

Effect of Moonlighting Activity on Improving Lecturer Performance Mediated by Innovative Work Behavior of Private Islamic Universities

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Abstract:- This study aims to analyze and examine the effect of lecturer moonlighting activities on innovation work behavior, and lecturer performance at private Islamic religious universities in Sulawesi, Maluku and Papua. Collecting data through observation and questionnaires. The data were analyzed using a quantitative approach with descriptive statistical data analysis techniques and SEM Amos analysis. The findings show that moonlighting activity has a positive and significant effect on innovative work behavior. Moonlighting activity has a negative effect on lecturer performance. Innovative work behavior can significantly affect the performance of lecturers.

Keywords:- Moonlighting Activity, Innovation Work Behavior, Lecturer Performance.

I. INTRODUCTION

The success of the implementation of higher education is determined by the lecturers, where lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science and technology through education, research and community service. The main task of lecturers as a profession includes educating, teaching and training, so that the success of universities in providing higher education is determined by the performance possessed by lecturers in conducting lectures on campus. According to Busro (2017) performance can also be interpreted as a function of the work of a person or group in an organization which is influenced by various factors to achieve organizational goals within a certain period of time. According to Edison, Anwar, & Imas Komariyah (2016) that performance is the result of a process that refers to and is measured over a certain period of time. So from the opinions expressed by Busro (2017) and Edison, *et.al* (2016), it can be said that the performance of human resources (HR) is important, because with increased human resource performance, it will be able to improve performance in an organization.

The success of lecturers in carrying out their duties can be seen from their work performance, which is related to the real behavior displayed by a lecturer as work performance produced in accordance with their role as academic functional staff. According to Government Regulation (PP) No. 37 of 2009 concerning lecturers which states that the

minimum workload of a lecturer is to carry out the Tri dharma of Higher Education equivalent to 12 credits and a maximum of 16 credits in each semester with academic qualifications. However, the problem that occurs is that there are still lecturers who are not optimal in carrying out the Tridharma activities of higher education.

The performance of lecturers is not optimal, because the teaching quota of 12 credits has not been fulfilled, research activities are still low, community service activities have not been fulfilled every year, the lecturers' interest in managing functional ranks is still low and the training and development functions of the main lecturers are not optimal in achieving further studies. In addition, there is still a lack of information technology support in *backing up* the learning process, teaching methods are not maximized (Nursyamsi, 2019).

Based on the general description of the performance of lecturers in Indonesia which has been found so far, because there is still a gap, one of the factors causing the performance of lecturers to be not optimal is the low compensation. This is in accordance with other facts in the field, where many of the lecturers are given wages according to the number of courses taught and calculated according to the number of credits per course. This wage is implemented and paid to the lecturer at the end of the semester. If the semester has ended, the lecturer practically has no income. So that lecturers directly practice *moonlighting*, namely lecturers have to teach on two to three campuses, in order to meet the needs of life, and this condition is of course not feasible for a lecturer, because it will affect the neglect of their other mandatory tasks, namely research and service to the community (Tenrisau, 2019).

Moonlighting lecturers can be interpreted as a lecturer at universities do additional work with the lecturer individual reasons receive additional income for teaching in some universities. The lecturer's side job activity (moonlighting) affects his performance. Reserach performed by Ologunde, Akindele, & Akande (2013) showed that if professors teach more than one university, its performance as a lecturer will have negative effect. The existence of a negative relationship between activity moonlighting conducted by a lecturer with the performance, meaning that professors who teach at several universities courses

performance will decrease. The views expressed by Ashwini, Mirthula, and Preetha (2017) learn moonlighting in the IT sector that people who engage in moonlighting is, because the motive of financial and non-financial. They found that people working part time were due to overcome their financial problems or increase financial obligations in their families to fulfill non-financial priorities.

According to Yulianti (2016) that the challenges a head universities in Indonesia is the ability of educational institutions in putting oneself abreast with Universities the world's leading human resource lecturers are universities that particular play a central and strategic in all activities in universities. Innovative behavior can be realized if the lecturer lecturers carry out their duties with full creativity to provide *outcomes* positively for universities. While research by Berliana & Arsanti (2018) that innovative work behavior has a positive and significant effect on teacher performance, which means that the higher the innovative work behavior carried out by a teacher, the resulting performance will increase, because the teacher's work behavior is far from innovative, of course, will hinder the achievement of the resulting performance. To encourage innovative work behavior, teachers must be actively encouraged to seek opportunities for improvement and change.

Innovative behavior lecturers can develop when there is support for Faculty to the emergence of innovation from dosen as well as the quality of a good relationship between lead an and faculty, innovative behavior lecturers provide *outcomes* positively to the organization can be distimuli with creative climate as well as their creative thoughts of members of the organization will bring innovative behavior of lecturers. So from the description proposed by previous researchers, it can be said that the innovative behavior affect the performance of the lecturers, which means that if the professor has the innovation behavior or Krea ti Vitas that high, it will improve the performance of lecturers.

The number of lecturers who do activities moonlighting, which teach more than one place universities especially in the spheres PTKIS Sulawesi, Maluku and Papua, especially in Sulawesi South and West Sulawesi is because the average time full of teaching for each year of decline. So that the low workload of lecturers is the reason for lecturers to carry out moonlighting activities in every university. Another reason for every lecturer to carry out moonlighting activities in every university is that the compensation factor received by the lecturer is still low.

II. LITERATURE REVIEW

A. Definition Moonlighting Activity

According to Mulokozi (2015) activity moonlighting that the activities carried out by lecturers in doing a side job. Where there are 3 indicators in measuring moonlighting, namely: a) Time spent at other universities, namely the lecturers' working hours while teaching at the University other than their homebase, b) Number of lecture classes, namely the number of lecture classes owned by lecturers in teaching students. in place of teaching lecturers, and c) Other activities that generate income, namely other activities owned by lecturers while teaching at universities.

B. Definition of Innovation Work Behavior

Innovative work behavior has more meaning than just generating a new idea, idea or thought, because it involves the implementation process of the idea, especially in work settings. So based on this explanation, a conclusion can be drawn that an *innovative work behavior* definitely requires creative behavior, but not all forms of creativity produced in such behavior can be classified as *innovative work behavior*. Only creative behavior that can be realized in the implementation of work is classified as *innovative work behavior*.

Innovation work behavior or lecturer's innovative behavior refers to the ability possessed by lecturers in creating new ideas from new perspectives that are converted into innovations. Innovative behavior of lecturers according to Onne Janssen (2000) that there are 3 dimensions in measuring the innovative behavior of lecturers, namely: a) Creating ideas (idea generation), b) Sharing ideas (idea promotion) and c) Realization of ideas (idea realization).

C. Understanding Lecturer Performance Kinerja

Indrajit & Djokopranoto (2014) stated that the performance of lecturers based on the Tridharma of Higher Education through community service is carried out by occupying leadership positions in government institutions/state officials so that they must be released from their organic positions; carry out the development of educational and research results that can be utilized by the community; provide training / counseling / upgrading to the community; provide services to the community or other activities that support the implementation of general government and development tasks; and create/write works of community service. Besides that, it also carries out supporting activities for Tridharma, namely activities carried out by lecturers to help lecturers get involved in various educational forum activities both regionally and internationally.

III. RESEARCH METHODS

Research Location and Design

The object of this research is the Private Islamic Religious Universities of Sulawesi, Maluku and Papua . The design used in this research is quantitative research that the research method is based on the philosophy of *positivism*

Population and Sample

The population of this research is a total of 306 permanent lecturers. Meanwhile, to determine the number of samples, the sloving formula was used to obtain a total sample of 174 respondents.

Method of collecting data

The data collection method used in this research is through the distribution of questionnaires, namely data collection techniques through distributing questionnaires to respondents who are the research samples, and through documentation, namely documentation data collection techniques such as data on the number of PTKIS lecturers in Sulawesi , Maluku and Papua.

Data analysis method

Research Hypothesis Testing

This research hypothesis testing aims to examine the effect of *moonlighting* activity on lecturer performance through the value of case-based work experience and innovation behavior. Structural Equation the research hypothesis testing using SEM Amos namely:

$$Z_{.1} = a + \beta_1 X + \epsilon_1 \dots\dots\dots (1)$$

$$Y = a + \beta_1 X + \beta_2 Z_{.1} + \epsilon_3 \dots\dots (2)$$

Based on the structural equations that have been stated above, to test the direct effect of exogenous variables on endogenous variables, the following criteria are used :

- a) If > 0.05 then H_0 is accepted, H_a is rejected, meaning that there is no significant direct effect of exogenous variables on endogenous variables.
- b) If < 0.05 then H_0 is rejected, H_a is accepted, meaning that there is a significant direct effect of exogenous variables on endogenous variables.

$$Sat = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

To test the significance of the indirect effect of exogenous variables on endogenous variables through *intervening* with the formula

$$t_{count} = \frac{ab}{Sat}$$

The t_{count} value is compared with the t_{table} and if t_{count} is greater than the t_{table} value, it can be concluded that there is a mediation effect. To test the hypothesis, it is done

by comparing *value* and *alpha* (0.05), the following conditions:

- a. If the value Alpha (0.05) then H_0 is accepted, H_a is rejected, meaning that there is no significant indirect effect of *exogenous* variables on endogenous variables through *intervening* variables .
- b. If value Alpha (0.05) then H_0 is rejected and H_a is accepted, meaning that there is a significant indirect effect of *exogenous* variables on *endogenous* variables through *intervening* variables .

IV. DISCUSSION

Based on the results of the path testing of each research variable, a test analysis of each research variable will be carried out based on the research hypothesis , namely:

1) The effect of moonlighting activity on innovative work behavior

Based on the results of data analysis in this study, the coefficient value of 0.269 was obtained. This indicates that the more *moonlighting* activities , the more innovative work behavior will be. This shows that every increase in *moonlighting* activity will be able to increase innovative work behavior by 0.269. Then, from the results of data analysis in this study, the obtained value of CR = 3.380 and the value ρ value = 0.000. With the CR value of 3.380 > 1.96 and the value ρ value 0,000 < 0,05. This shows that *moonlighting* activities can have a real (significant) effect on increasing innovative work behavior.

2) The effect of moonlighting activity on lecturer performance.

Based on the results of the analysis of research data to a number of lecturers who teach at each Private Islamic Religious College in Sulawesi, Maluku and Papua, the path coefficient value is -0.200. This indicates that the more lecturers do *moonlighting* activities, the lower the performance of lecturers at private Islamic religious universities in Sulawesi, Maluku and Papua.

3) . The effect of moonlighting activities on lecturer performance through innovative work behavior

Based on the results of data analysis in this study which was processed using Amos, the direct effect of *moonlighting* activity on lecturer performance was - 0.200. The findings in this study indicate that the activity of *moonlighting* can lead faculty performance declines, this corresponds to the value CR = -2.399 and the value ρ value = 0.016 < 0.05, so in this study it is found that the activity of *moonlighting* significantly affect their performance decline lecturer . While the influence of the activity of *moonlighting* on faculty performance through innovative work behavior with use online calculator Sobel test, the obtained value of ρ value = 0.000 < 0.05. This shows that innovative work behavior can mediate the effect of *moonlighting* activities on lecturer performance .

V. CONCLUSIONS

Based on the results of data analysis in this study, it will be presented a few conclusions of research that activity moonlighting positive and significant effect on the behavior of innovative work in the sphere of private colleges Islamic Religious Sulawesi, Maluku and Papua. The findings in this study indicate that moonlighting activities can have a significant effect on increasing innovative work behavior. The more moonlighting activities carried out by lecturers, the greater the innovative work behavior of lecturers in teaching staff at Private Islamic Religious Universities in Sulawesi, Maluku and Papua. Moonlighting activity has a negative effect on lecturer performance. The findings in this study indicate that the more moonlighting activities, the lower the performance of lecturers at Private Islamic Religious Universities in Sulawesi, Maluku and Papua, where the more moonlighting activities, the lower the performance of lecturers. The value of case-based experience has an effect on innovative work behavior. Innovative work behavior can significantly affect the performance of lecturers. The findings in this study indicate that the higher the innovative work behavior, it can be followed by an increase in lecturer performance. The value of case-based experience is a factor that can partially mediate between moonlighting activities on lecturer performance. The findings in this study indicate that moonlighting activities can increase the value of case-based experiences so that they have implications in improving lecturer performance. The value of case-based experience can mediate the effect of moonlighting activities on the performance of lecturers at Private Islamic Religious Universities in Sulawesi, Maluku and Papua. So this finding can indicate that the value of case-based experience can have a significant effect on increasing innovative work behavior, thus providing implications in improving lecturer performance at Private Islamic Religious Universities in Sulawesi, Maluku and Papua. The value of case-based experience with innovative work behavior can mediate the effect of moonlighting activities on lecturer performance. This finding may indicate that moonlighting activities can increase the value of case-based experience and innovative work behavior so that it has implications in improving lecturer performance.

The limitations of this study are that the researchers did not involve all lecturers in private Islamic religious universities in Sulawesi, Maluku and Papua. So that this research does not take several lecturers who teach at private Islamic religious universities in Sulawesi, Maluku and Papua, this is due to the limited time in this study.

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