3) effectively increases Lecturer Productivity (Y) through Compensation (X_5) with $\beta_{35y} = 0.122$ due to its greater indirect influence.

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