

The Effect of Reward and Physical Environment at Higher Education Toward Motivation of Work

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Abstract

This research aimed to find out the effect of reward and physical environment of higher education toward the lecturers motivation to work, with hypotheses: there is a positive and significant effect of reward and physical environment toward the motivation of lecturers. Using quantitative approach method, with path analysis. The unit analysis are the permanent lecturers of Private University in Medan as 216 people, and sample of 70 people, determined by random sampling. Based on the data analysis, it was shown that rewards and physical environment had a significant effect towards motivation of work for lecturers that was proved by quantitative result ; 3,382 ($t_{obt} > t_{tab}$, 0.05), and the physical environment had a positive direct effect of 3.3853 ($t_{obt} > t_{tab}$, 0.05) to the lecturers motivation to work. The results of this study recommend, to optimize the work motivation of lecturers, leaders must give rewards according to performance and provide an adequate physical environment.

Keywords: *reward, physical environment, motivation to work*

Introduction

Education makes a major contribution to the development of human resources. The results of the analysis of experts on the importance of education were concluded by Harbison and Meyer (1965: ix), that to develop the nation's economy effectively requires educated human resources. Higher Education are expected institutions by the government to be able to create human development resources. Lecturers are important players in achieving the goals of higher education through the implementation of the three tridharma of higher education. Through the learning process, it is hoped that the lecturer will transform the science and / or technology under his control to students by creating a conducive learning and learning atmosphere so that students actively develop their potential, develop abilities and shape the nation's character and civilization that is innovative, responsive, creative, skilled, empowered competitiveness and cooperation.

In carrying out the task, lecturers need driving force to work. driving force to work. This will motivate lecturers to carry out teaching, research and community service more seriously. Motivation to work is an encouragement from within the individual to do work seriously, intensely, directed, and has the determination to complete the work on time, with the right procedures, despite experiencing many obstacles. as stated by Robbins and Judge, (2009: 209), Greenberg and Baron (2003: 190), Schermerhorn, (2011: 130), Daft (2012: 666), Luthans and Doh (2009: 392) Furhan (2006: 278), Landy and Conte (1985: 337), George & Jones (2005), Gunning & Worley (2009) Katzell and Thompson in Kanungo and Mendonca (1994: 30) Brin (1983: 386), Mullins (2005: 472) and Robbins (2006: 232), motivation to work as a process which encourages individuals to have a behavioral direction, a level of effort, and a high level of perseverance to achieve certain goals. Behavioral direction means, individuals are able to direct their attention to one goal that must be achieved. The level of effort is how hard the effort is made to achieve results, and the level of perseverance means, what hard work is done to succeed when finding obstacles.

In the teaching process, motivation to work lecturers is one factor that determines the success of achieving goals. With good motivation to work, lecturers will try to understand the vision, mission of the campus, and make it work behavior direction, have maximum enthusiasm and level of effort, when facing challenges, will also try in various ways to overcome obstacles to achieve learning goals. The motivation to work referred to in this study is a psychological impetus in the permanent lecturer to carry out the task and obtain optimal results with indicators: 1) the classification of work behavior : a. leading, b. persevering and c. intense, and 2). efforts to: a. improve competence and b. following procedure.

In this study, motivation to work as dependent variables (Y), reward as independent variables (X1) and physical environment (X2)

Research Methods

This study uses a quantitative inferential approach, with the aim to determine the direct effect of reward and the physical environment to motivation to work for permanent lecturers at the Faculty of Teacher Training and Education (FKIP) Private University in Medan with a sample of 70 people from 216 populations, determined by simple random methods. The research instrument used a closed questionnaire. For the reward variable, 42 items, 57 items physical environment, and 38 items valid and reliable motivation to work.

Discussion

1. Reward and Motivation to Work

Rewards or remuneration provided by the organization to members, for carrying out work both financially and non-financially. According to Ivancevich et.al (2008) reward is usually preceded by performance and perceived to be desirable to or by a certain person. Intrinsic reward is derived from self ability to motivate himself to actualize good thinking, for instance in obtaining a goal setting that is made by himself, to obtain such a goal the thinker should possess a strong motivation to do. On the other hand, extrinsic rewards are available by outsiders influences, such as : salary and wages, benefits and bonus, stimuly and appreciation. Foot dan Hook (2002:267), described that rewards for now on are usually dropped in the form of salary and payment system. By this system, the workers are motivated to work and doing his job harder than before. Shortly to say, rewards can improve motivation to work harder and more seriously.

In this context, rewards are the key points of increasing goal commitment across the cultures, and the way of sieazing the rewards are varied based on the culture where someone lives in. It is in the same tone with what LePine & Wesson (2009) say that the organizational's reward system is the powerful influence of increasing the motivation of work either individually or in team to pursue his efforts in obtaining the goals. In business terms, kinds and various types of rewards can encrease the employee's motivation of work, a manager can use rewards to improve work skills of workers. Even, appreciation is able to boost skills for the organization, see (Gibson, 2006)

Casio (2003:413), pay for performance is the new mantra. In this atmosphere, we are seeing three majors changes in company philosophies concerning pay and benefits: 1) increased willingness to reduce the size of the workforce and to restrict pay to control the cost of wages, salaries, and benefits. 2) less concern with pay position relative to that of competitor and more concern with what the company can afford. 3) implementation of programs to encourage and reward performance –thereby making pay more variable. In fact a recant study revealed that this is one of the most critical compensations issues facing large companies today. That means, paying for performance is important to changes to the company's philosophy of salary and benefits.

Szilagy dan Wallace (1990:KT-9), reinforcer or reward: an event or stimulus that follows an act and reduces the need motivating the act and strengthens the habit that led to the act in the first place. Reward to motivates the individual to optimal effort in the prime position. Ivancevich, Konopaske and Matteson (2008:191, “organizational rewards can be classified as either extrinsic or intrinsic. Extrinsic rewards include salary and wages, fringe benefits, promotions, and certain types of interpersonal rewards. Intrinsic rewards can include such things as a sense of completion, achievement, autonomy, and personal growth.

Reward can be extrinsic and intrinsic. Gumming and Worley (2009: 753), Robin and Judge (2011: 294), Hersey, Blanchard and Dewey (2008: 160), Robbins (2009: 486) suggest extrinsic rewards are valuable results given by organizations such as: salary , wages, benefits, bonuses, job promotions, praise, better job status, better work schedules, greater operating budgets, greater work schedules or self parking. Intrinsic rewards are that a person (self-ad-ministered), for example: a happy feeling of work performance, a sense of responsibility, recognition and self-esteem. expressing appreciation by the organization includes direct financial in the form of salary, or indirectly in the form of profits or benefits, also in the form of non-financial programs such as protection or insurance, involvement in decision making, effective supervision, recognition, opportunities to participate in training, support and maintenance organizational culture.

About rewards streigts, Daft (2012:456) arque, reward power, stems from the authority to bestow rewards on other people. Manager may be access to formal rewards, such as pay increases or promotions. They also have at their disposal rewards such as praise, attention, and recognition. Manager can use rewards to influence subordinates behavior.

The same thing, Robbins (2009: 486), explains the opposite of coercive power is the power of gifts. People commit the directions of others because it creates positive advantages; thus, people who can share gifts that others think are valuable will have power over others. These rewards can be financial - such as controlling salary levels, salary increases, and bonuses; or non-financial including recognition, promotion, interesting job assignments, friendly colleagues, and preferred work shifts or sales territories. The strength of appreciation is the ability to give rewards that are not forced. People follow desires because it produces positive benefits, therefore, someone who can give gifts to others will have power over others. These benefits can be in the form of finances such as wage increases, bonuses; or non-financial including recognition, promotion, interesting job assignments, friendly coworkers, and work shifts of choice or wider work area.

Foot and Hook (2002: 267) Ivancevich, Konopaske and Matteson (2008: 177) Mullins (2012: 959), Stokols and Altman (1987: 741), Zaidi and Abbas research results (2011: 988), Danish research (2010: 163), and Siddique's research (2011: 190) concludes, appreciation is one of the important factors that also influences motivation to work.

Reward should be contingent to performance. importantly, employees must perceive a clear linkage between performance and rewards. Regardless of how closely rewards are actually correlated to performance criteria, if individual perceive this relationship to be low, the result will be low performance, a decrease job satisfaction, and in crease in turnover and absenteeism (Robbins and Judge, 2009:273) Robin also suggests the relationship of rewarding by organizations with the process of achieving goals explain everyone feels that the amount of effort done will affect the results of work, work at a certain level will produce the expected rewards, and the awarding of equal work results will be an allure for individuals to achieve organizational goals and personal. The same thing was stated by Nawawi, 2006:148) that a person will be motivated to achieve, if the results of his efforts the leadership is able to compensate for the success given.

Handoko (2001:103-111) argues, motivation to improve employee work performance can be improved through the provision of training (training) and development (development) with methods commonly used: 1. Methods on the job, such as: a) coaching, in this case superiors provide guidance and direction to subordinates in carrying out their routine work, b) planned progression is the process of moving employees in channels that are determined through different levels of organization, c) rotation of positions or the transfer of employees through various and different positions different, d) temporary assignments, where subordinates are placed in certain management positions for a specified period of time and c) formal achievement evaluation systems, 2. Off the job methods, such as: a) executive development programs, implemented in tertiary institutions or other educational institutions, and b) Organizational development, which emphasizes change, growth and development to entire organization. explained that one of the factors that influenced the effectiveness of individual work was: giving awards through the process of moving or rotating positions with better positions, and formal achievement assessment systems.

Regarding the benefits of the award, Katzell and Thompson stated: in order to put in effort to perform, effort initiation or arousal is necessary. such arousal of employe effort depends upon the appropriate assessment of employe needs and expectation and meeting these needs and expectation through organizational system of rewards and sanction (Thomson dalam Kanungo dan Mendonca, 1994:30). In this statement, employees to have an effort to succeed, initiation or passion efforts depend on an appropriate assessment of the needs and expectations of employees and the organization's efforts to meet those needs and expectations through a system of rewards and sanctions. If synthesized, the opinion above states that the organization must be able to understand the needs and expectations of employees and try to meet these expectations so that employees make optimal business. This means that awards contribute to employee performance.

From the opinions of the experts above, it can be emphasized that awarding in accordance with individual performance is one way to increase work motivation.

2. Physical Environment and Motivation to Work.

The physical environment is a resource available at work. The availability of resources regarding the amount, proper use, procedures or guidelines for use, access to use, must be considered by the leadership so that everyone works happily and is motivated to do their work. Indrajit & Djokopranoto (2006: 230), Gummings, and Worley (2009: 749), Stokols and Altman (1987: 733). Mullins (2005: 959), Moorhead and Griffin (1992: 568). The Social Report, Physical-Environment / [http:// www.socialreport.msd.govt.nz/2009](http://www.socialreport.msd.govt.nz/2009), Daft (2012: 77), that the physical environment includes working location conditions (distance and availability of public transportation) the availability and adequacy of facilities and indoor and outdoor work infrastructure, spatial planning (regulation of exterior and interior conditions of workspaces and parks, work shifts, work safety, types of technology, raw materials, and rate of change. Also includes soil, water, temperature, light, ventilation conditions , availability of clean water, sanitation, noise, work materials used, work methods or procedures .. Also said, if the working conditions are right or suitable, employees will be committed to creating high

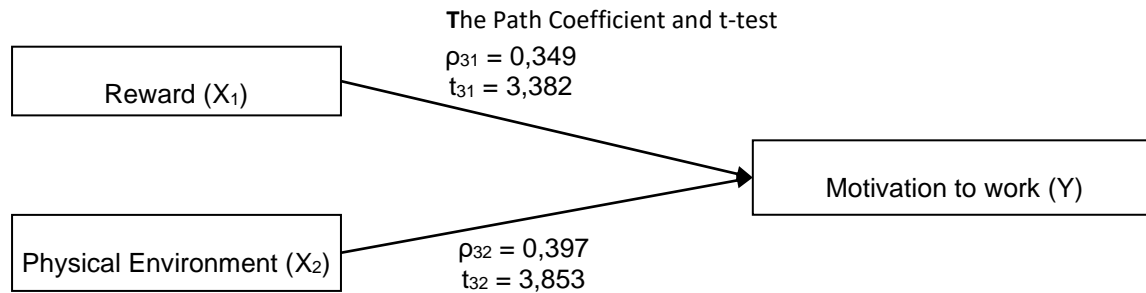
organizational performance that is hard to beat. Availability of a good physical environment is very important because it influences the production process and the final result. Sustainability of the production process is influenced by employee work motivation, therefore, man The manager must arrange the physical environment properly so that employees can / will work continuously, satisfied and productive.

In the scope of tertiary institutions, the phisycal environment is the availability of facilities and infrastructure in tertiary institutions, such as: access to campus entrances, parking lots, arrangement of campus buildings, availability, adequacy and placement of office equipment for lecturers and learning tools for students, library completeness, temperature conditions , air ventilation, lighting, clean water, telephone, internet, access (convenience) and clear procedures regarding the use of learning facilities, work methods and materials used to support university activities. In this study the physical environment will be examined including: 1) Availability: a) type, b) quantity, c) quality, 2) Ease of use: a) usage guidelines (manual) and b) access to use.

Based on the description above, it is suspected that there is a positive direct effect of reward and physical environment to motivation to work

Research Result

The research findings show that the reward and physical environment variables have a positive and significant direct effect on motivation to work. The amount of direct influence (path coefficient) of reward variables to motivation to work is 0.349 with $t_{31} > t_{t(3.382 > 2.00)}$ 0.05, and the direct effect (path coefficient) of physical environment variables to motivation to work is 0.397 with $t_{32} > t_{t(3.383 > 2.00)}$ 0.05, as shown below:



Conclusion

First, reward has a positive and significant effect to motivation to work. Second, the physical environment has a positive and significant effect to motivation to work.

Reward and physical environment have a direct positive effect to motivation to work. This means that if the reward is given according to the performance of the lecturer and the physical environment is available according to the needs of the job, the motivation to work will increase.

To increase motivation of work for lecturers, leaders must give reward according to performance including financial covering salaries, benefits, incentives, insurance, and non-financial reward covering promotion, justice, attention, and recognition, and provide an adequate physical environment including availability according to: type, amount, quality, and ease of use with the use of the manual (manual) and ease of access.

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