

# Motivation And Its Effect On Women's Lecturer Performance In University of Muhammadiyah Surabaya

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## Abstract

*This study aims to describe and analyze the effect of work motivation on the performance of female lecturers at University of Muhammadiyah Surabaya (UMSurabaya). The method used in this study is a survey with a quantitative approach. Data collection techniques using a questionnaire. The subjects sampled were 79 female lecturers. The results showed that work motivation in the form of social needs and Recognition significantly affected the performance of female lecturers at UMSurabaya. The results of this study are expected to be able to contribute to management science, especially human resource management in terms of work motivation and performance of female lecturers.*

**Keywords:** Work Motivation, Female Lecturer Performance, University of Muhammadiyah Surabaya

## I. INTRODUCTION

Human resources are the living assets of the institution, where the activity of maintaining assets is a treatment that must be carried out by the institution. The factor that must be done by educational institutions in maintaining the motivation of the living assets of human resources. Motivation is flashlight energy for employees. Motivation greatly affects the morale of its employees. The spirit of establishing good relations with stakeholders, the spirit in carrying out job description or the personal enthusiasm of employees themselves in improving their family life. Of course, all of that is done with a sense of comfort, safety, and happiness, until in the end, it will affect the performance improvement and productivity improvement, both in quality and quantity.

Performance is the result of the quality and quantity of work achieved by an employee in carrying out their duties by the responsibilities given to him. In this case, employees can learn how much their performance through means of information such as good comments from work partners. The focus of performance appraisal is to find out how productive an employee is and whether he or she is more able to perform or more effectively in the future. An employee's performance is an individual thing because each employee has a different level of ability

to do his job. Performance depends on the combination of ability, effort, and opportunity that is gained. Performance evaluation has several objectives, one of which is to help management make general human resource decisions (Robbins and Judge, 2008: 312). Performance evaluation provides input for promotion, transfer and even termination of employment, is also useful for identifying the need for training and development and as a basis for the allocation of rewards. According to Samsudin (2010: 159), performance appraisal carried out properly and in an orderly manner will be able to help improve work motivation and organizational loyalty of employees.

In a tertiary education system, lecturers are one of the essential components. Lecturers have very important roles, assignments, and responsibilities in realizing the goal of national education, which is to educate the life of the nation, improve the quality of Indonesian people, and realize an advanced, fair, prosperous and civilized Indonesian society. So, to carry out the functions, roles, and positions that are very strategic, professional lecturers, including female lecturers are needed.

As mandated in Law Number 14 of 2005 concerning Teachers and Lecturers, lecturers are declared as professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and art through education, research, and community service (Chapter 1 Article 1 paragraph 2). The main task of the lecturer is to carry out tri dharma of higher education with a workload of at least 12 (twelve) credits and a maximum of 16 (six) credits in each semester according to academic qualifications. The implementation of the main tasks of this lecturer needs to be evaluated and reported periodically as a form of accountability of lecturers' performance to the stakeholders (Dirjen Dikti, 2010: 1).

The increasing number of working women is also accompanied by an increase in women's education. Also, with the current advancement of the economy, it provides opportunities for women to work professionally. The higher education they have can support a woman's career to quickly have a job with a good and brilliant position (Handayani in Fitrianingrum, 2017). Women who choose a career concentration, tend to pay less attention to their families and roles at home as housewives. Aldous

(Nasekhah, 2017) states that work for a woman in a dual-career marriage results in a dual career or double shift for her paid in the workforce and others in the same role as demanding as a housewife. The role conflict faced by an employee has an impact on the employee's performance (Robbins and Judge, 2008: 364). Although in some cases conflicts can improve employee performance, in general employees who have conflicts generally do not focus on doing their jobs, this will affect their performance.

Through the vision of morality, intellectuality and entrepreneurship as a goal to equip its graduates to benefit themselves and the community, the University of Muhammadiyah Surabaya, hereinafter referred to as UMSurabaya, should maintain the motivation of its employees, namely lecturers and educational staff. Commitment to achieving this vision has been issued: SK BPH UMSurabaya No. 017/BPHKEP/II.3.AU/I/2017 concerning Staffing Regulations; Article 17 regarding the remuneration system and employee social security in the UMSurabaya environment, so that employees will be protected by their rights and obligations, and in the context of creating a conducive, orderly and directed work climate, a Rector's Regulation Number: 786.2/KEP/II.3.AU is issued/A/2014 concerning Guidelines for the Trace of Lecturers and Education Personnel in the University of Muhammadiyah Surabaya. Assessment of the work performance of lecturers at the University of Muhammadiyah Surabaya is based on the following provisions:

- a. Regulation of the Head of the State Civil Service Agency Number 1 of 2013 concerning Provisions for Implementing Government Regulation Number 46 of 2011 Regarding the Assessment of Civil Servants' Work Performance
- b. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 92 Year 2014 Regarding Technical Instructions for the Assessment of Lecturer Functional Credit Score and Its Credit Score.

Evaluation of lecturer work achievements consists of elements of:

- a. Employee work objectives (SKP) 60% according to the workload of lecturers
- b. 40% behavior

The performance of lecturers in the field of tri dharma higher education includes:

- a. Performance in education and teaching
- b. Field research performance
- c. Performance in the field of community serviced. Tridarma supporting performance.

Based on the aforementioned regulations, what is meant by professional lecturers is lecturers who have carried out the task of higher education,

have achieved and have Academic Functional Positions and Educator Certificates from the Government, in this case, the Ministry of Research, Technology, and Higher Education. BPH Regulation No. 017/BPH KEP/II.3.AU/I/2017 Article 24 paragraph 3 states that: Permanent Lecturers are obliged to take care of the academic position of assistant expert a maximum of 4 years after appointment. The following tables show the performance conditions of UMSurabaya female lecturers who have been appointed as permanent lecturers at the end of October 1, 2014, so that some lecturers with teaching status have had a minimum of 3 years 6 months per April 1, 2018:

**Table 1. Data from Permanent Lecturers of UM Surabaya Academic Year 2017-2018**

Permanent Lecturers	Male	Female
282	153	129

Source: BSDI 2018

**Table 2. Data of Female Permanent Lecturers Based on Academic Functional Position from the Government in 2018**

No.	Academic Functional Position	Total	Percentage
1.	Professor	0	0 %
2.	Head Lecturer	8	6,3%
3.	Lecturer	11	8,5%
4.	Expert Assistant	60	46,5 %
5.	Teacher	50	38,7 %
	Total	129	100 %

Source: BSDI 2018

**Table 3. Data of Female Lecturers in 2017 Academic Year who obtained an Educator Certificate**

No.	Educator Certificate	Total	Percentage
1.	Certified Educator	46	35,7 %
2.	Non-certified Educator	83	64,3 %
	Total	129	100 %

Source: BSDI 2018

Based on the data above it can be seen that from 129 female lecturers in UM Surabaya, only 35.7% have educator certificates, and only 14.8% have at least Lector academic positions.

## II. LITERATURE REVIEW

### A. Work Motivation

Certain actions carried out by everyone must be driven by certain motives. Motivation usually arises because of the desired expectations, goals to be achieved, or because of the needs that have not been met, so that each individual will have a motivation that may vary.

Motivation (motivation) in management is only shown in general human resources and subordinates in particular. Motivation questions how to move the power and potential of subordinates, so they are willing to work together productively, successfully achieve and realize the goals set by the organization.

According to Amirullah (2015: 193) "Motivation (motivation) means giving it, the emergence of motivations or things that cause impetus or circumstances that cause impetus. Motivation can also be said as energy to generate impulses within (drive arousal).

Anwar P.M in Ridhotullah, S (2015: 291) "Motivation is a condition or energy that drives employees who are directed or directed to achieve the objectives of the company's organization. The professional and positive attitude of employees towards work situations strengthens work motivation to achieve maximum performance.

Amirullah (2015: 192) argues that "Three main reasons driving the need for motivation in organizations: a. To observe and understand the behavior of subordinates. b. Look for and determine the causes of subordinate behavior c. Calculate, supervise, and change and direct the behavior of subordinates.

Work motivation can be defined as a condition that influences arousing, directing and maintaining behavior related to the work environment (Amirullah. 2015: 193)

Thus, work motivation is anything that encourages an employee to carry out his duties to achieve the goals desired by the institution where he works, which is certainly driven by the strength of their motives.

### B. Maslow's Motivation Model and Theory

Content theory regarding motivation focuses on the factors in a person that encourage, direct, maintain, and stop the behavior (Ivancevich et al, 2005: 148). Various motivational theories try to find specific needs that motivate people. Motivation theories can be classified into three groups - guidance, content, and process (Handoko, 2009: 255). One well-known content theory is the hierarchy of needs of Abraham H. Maslow.

Maslow argues that individual needs can be arranged in a hierarchical form. The concept of needs hierarchy is based on two principles. First, human needs can be arranged in a hierarchy of needs from lowest to highest, as shown in Figure 2.1. Second, a need that has been satisfied ceases to be the main motivator of the perpetrator (Handoko, 2009: 256).

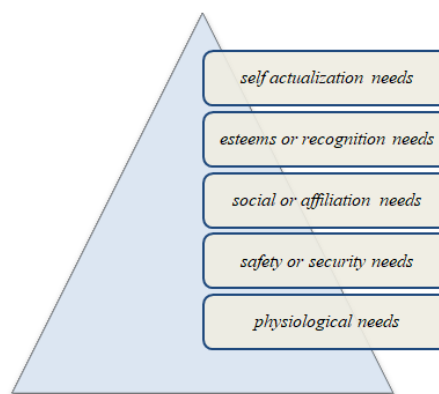


Fig 1. Maslow's Hierarchy of Needs

These needs are defined as follows (Robbins and Judge, 2008: 223):

1. Physiological: includes hunger, thirst, protection, sexual and other physical needs.
2. Security or safety includes the feeling of being protected from physical and emotional danger.
3. Social or affiliation: includes affection, ownership, acceptance, and friendship.
4. Recognition or recognition: include internal reward factors such as self-respect, autonomy, and achievement; and external reward factors such as status, recognition, and attention.
5. Self-actualization: the drive to be someone according to their abilities; includes growth, achieving one's potential, and self-fulfillment.

Maslow's theory assumes that people try to satisfy basic needs (physiological needs) before directing their behavior towards satisfying needs at a higher level (Ivancevich et al, 2005: 148). According to Maslow, if you want to motivate someone, you must understand the level of the hierarchy where he is and focus on meeting the needs at or above that level (Robbins and Judge, 2005: 224).

### C. The performance

The word performance in English is defined as performance, according to The Scribner-Bantam English published by the United States and Canada (Effery, 2017) derived from the word to perform with several meanings, namely: (1) Doing, carrying out, executing (to do or carry out, execute ) (2) Fulfill or carry out the obligations of an intention or vows (3) Carry out or perfect responsibilities (to execute or complete an undertaking) and (4) Do something expected by a person or machine ( to do what is expected of a person or machine).

Cooper said the performance or work performance is the level of implementation of tasks that can be achieved by a person, unit, or division by using existing capabilities and limits that have been set to achieve the goals of the organization/company (Samsudin, 2005: 159). Understanding of performance according to Cherington (Listyarini, 2017) shows that the achievement of work targets

related to the quality and quantity of time, then the achievement of performance is influenced by skills and time. According to Hasibuan (2001: 105) performance is something that can be achieved by someone in carrying out the tasks given to him based on skill, experience, and sincerity as well as time.

#### **D. Lecturer Performance**

With regard to the performance and responsibilities of lecturers in carrying out their professional duties, the performance of lecturers through the duties and responsibilities of lecturers is contained in Law No. 14 of 2005, namely: (1) Carry out education, research, and community service, (2) Plan, implement the learning process, and assess and evaluate learning outcomes; (3) Continuously increasing and developing academic qualifications and competencies; (4) Acting objectively and not discriminatory on the basis of consideration of gender, religion, ethnicity, race, specific physical conditions, or socioeconomic background of students in learning; (5) Upholding the statutory regulations, laws and codes of ethics, as well as religious and ethical values; and (6) maintaining and fostering national unity and integrity.

#### **E. Lecturer Performance Assessment Indicator**

According to the Director-General of Higher Education (2010: 7), lecturers have the following main tasks.

The task of conducting education is a task in the field of education and teaching, including:

1. Conduct lectures/tutorials and test and organize educational activities in laboratories, teacher practices, workshop practices/studios/experimental gardens/teaching technology;
2. Guiding student seminars;
3. Guiding real work lectures (KKN), real work practices (PKN), fieldwork practices (PKL);
4. Guiding the final project of student research including guiding, making a final report of the research results;
5. Examiners on the final exam;
6. Fostering student activities in the academic and student fields;
7. Developing lecture programs;
8. Developing teaching materials;
9. Delivering scientific speeches;
10. Fostering student activities in the academic and student fields.
11. Guiding lower level lecturers;
12. Carry out lecturer training and transplant activities.

The task of conducting research is a task in the field of research and development of scientific work, including:

1. Producing research work;
2. Translating/adapting scientific books;
3. Editing/editing scientific papers;

4. Making design and technology works;
5. Creating a design of art (DirjenDikti, 2010: 7).

The task of doing community service includes:

1. Occupying leadership positions in government agencies/state officials so they must be released from their organic positions;
2. Carry out the development of educational and research results that can be utilized by the community;
3. Providing training/counseling/ upgrading to the community;
4. Providing services to the community or other activities that support the implementation of general government and development tasks;
5. Making/writing community service (DirjenDikti, 2010: 7).

The duties of supporting the three-tri dharma of higher education include:

1. Become a member of a committee/body in higher education;
2. Become a member of the committee/body in a government institution;
3. Become a member of a professional organization;
4. Representing a tertiary institution/government institution sitting on an inter-institutional committee;
5. Become a member of a national delegation to an international meeting;
6. Participating in and active in scientific meetings;
7. Get a service award/award;
8. Writing high school textbooks down;
9. Having achievements in the field of sports/arts/social (Director General of Higher Education, 2010: 8).

#### **F. Lecturer Motivation and Performance**

Sunyoto (2012: 191) states that motivation is important because with motivation it is expected that each employee will work hard and enthusiastically to achieve high work productivity. Ivancevich et al (2005: 144) state that there is no combination of capacity and opportunity that will produce high performance if there is no level of motivation or desire to perform.

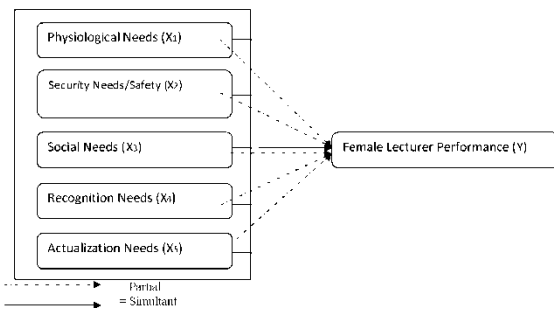
Trisnaningsih (2011) in her research stated that motivation had the most dominant influence on the performance of UPN Veteran Accounting lecturers in East Java. Supported by the results of research Siswanto and Wahjuningsih (2015) which concluded the influence of motivation on the performance of lecturers in the college environment in the city of Pekalongan. Whereas the results of Fitrianingrum's research (2017) on 67 female lecturers with the criteria of having worked for at least 3 years with permanent employee status at Unissula show that work motivation has an effect on career development, meaning that the higher the work motivation of

female lecturers, it can improve and further develop their careers towards a better one. Hypothesis testing in the research of Rina and Kusuma (2017) states that work motivation has a significant effect on the performance of Kopertis Region IX lecturers who are seconded to PTS in Makassar.

**III. RESEARCH METHODS**

This research is a quantitative study using explanatory research to make a picture of a situation or phenomenon. Based on this primary data population data were obtained as many as 79 regular female UMSurabaya lecturers who were active and had minimal academic functional positions as Expert Assistants (AA). Sampling was taken by simple random sampling by determining the number of samples using the Slovin formula so that in this study the number of samples needed was at least 66 respondents. The research instrument used the Likert scale 1-5 technique then the data were analyzed using multiple linear regression analysis.

The framework of thought in this study is as shown below:



**Fig 2. Research framework**

**IV. RESEARCH RESULT**

Based on data obtained from 66 respondents, the following describes the number of respondents by age. The following is a description of respondents' description, which is an active UMSurabaya female lecturer.

**Table 2. Based on A Diploma**

	Frequency	Percent	Valid Percent	Cumulative Percent
Master	60	90.9	90.9	90.9
Doctoral	6	9.1	9.1	100.0
Total	66	100.0	100.0	

Table 2 shows that the respondents came from UMSurabaya regular female lecturers who actively have master's degrees of 90.9%.

**Test Validity and Reliability Validity**

Test results can be seen from the table below:

**Table 3 Validity Test Results**

Variable	Statement	Correlation coefficient (r)	Table of r value	Assesment
Physiological Needs (X <sub>1</sub> )	X1-1	0.717	0.242 <sub>3</sub>	Valid
	X1-2	0.566	0.242 <sub>3</sub>	Valid
	X1-3	0.715	0.242 <sub>3</sub>	Valid
	X1-4	0.816	0.242 <sub>3</sub>	Valid
Security Needs (X <sub>2</sub> )	X2-1	0.809	0.242 <sub>3</sub>	Valid
	X2-2	0.771	0.242 <sub>3</sub>	Valid
	X2-3	0.765	0.242 <sub>3</sub>	Valid
Social Needs (X <sub>3</sub> )	X3-1	0.924	0.242 <sub>3</sub>	Valid
	X3-2	0.918	0.242 <sub>3</sub>	Valid
	X3-3	0.936	0.242 <sub>3</sub>	Valid
	X3-4	0.818	0.242 <sub>3</sub>	Valid
Recognition Needs (X <sub>4</sub> )	X4-1	0.747	0.242 <sub>3</sub>	Valid
	X4-2	0.822	0.242 <sub>3</sub>	Valid
	X4-3	0.817	0.242 <sub>3</sub>	Valid
	X4-4	0.755	0.242 <sub>3</sub>	Valid
	X4-5	0.847	0.242 <sub>3</sub>	Valid
Self Actualization Needs (X <sub>5</sub> )	X5-1	0.860	0.242 <sub>3</sub>	Valid
	X5-2	0.885	0.242 <sub>3</sub>	Valid
	X5-3	0.850	0.242 <sub>3</sub>	Valid
	X5-4	0.867	0.242 <sub>3</sub>	Valid
Female Lecturer Performance (Y)	Y-1	0.639	0.242 <sub>3</sub>	Valid
	Y-2	0.743	0.242 <sub>3</sub>	Valid
	Y-3	0.827	0.242 <sub>3</sub>	Valid
	Y-4	0.745	0.242 <sub>3</sub>	Valid
	Y-5	0.516	0.242 <sub>3</sub>	Valid
	Y-6	0.678	0.242 <sub>3</sub>	Valid
	Y-7	0.426	0.242 <sub>3</sub>	Valid
	Y-8	0.730	0.242 <sub>3</sub>	Valid
	Y-9	0.475	0.242 <sub>3</sub>	Valid
	Y-10	0.722	0.242 <sub>3</sub>	Valid
	Y-11	0.566	0.242 <sub>3</sub>	Valid
	Y-12	0.514	0.242 <sub>3</sub>	Valid
	Y-13	0.464	0.242 <sub>3</sub>	Valid
	Y-14	0.524	0.242	Valid

Variable	Statement	Correlation coefficient (r)	Table of r value	Assessment
			3	
	Y-15	0.613	0.2423	Valid
	Y-16	0.708	0.2423	Valid

The reliability test results on the independent and dependent variables can be seen in the table below:

**Table 4. Reliability Test**

Variable	R Alpha	Table of r value	Result
Female Lecturer Performance (Y)	0.667	0.2423	Reliabel
Physiological Needs (X <sub>1</sub> )	0.677	0.2423	Reliabel
Security Needs (X <sub>2</sub> )	0.918	0.2423	Reliabel
Social Needs (X <sub>3</sub> )	0.852	0.2423	Reliabel
Recognition Needs (X <sub>4</sub> )	0.886	0.2423	Reliabel
Self Actualization Needs (X <sub>5</sub> )	0.891	0.2423	Reliabel

**Normality test**

Normality test results for the variable Physiological Needs (X1), Security Needs (X2), Social Needs (X3), Recognition Needs (X4) and Actualization Needs (X5) can be seen in the table below:

**Table 5: Normality Test**

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		66
Normal Parameters <sup>a,b</sup>	Mean	.0E-7
	Std. Deviation	.21134572
	Absolute	.108
Most Extreme Differences	Positive	.108
	Negative	-.068
Kolmogorov-Smirnov Z		.877
Asymp. Sig. (2-tailed)		.425

- a. Test distribution is Normal.
- b. Calculated from data.

**Normality test**

The results of the normality test using Kolmogorov Smirnov showed that the independent and dependent variables were normally distributed, with a significant level generated above 5%, namely 0.425.

**Table 6. F Test Result (ANOVA)**

ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3.477	5	.695	14.369	.000 <sup>b</sup>
Residual	2.903	60	.048		
Total	6.380	65			

a. Dependent Variable: Kinerja Dosen

- b. Predictors: (Constant), PhysiologicalNeeds (X1), NeedsSecurity (X2), SocialNeeds (X3), RecognitionNeeds (X4) and ActualizationNeeds (X5)

Based on the table above it can be seen that the calculated F value obtained from data processing is 14,369 with a significance level of 0,000 or smaller 0.05 then Ho is rejected with Ha accepted, which means the model use dissignificant or suitable to determine the effect of Physiological Needs (X1), Needs Security (X2), Social Needs (X3), Recognition Needs (X4) and Actualization Needs (X5) Against Female Lecturer Performance.

The T-test can be used to determine whether or not the partial influence of Physiological Needs (X1), Security Needs (X2), Social Needs (X3), Recognition Needs (X4) and Actualization Needs (X5) on the Performance of Female Lecturers.

**Table 7. The T-test Result**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.268	.252		5.032	.000		
Physiological Needs	0.072	.079	.095	.909	.367	.695	1.439
Security Needs	-0.116	.109	-.149	-1.062	.292	.387	2.582
Social Needs	0.167	.081	.259	2.047	.045	.474	2.111
Recognition Needs	0.264	.125	.345	2.114	.039	.285	3.510
Self Actualization Needs	0.199	.112	.281	1.776	.081	.303	3.296

a. Dependent Variable: Lecturer Performance

The T-test results showed that the variable Physiology Needs (X1), Security Needs (X2), and Self Actualization Needs (X5) had no significant effect on the Performance of Regular Female Lecturers who were active at Muhammadiyah University in Surabaya and had functional positions.

The T-test results for the variable Social Needs (X3) and RecognitionNeeds (X4) show the value of the t-test is smaller that there is a significant influence on the performance of female lecturers. These are each shown from the t value of the variable Social Needs (X3) of 2,047 with a significance of 0.045 which is smaller than 0.05. For the t value, the variable RecognitionRequirement (X4) is 2,114 with a significance of 0.039 which is smaller than 0.05.

**V. DISCUSSION**

Of the 5 (five) variables tested, social needs (X3) and recognitionneeds (X4) which have a significant effect on the performance of female lecturers at UM Surabaya, while Physiological Needs (X1), Security Needs (X2) and Self-Actualization Needs (X5) ) not significant effect on the Performance of Regular Female Lecturers who are active at the University of Muhammadiyah Surabaya. Maslow's assumption, every person has a need to grow and develop, the consequence will continue to try to move up in the hierarchy to meet satisfaction. If the needs have given satisfaction, then it will stop

providing motivation, otherwise unsatisfied needs can cause frustration, conflict, and stress.

Moser in Murtiana and Hidayah (2017) said that there are three roles that women have, namely the role of earning a living (productive role), the role of taking care of household activities (reproductive roles), and social roles in the community (community role). In this study, physiology needs do not affect lecturers to improve their performance. When a female lecturer at UM Surabaya considers herself to have received enough rewards for contributing to the organization, money loses its power in providing motivation. So, to fulfill the duties of Tri Dharma PT, rewards/salaries cannot be a motivating factor for female lecturers at UM Surabaya.

Likewise, with the need for a sense of security that does not significantly affect the performance of female lecturers at UM Surabaya. Safety needs include safety and protection from the dangers of work accidents, guarantees of continuity of work, and guarantees of old age when they are no longer working (Sunyoto, 2012: 194). Female lecturers felt that UM Surabaya was able to provide them with a guarantee of the continuity of their work. UM Surabaya showed an increase in the number of students so that there was optimism among lecturers about the continuity of their work at UM Surabaya plus women considered their main role not to make a living so that there was no concern about the continuity of their work at UM Surabaya if they did not show good performance.

The need for self-actualization is the highest requirement in Maslow's hierarchy of needs. The need for self-actualization is the need for self-fulfillment, to use one's potential, develop oneself and do what is most suitable and complete the work itself. The urge to become someone according to their abilities such as achieving one's potential has not been a significant factor affecting female lecturers at UM Surabaya to implement PT Tri Dharma in accordance with Law No. 14 of 2005.

From the results of the study, it appears that the driving factors for female lecturers to carry out their duties and responsibilities are first, the social needs include love, ownership, acceptance, and friendship. Social support can be provided by colleagues and leaders. So, when the environment gives positive encouragement to the lecturer, he will be able to carry out his duties and responsibilities well too. Every employee has a need to express themselves,

The second factor influencing the performance of female lecturers at UM Surabaya is the need for Recognition/appreciation, including personal achievement, status or recognition. In the last two years, UM Surabaya has given rewards for its outstanding lecturers. This achievement is measured by the number of scientific works produced. The reward is given in the form of Umrah. This shows that UM Surabaya has provided encouragement for

lecturers in the form of awards, recognition or status for their achievements.

## VI. CONCLUSION

### A. Conclusions

Women work not only to earn a living but to realize their social role in society. From the results of this study, it can be concluded that female lecturers at UM Surabaya will show good results about those who get social support from their environment, gratitude, friendship, and appreciation from prominent colleagues from the leadership. Women need approval, need for their achievements, need recognition of the factors of ability and expertise so that a woman will be able to work well in accordance with specified standards, in this case, Law No. 14 of 2005.

### B. Suggestion

To support the completion of lecturers mandated by the law, leadership from both the Study Program leadership to the University leadership can provide motivation for female lecturers by providing moral and material support such as funds for conducting research activities or community service and providing assistance to lecturers who support those who do not comply. An increase in academic positions per level approved within 2 years, then a compilation of a lecturer within 2 years cannot request academic approval. These sanctions can be in the form of no for the worst course, dismissal.

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