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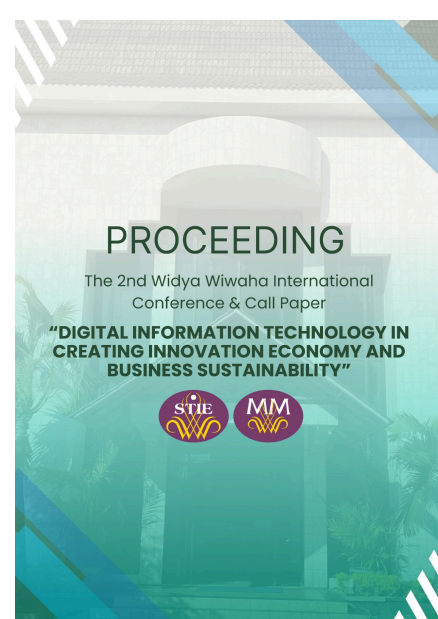
**“DIGITAL INFORMATION TECHNOLOGY IN
CREATING INNOVATION ECONOMY AND
BUSINESS SUSTAINABILITY”**





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THE EFFECT OF LECTURER CERTIFICATION ALLOWANCE AND WORKLOAD ON LECTURER PERFORMANCE WITH ORGANIZATIONAL COMMITMENT AS AN INTERVENING VARIABLE AT THE YOGYAKARTA INSTITUTE OF TECHNOLOGY

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Abstract

This study aims to determine the effect of lecturer certification allowances and workload on performance with organizational commitment as an intervening variable. This research was conducted at the Yogyakarta Institute of Technology with 32 respondents who already have educator certificates or have been certified. The type of research is quantitative with Smart Part Least Square (PLS) analysis tool version 4.0.9.6. Based on the results of the study, it shows that the direct effect of lecturer certification allowances does not have a positive and significant effect on lecturer performance. Workload has a positive and significant effect on lecturer performance. Lecturer certification allowances have a positive and significant effect on organizational commitment. Workload positively and significantly affects organizational commitment. Organizational commitment has no effect on performance. Furthermore, for indirect influences, it shows that organizational commitment is unable to intervene the relationship between lecturer certification allowances and performance. Organizational commitment is not able to intervene the relationship between workload and lecturer performance at the Yogyakarta Institute of Technology.

Keywords: lecturer certification allowance, workload, organizational commitment, and performance.

INTRODUCTION

In the era of the 4.0 revolution, educational institutions, especially the private sector, are facing the challenge of competition with other educational institutions, so it is necessary to improve the quality and ways to survive in the current era in order to meet the needs of the general public, especially in higher education. Apart from competition between universities, the outbreak of the COVID-19 virus disease which has brought a great influence to universities is no exception. This makes the management at ITY have to work harder to maintain the sustainability of the university. Human resources at ITY are required to be more active and skilled in honing their abilities to face fierce competition. In addition, the pattern of implementing work during the pandemic that runs the Work From Office (WFO) and Work From Home (WFH) systems requires employees, both lecturers and education staff, to work hard in coordinating, working, and learning to utilize advanced technology. This pattern of application is a learning material for employees at ITY to become more productive and want to hone their abilities, skills and knowledge. One of the things that affects the improvement of the quality of higher education is the performance of employees at the Yogyakarta Institute of Technology.

Employees at the Yogyakarta Institute of Technology consist of lecturers and support staff or education staff. According to (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, 2005) states that a lecturer is someone who has knowledge whose duties in

education include providing science, technology, and art. Then carry out research and community service. The role of an educator (lecturer) in carrying out education, research and community service called the tri dharma of higher education makes lecturers experience obstacles in carrying out their duties which are so dense.

In addition, there are a number of problems that make lecturers hampered in carrying out their duties and obligations, such as the existence of several class programs offered so that lecturers spend time only teaching, the limited number of lecturers who are linear with their knowledge, and the lack of activeness of lecturers in conducting research and community service. This results in less than optimal lecturer performance in carrying out the tri dharma of higher education.

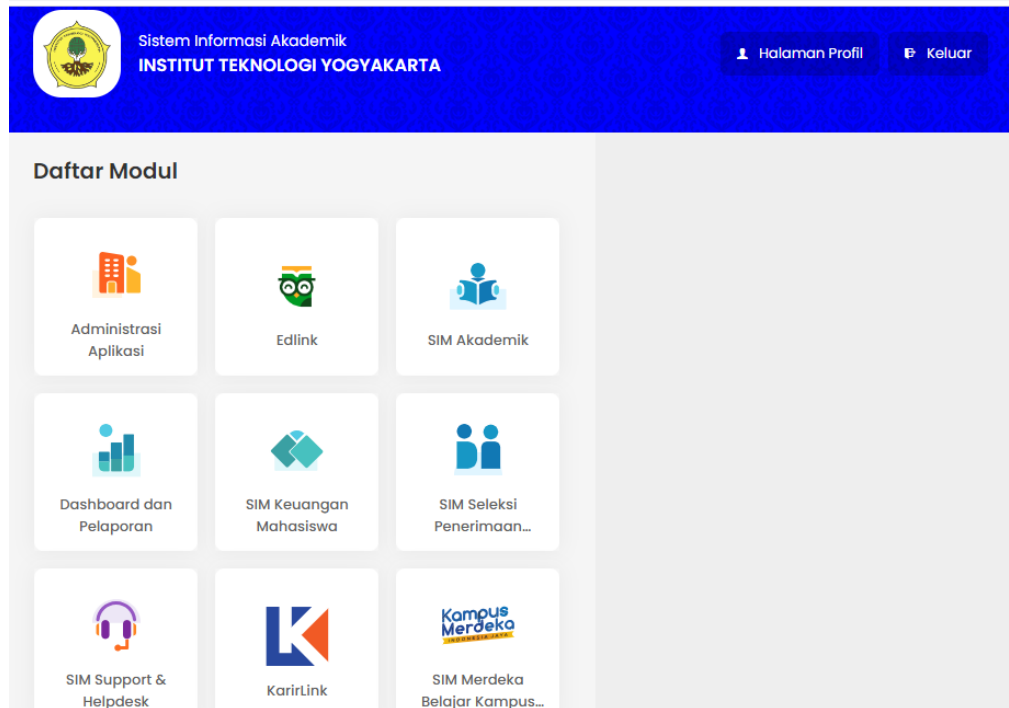
Seeing so many duties and obligations, an educator (lecturer) needs to be supported by something that encourages and motivates to improve the performance of lecturers. Something that can encourage and motivate the performance of lecturers can be done by providing certification allowances, compensation, bonuses or other rewards from both the government and internal institutions. One form of appreciation for lecturers given by the government is educator certification or lecturer certification. This lecturer certification or educator certification is proof of recognition from the government for the profession, where if you pass the certification, you will get an educator certificate and professional allowances. However, to get educator certification, there are special requirements that must be met by lecturers, namely according to (Decree of the Director General of Higher Education, Research, and Technology Number 101/E/KPT/2022 concerning Operational Guidelines for Educator Certification for Lecturers, 2022) states in CHAPTER II point D regarding the requirements for lecturer certification participants, among them must have an NIDN with permanent lecturer status and a minimum of Expert Assistant, then the inpassing applies to non-ASN lecturers, subsequently having worked for two consecutive years calculated from the Calculated Date (TMT) since being appointed at the beginning of the lecturer's functional position, fulfilling the Lecturer Workload (BKD) for two consecutive years, having a good score from the academic basic ability test organized by a trusted institution from the Ministry of Education and Culture, having English language proficiency from an institution recognized by the Ministry of Education and Culture, The last is to have a certificate of expertise for Improving Basic Instructional Engineering Skills (PEKERTI) which is trusted by the Ministry of Education and Culture. Seeing the number of requirements that are quite complex, there are some lecturers who delay completing the requirements because they are quite heavy and this has an indirect effect on the reputation of the institution.

In addition, the form of organizational commitment is an important factor to see the performance of lecturers which can be seen in terms of loyalty, taking an active role in developing the institution, and others. This makes lecturers have a burden or attachment to the institution that has indirectly been attached to them. This organizational commitment is important for both parties, both institutions and lecturers, because both have a symbiotic relationship of mutualism for their respective sustainability. However, if you look at the facts in the field, the organizational commitment of the lecturers has not shown any loyalty or sense of belonging to the institution. This can be seen from the level of attendance of lecturers who only come to teach and then go home except for lecturers who have structural positions, then there is a lack of participation from lecturers when universities have events such as in organizing seminars, webinars, and training related to improving the quality of lecturers and various other events, then the emotional relationship to participate in promoting universities to the general public is also still not visible Optimal.

The dense workload of lecturers, then the requirements to obtain educator certification are quite complex and the demand to be loyal or committed to the institution has its own influence on lecturer performance. So far, lecturer performance is considered an achievement or the result of hard work and proof of real dedication of an educator. However, in fact, there are other problems beyond those mentioned above, such as changes and the use of technology, as well as teaching methods that originally had to be face-to-face, now starting to switch online or in the network (online) by utilizing applications in the form of ZOOM or Google Meet.

In addition, the application in the learning system that was originally manual switched to digital using the Academic Information System (SIKAD) application, which contains lecture schedules, recaps of lecturer and student attendance lists, and other information related to academics and teaching. This requires lecturers to adapt and must be able to use this technology in order to create effective and efficient learning. However, for lecturers who are elderly or less familiar with technology, this will make this an obstacle in their work. The following is an example of the display in the SIKAD application.

Picture 1. Siakad Display



Source: (siakad.ity.ac.id, 2023)

In addition to technological changes, another problem is the lack of lecturer skills in teaching, for example, teaching methods that are not fun or boring and flat, then materials that are not updated or less up to date. These problems can affect the performance of lecturers in carrying out their duties.

Meanwhile, in educational institutions, the performance of lecturers is very important in supporting the development of an educational institution, such as being able to improve the reputation of the institution in higher education accreditation, helping to build a positive image of higher education, encouraging innovation both in the field of knowledge and in carrying out research and community service tasks. Then, the most important thing is that the implementation of learning can run effectively and efficiently so that lecturers and students can find comfort and the essence of lectures. The manifestation of the essence of the lecture is that lecturers are able to provide and transfer knowledge that is useful for students to prepare for the future, form civilized student characters, and provide space for students to hone a broader mindset.

Looking at these problems or backgrounds, it can be concluded that the workload of an educator (lecturer) in carrying out the obligations of the tri dharma of higher education has not been fully balanced, then to meet the requirements to get educator certification or lecturer certification there are still many who delay for quite heavy and complex reasons, then for organizational commitment also has not shown a sense of belonging and attachment to the institution. All of them have a great influence on the performance of a lecturer in higher education institutions, especially at the Yogyakarta Institute of Technology. If there is a harmony between workload, appropriate certification allowances and mutually beneficial organizational commitment or balance, whether from lecturers to institutions or vice versa, in general, lecturer performance will increase. However, if the workload is unbalanced or biased, then the

certification allowance is not appropriate and the organizational commitment is unbalanced, then in general the lecturer's performance will decrease.

Based on the fulfillment and requirements that are quite complicated to get a lecturer certification in order to get recognition from the government for their professional duties and professional allowances, then the high workload often causes inconsistencies for lecturers in carrying out their duties, and the organizational commitment inherent in a lecturer makes him feel bound by the rules of the institution so that he is required to be loyal, highly dedicated, and others, then it is a problem that causes the performance achievements of lecturers at the Yogyakarta Institute of Technology to be not optimal.

THEORETICAL FRAMEWORK AND THEORETICAL BASIS

Definition of Lecturer

Lecturers have an important contribution to the educational process, according to Article 1 paragraph 2 states that lecturers are professional educators who have knowledge that is tasked with channeling, providing innovation and distributing science, technology, and art through the tri dharma of higher education. Meanwhile, from other literature, it is stated that lecturers are human resources that are one of the assets of human resources in a university. National education can be realized by the roles, duties and responsibilities of a lecturer. These roles, duties and responsibilities include activities to educate the lives of the nation's next generation, improve the quality of Indonesian people consisting of the quality of faith/piety, noble morals, mastery of science and technology, art and make Indonesian society advanced, just, prosperous and civilized. Efforts to carry out these very strategic functions, roles and positions require reliable and professional lecturers. (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, 2005). (Suranto et al., 2013)

Based on the above reference, it can be concluded that a lecturer is someone who has and masters a wide range of knowledge to carry out his tugs in disseminating his knowledge through education, research and community service through learning media that can be held in a higher education institution, both public and private.

Lecturer Certification Allowance

This lecturer certification or professional allowance is given to lecturers who have met the requirements and are declared eligible and passed by the government. The purpose of granting this certification is to determine the propriety and feasibility of lecturers in carrying out their duties as the spearhead of learning in order to create national education, improve the process and quality of education, improve the integrity of lecturers and professionalism, while the benefits of lecturer certification are to protect the community from unqualified and professional educational practices, protect against illegal educational practices, improving the living standards of lecturers, and protecting the lecturer profession in carrying out their duties. (Suranto et al., 2013)

Then based on the mention that the purpose of the educator certification for lecturers (serdos) is as an assessment of the professionalism of lecturers on the feasibility of lecturers in carrying out their work, then protecting the lecturer's profession as ambassadors in transferring the knowledge he has, optimizing the methods and quality of education, producing national education ideals, developing the enthusiasm of lecturers in carrying out their obligations in upholding the lecturer's code of ethics Among them include the value of honesty, academic ethics and not justifying plagiarism. (Decree of the Director General of Higher Education, Research, and Technology Number 101/E/KPT/2022 concerning Operational Guidelines for Educator Certification for Lecturers, 2022)

This lecturer certification is a form of appreciation for lecturers which literally contains the understanding that lecturer certification is the process of granting educator certificates for lecturers, in this case in line with what is stated in Article 1 paragraph 4, while Article 2 paragraph 1 states that every lecturer must take part in lecturer certification, in paragraph 2 it is explained that to be able to take part in lecturer certification it must (a) have the lowest academic qualification of Master's or equivalent; (b) have

an academic position of at least an Expert Assistant and; (c) have the status as: (1) a permanent lecturer at a university for at least two consecutive years and have an NIDN; (2) full-time clinical educator doctors who have NIDK; or (3) part-time lecturers who have NIDK. (Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 51 of 2017 concerning Educator Certification for Lecturers, 2017)

Based on the above understanding, it can be concluded that lecturer certification can be interpreted as a form of recognition and action taken by the government in paying attention to the welfare of lecturers with the hope that with this educator certification, the lecturer concerned can get more recognition so that they are able to work better and improve their performance in carrying out the tri dharma of higher education.

Lecturer Workload

The Lecturer Workload (BKD) as stated in article 72 paragraph (1) is that the lecturer's workload includes the main activities, namely planning learning, carrying out the learning process, conducting learning evaluations, guiding and training, conducting research, carrying out additional tasks and doing community service. (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, 2005)

While paragraph (2) states that the workload in question is at least equivalent to twelve (12) semester credit units and a maximum of sixteen (16) semester credit units. The workload is carried out in accordance with its academic qualifications with the provisions according to Article 8 is that the education and research workload is at least commensurate with the nine (9) semester credit units carried out at the university concerned, the community service workload can be carried out through community service activities organized by the university concerned or through other institutions. (Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning Lecturers, 2009)

Meanwhile, according to Chapter II related to Lecturer Workload Regulation, it is an activity that is charged to lecturers in carrying out their duties and obligations as professional educators and scientists for a certain period of time. The duties and obligations that are the burden of the lecturer consist of carrying out the tri dharma activities of higher education, additional duties, and supporting duties. These duties and obligations are reported on their performance in each semester at the university concerned. (Decree of the Director General of Higher Education of the Ministry of Education and Culture Number: 12/E/KPT/2021 concerning Operational Guidelines for Lecturer Workload, 2021)

Based on this, it can be concluded that the lecturer's workload is a responsibility of a lecturer in implementing the tri dharma of higher education which includes education, research and community service as well as additional or supporting tasks that must be reported on the performance of his BKD in each semester at the university where he is assigned.

Organizational Commitment

The definition of organizational commitment is put forward by many experts, including according to Griffin, organizational commitment is an attitude that shows the extent to which a person can know and feel that they belong to their organization. Employees who feel more attached to the institution have a reliable culture, are prepared to stay longer in the organization, and express more effort in carrying out their work. The next statement is that according to Sopiah, organizational commitment is a perception and involvement of a person who is relatively strong in the organization. Organizational commitment is a dream and aspiration to achieve organizational goals while maintaining loyalty to its membership in an organization. (Nadapdap, 2017) (Bosnia, 2021)

Based on the statement from Luthans, which was cited as a strong commitment to show loyalty as a member of the group, willing to work hard as a form of aspiration for the organization, and a willingness to accept the values and goals of the organization, in which there are three components, namely affective, normative, and sustainability. (Adhan et al., 2019)

The affective component is a relationship of association or the existence of a psychological bond from a person to the institution by showing his or her great and good feelings. Some of the organizational

commitment actions of this affective component include a sense of security and comfort, as well as the principle of good usefulness. While the normative component is the relationship of association or the existence of a psychological bond from a person to an institution in which there are rules or norms that must be implemented with moral responsibility in order to maintain a harmonious relationship. An example of a normative commitment action is carrying out its obligations, duties and responsibilities with economic value received in the form of salaries and benefits. Furthermore, the commitment to sustainability or continuity is a person's psychological feeling that he will feel a loss if he leaves the institution or in other words, the costs he has to bear are very large when leaving his institution Gruen et al. (Chasanah et al., 2020)

Based on the definition of organizational commitment from several sources, it can be concluded that organizational commitment is an effort to cooperate well based on the obligations and rights of both parties between the organization and the individuals involved in it who are bound to each other based on certain rules and norms to jointly achieve organizational goals that have been set effectively and efficiently by prioritizing affective principles. normative and sustainability.

Performance

The definition of performance is very broadly perceived by everyone, but according to Hasibuan, performance can be defined as an achievement of a person in carrying out his work which is charged to him based on skill, experience, seriousness and time. (Bosnia, 2021)

Meanwhile, according to Rivai and Sagala, performance is a benefit of the drive and ability to complete a person's responsibilities or work which should have a certain degree of willingness and level of ability. A person's willingness and ability are not good enough and able to carry out something without a clear understanding of what to do and how to do it. Performance is a real behavior that everyone shows as a form of work achievement produced by employees in accordance with their role in the organization. The results of a person's work achievements are a very important thing in an organization's efforts to achieve goals. (Bosnia, 2021)

Furthermore, according to Cherington, performance explains that quality and quantity affect the achievement of work targets, while time and ability affect performance. This is in line with Rivai's statement that first, the quantity or amount that must be completed and achieved by measuring quantitatively which involves calculating the output from the implementation of the activity with the number of outputs produced. The second is quality or quality by measuring qualitatively the output that reflects the level of satisfaction, namely good or not completion. The third is punctuality, which is the suitability between the time needed to complete an activity that is measured quantitatively. These three statements are indicators of employee performance. (Listyarini, 2017) (Sofiana et al., 2020)

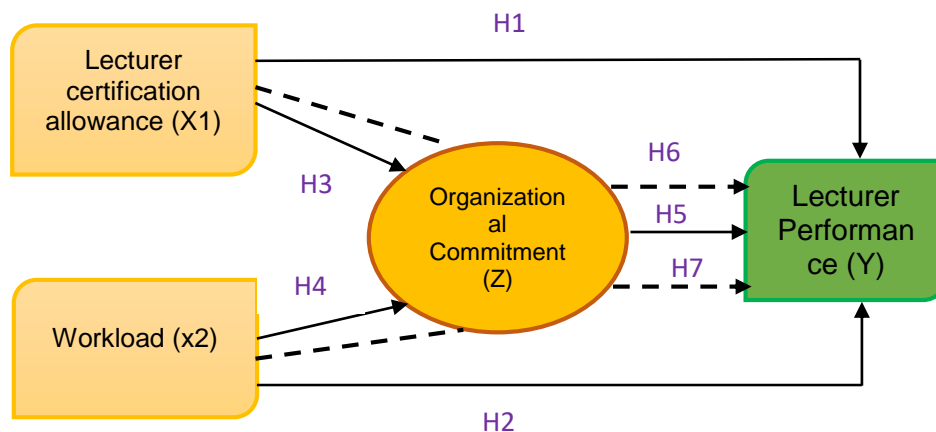
Overall performance can be interpreted as a result of a person's achievement starting from the plan, how to organize the work, then the work process to the results of the work based on their ability, skills, motivation, and commitment to the institution to jointly develop the institution in achieving common goals within a predetermined time frame. The process of carrying out work to the results of the work will be assessed and evaluated to measure or assess its performance.

Furthermore, lecturer performance is an achievement and result carried out by a lecturer in carrying out the duties of the tri dharma and other supporting activities, including success in carrying out education and research as well as community service which is assessed based on the Lecturer Performance Burden (BKD) report in each semester. The preparation of this BKD report includes the Lecturer Performance Plan (RKD) which is reported at the beginning of the semester and the Lecturer Performance Report (LKD) at the end of each semester. The BKD that has been prepared by each lecturer is then reported to the Dean at each related faculty for assessment.

Theoretical Framework

The theoretical framework described in this study is to write down the variables that affect the performance of lecturers at the Yogyakarta Institute of Technology to be used as hypothetical material,

including the variables of lecturer certification allowances (X1), workload (X2) and organizational commitment as intervening variables (Z) that affect performance (Y).



Picture 2. Theoretical Framework

Source: Primary Data (2023)

Information:

X1 : Lecturer Certification Allowance

X2 : Workload

Z : Organizational Commitment as an Intervening Variable

Y : Lecturer Performance of Yogyakarta Institute of Technology (ITY)

—————→ : Effect of variable X on variables Z and Y

- - - - -→ : The influence of variable X on variable Y with variable Z as an intervening variable

Hypotheses are temporary thoughts and conjectures whose truth is not yet known and have relationships between concepts but are possible to be proven and tested for truth. A hypothesis that will later be tested with the right data analysis methods and techniques, can produce two different possibilities, namely the same result or decision as the initial guess or even produce a different decision from the previous prediction. The hypotheses in this study are:

H1 = Lecturer certification allowance has a positive and significant influence on the performance of lecturers at the Yogyakarta Institute of Technology.

H2 = Workload has a negative and significant influence on the performance of lecturers at the Yogyakarta Institute of Technology.

H3 = Lecturer certification allowances have a positive and significant influence on organizational commitment.

H4 = Workload has a positive and significant influence on organizational commitment.

H5 = Organizational commitment has a positive and significant influence on the performance of lecturers at the Yogyakarta Institute of Technology.

H6 = Lecturer certification allowance has a positive and significant influence on lecturer performance with organizational commitment as an intervening variable.

H7 = Workload has a positive and significant influence on lecturer performance with organizational commitment as an intervening variable

RESEARCH METHODS

This research was conducted using a type of quantitative research with data analysis techniques using Smart Partial Least Square (PLS) version 4.0.9.6. Primary data was obtained from the results of filling out questionnaires by respondents, while for secondary data, he said that the main data that had been processed more deeply and presented by the primary data collector or by other parties, the main data presented could be realized in the form of tables or diagrams. The research instrument used was a five-point scale of five (5) points. (Abdullah, 2015)

This research was conducted by taking a sample of 32 permanent lecturers with male and female criteria who have obtained educator certification, have master's degrees, doctorates, and teach at the first and second levels, and have a minimum functional position of Expert Assistant (AA).

RESULTS AND DISCUSSION

Respondent overview

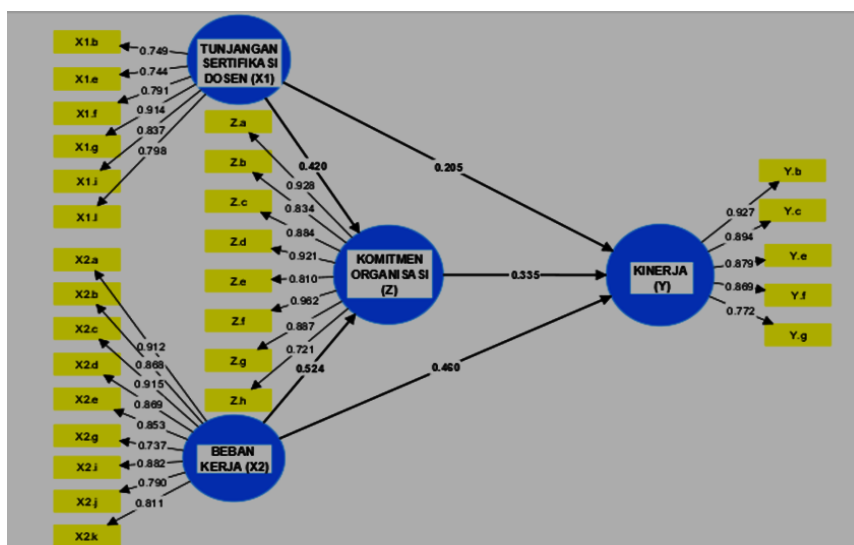
The respondents involved in this study were 32 lecturers who had educator certification. The distribution by gender for male lecturers is 12 people and 20 female lecturers. Lecturers who have a master's level of education (S2) are 6 people, doctoral level (S3) are 26 people. Meanwhile, for the functional position of Expert Assistant (AA) as many as 14 people, Lector 200 as many as 5 people, Lector 300 as many as 11 people, and Head Lector 2 people. Then for lecturers who entered the Faculty of Environmental Engineering as many as 16 people, the Faculty of Industrial Technology 7 people, the Faculty of Natural Resources Technology 7 people, and the Graduate School as many as 2 people

Analysis and discussion

Outer Model

Validity Test

The first step in testing the results of the questionnaire with SmartPLS version 4.0.9.6 is the evaluation of the outer model, where the first step is to test the validity of the construct in the form of convergent validity and discrimination validity. The results of processing or testing convergent validity data where the loading factor must be above 0.7 Ghozali and Latan (Hamid & Anwar, 2019). Based on the results of data processing, there are several indicators of each variable whose value is below 0.7 so that this data must be deleted so as not to affect the validity results in the study. The following is a picture of the outer model after going through two reduction stages so that the results are above 0.7 as follows:



Picture 3. Outer Model

Source: Primary data processed (2023)

Furthermore, the outer loading image can be described in a table that explains the results of data processing on convergent validity where this study is a confirmatory study, namely a study that tests the hypothesis so that the loading factor value must be above 0.7 and the results of the agreement from experts agree that if there is a value below 0.7, it must be deleted so as not to affect the validity results in the research by Ghozali and Latan. (Hamid & Anwar, 2019)

Table 1. Convergent Validity

Lecturer Certification Allowance (X1)		Workload (X2)		Organizational Commitment (Y)		Performance (Z)	
X1.b	0,749	X2.a	0,912	Y.b	0,927	Z.a	0,928
X1.e	0,744	X2.b	0,863	Y.c	0,894	E.g	0,834
X1.f	0,791	X2.c	0,915	Y.e	0,879	Z.c	0,884
X1.g	0,914	X2.d	0,869	Y.f	0,869	Z.d	0,921
X1.i	0,837	X2.e	0,853	Y.g	0,772	Z.e	0,810
X1.l	0,798	X2.g	0,737			Z.F	0,962
		X2.i	0,882			Z.g.	0,887
		X2.j	0,790			Z.h	0,721
		X2.k	0,811				

Source: Primary data processed (2023)

Then at the discrimination validity test stage, the results of the reflective indicator test are seen from the cross loading value. The results of the cross loading value show a good value if the indicator value is higher than each construct compared to the indicator value on other constructs.

Table 2. Cross Loading

Indicator	Allowances Lecturer Certification (X1)	Workload (x2)	Organizational Commitment (Z)	Performance (Y)
X1.b	0,749	0,486	0,571	0,629
X1.e	0,744	0,523	0,524	0,547
X1.f	0,791	0,592	0,605	0,605
X1.g	0,914	0,679	0,740	0,730
X1.i	0,837	0,778	0,831	0,817
X1.l	0,798	0,594	0,637	0,654
X2.a	0,795	0,912	0,836	0,828
X2.b	0,728	0,868	0,739	0,839
X2.c	0,706	0,915	0,695	0,787
X2.d	0,578	0,869	0,661	0,726
X2.e	0,510	0,853	0,705	0,760
X2.g	0,736	0,737	0,641	0,761
X2.i	0,756	0,882	0,772	0,796
X2.j	0,522	0,790	0,700	0,631
X2.k	0,487	0,811	0,695	0,739
Y.b	0,835	0,871	0,854	0,927
Y.c	0,873	0,808	0,792	0,894
Y.e	0,690	0,738	0,716	0,879
Y.f	0,691	0,752	0,755	0,869
Y.g	0,494	0,737	0,757	0,772
Z.a	0,797	0,752	0,928	0,815

E.g	0,831	0,695	0,834	0,747
Z.c	0,682	0,827	0,884	0,785
Z.d	0,747	0,860	0,921	0,892
Z.e	0,597	0,693	0,810	0,674
Z.F	0,758	0,789	0,962	0,852
Z.g.	0,708	0,681	0,887	0,751
Z.h	0,572	0,609	0,721	0,673

Source: Primary data processed (2023)

Based on the table above, the value of the indicator of each construction variable is higher than the value of the indicator of other construction variables. This shows that the indicators used in this study have met the standards or requirements for good discriminatory validity in each arrangement of variables.

One of the requirements to find out the validity of discrimination has been met is by taking the Average Variance Extracted (AVE) test whose value must be above 0.5 Ghazali and Latan. Based on the test results on SmartPLS version 4.0.9.6, the AVE results show a high value, which is above 0.5 so that the validity of discrimination has met the requirements well. (Hamid & Anwar, 2019)

Table 3. Result Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Lecturer Certification Allowance (X1)	0,652
Workload (x2)	0,723
Organizational Commitment (Z)	0,759
Performance (Y)	0,757

Source: Primary data processed (2023)

Reliability Test

The next step in processing data with SmartPLS after the construct validity test in the form of convergent validity and discrimination validity is the reliability test. This reliability test determines the precision, accuracy and consistency of the instrument in measuring the construct. The results of this reliability test can be assessed in two ways, namely Cronbach's Alpha and Composite Reliability. This study uses the value of composite reliability which shows the valid value or the actual value of the reliability of a construct. The value of composite reliability must be greater than 0.70 Ghazali and Latan. The results of the test with the SmartPLS program version 4.0.9.6 showed the (Hamid & Anwar, 2019) composite reliability value in the variables of lecturer certification allowance X1 (0.918), workload X2 (0.959), intervening variables of organizational commitment Z (0.962), and performance Y (0.939).

Table 4. Cronbach's Alpha dan Composite Reliability

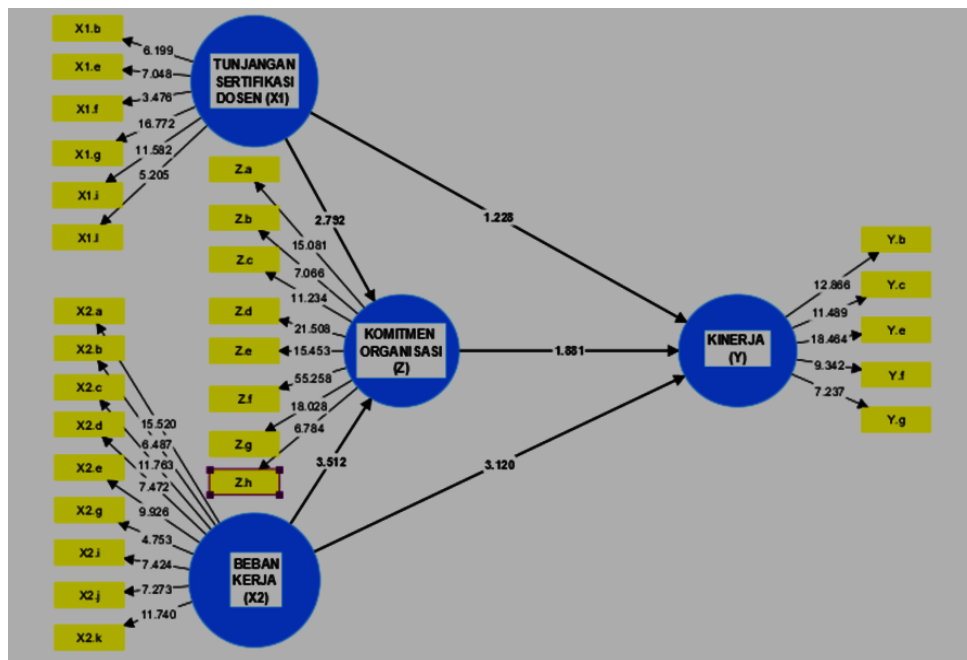
Variable	Cronbach's Alpha	Composite Reliability
Lecturer Certification Allowance (X1)	0,893	0,918
Workload (x2)	0,951	0,959
Organizational Commitment (Y)	0,919	0,962
Performance (Z)	0,953	0,939

Source: Primary data processed (2023)

Inner Model

The second model evaluation is to conduct an *inner model test* obtained from the results of data processing through the bootstrapping procedure. The results of the data test are almost similar to the convergent validity image on the outer model. However, here there is a difference in the numbers from the calculation results, this is because the *inner model test* uses a t-test or structural test. The value of the *t value* is at a threshold above 1.96 (*significance level* 5% or 0.05) and for the p value if < 0.05, the result is significant, but if > 0.05, the result is not significant.

The results of this *inner model test* will later be used to determine the results of the direct effect that can be seen in the *path coefficient* value column and the indirect effect in the specific *indirect effect column*.



Picture 4. Inner Model

Source: Primary data processed (2023)

Next is to take the results of the calculation of R-Square data where the R-Square value is to measure the degree of variation in the change of independent variables to the dependent variables.

Table 5. R-Square

Variable	R-Square	R-Square Adjusted
Performance (Y)	0,885	0,873
Organizational Commitment (Z)	0,787	0,772

Source: Primary data processed (2023)

Based on table 6, it shows that the value of *R-Square Adjusted* is lower than the value of *R-Square*. This is because the *R-Square Adjusted* value is a value that has entered the improvement stage of the standard error value, so that the *R-Square Adjusted* value provides a more stable and strong value than the *R-Square* Ghozali & Latan value. Looking at the results of the data mentioned above, the (Hidayat et al., 2022) *R-Square Adjusted* value on the performance variable (Y) explained by the lecturer certification allowance variable (X1) and workload (X2) reached 0.873 or 87.3% which means that it has a strong indication. Meanwhile, the *R-Square Adjusted* value on the organizational commitment variable explained by the lecturer certification allowance variable (X1) and workload (X2) reached a value of 0.772 or 77.2% also has a strong indication.

Discussion

The next step is to test the hypothesis that has been previously determined. This hypothesis test consists of two results of the influence tested, namely direct effect and indirect effect. The results of the hypothesis test on the direct effect are presented in the path coefficients table.

Table 6. Path Coefficients – Direct Effect

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (IO/STDEV)	P values	Information
H1. Lecturer Certification Allowance (X1) → Performance (Y)	0,205	0,177	0,167	1,228	0,222	Rejected

H2. Workload (X2) → Performance (Y)	0,460	0,481	0,148	3,120	0,002	Accepted
H3. Lecturer Certification Allowance (X1) → Organizational Commitment (Z)	0,420	0,443	0,150	2,792	0,006	Accepted
H4. Workload (X2) → Organizational Commitment (Z)	0,524	0,493	0,149	3,512	0,001	Accepted
H5. Organizational Commitment (Z) → Performance (Y)	0,335	0,339	0,178	1,881	0,063	Rejected

Source: Primary data processed (2023)

Based on the table, the results of the hypothesis test on the *direct effect* of independent variables on dependent variables can be explained in detail as follows:

- a. The first hypothesis (H1), namely the lecturer certification allowance (X1) on performance (Y), shows that the original *sample* results are 0.205, *t value* is $1.228 < 1.96$ and *p value* is $0.222 > 0.05$. This shows that lecturer certification allowances do not have a positive and significant effect on lecturer performance. This means that there is no difference in performance between lecturers who have not been certified and have been certified. Several facts in the field show that the fulfillment of material from universities in the form of attendance allowances, structural and welfare fulfillment (*inatura*) so that certification allowances are not a factor that affects performance because they have felt in the comfort zone. In addition, the low performance evaluation and monitoring system for lecturers, so that there is no difference between lecturers who perform well and those who are not good. In contrast, if a good performance assessment system, a clear reward and punishment system is applied, lecturers will compete to achieve good performance. Based on the results of the analysis, the proof for the first hypothesis is not proven.
- b. The second hypothesis (H2), namely workload (X2) on performance (Y), shows that the *original sample* result is 0.460, *t value* $3.120 > 1.96$ and *p value* of $0.002 < 0.05$. This shows that the workload has a positive and significant effect on the performance of lecturers at the Yogyakarta Institute of Technology. This means that the more the workload increases, the more the performance will also increase. Some of the things that can have the effect of improving performance from the increased workload are work targets that must be completed on time, professional demands, and competition between lecturers in achieving achievements such as fulfilling functional positions, research, and community service. In addition, the results of the study also showed that most of the respondents had structural positions, which spurred them to be more active in proving their performance. Based on this, the second hypothesis is not proven.
- c. The third hypothesis (H3), namely the lecturer certification allowance (X1) to organizational commitment (Z), shows that the original *sample* results are 0.420, *t value* $2.792 > 1.96$ and *p value* of $0.006 < 0.05$. The results of the analysis show that lecturer certification allowances have a positive and significant influence on organizational commitment for lecturers at the Yogyakarta Institute of Technology. This means that if the lecturer certification allowance increases, the commitment of the lecturer organization to the Yogyakarta Institute of Technology will also increase. This happens for several reasons, such as support from ITY to encourage lecturers to continue their studies, supporting to carry out the *tri dharma* of higher education for the fulfillment of the Lecturer Performance Sheet (LKD) and Lecturer Workload (BKD) in order to improve positions and functional ranks. Based on the results of the test, the third hypothesis was accepted and proven.

- d. The fourth hypothesis (H4), namely the workload (X2) to the organization's commitment (Z), shows that the *original sample* results are 0.524, *t value* 3.512 > 1.96 and *p value* of 0.001 < 0.05. The results show that workload has a positive and significant influence on organizational commitment. This means that if the workload increases, the commitment of the lecturer organization to the Yogyakarta Institute of Technology is increasing. This is because the workload of lecturers which includes the tri dharma of higher education is completely related to the institution and is the interest of the lecturer and the institution so that there is direct involvement, such as examples of activities in committees, fulfillment of structural positions, and others. Based on the results of the test, the fourth hypothesis can be proven.
- e. The fifth hypothesis (H5), namely organizational commitment (Z) to performance (Y), shows that the *original sample* results are 0.335, *t value* 1.881 < 1.96 and *p value* of 0.063 > 0.05. The results of this analysis state that organizational commitment does not have a positive and significant effect on the performance of lecturers at the Yogyakarta Institute of Technology. This means that organizational commitment is not an influencing factor in improving the performance of a lecturer at the Yogyakarta Institute of Technology. This can happen because of affective components that are not fulfilled properly, such as a saturated work atmosphere, and an unbalanced *job description* between each other. The normative component that is not created is the lack of a close relationship between the management of the institution and the lecturers. Then there are sustainable components that are not created such as dissatisfaction in career, there is still seniority, participation and support from colleagues, and lack of clarity after retirement. The results of the analysis explain that the fifth hypothesis is not proven.

The next step is to test the hypothesis on the indirect *effect*, which means that indirectly the independent variable affects the dependent variable with the intervening variable which is an intermediary or mediator and plays a role in influencing the dependent variable. The results of the hypothesis test on the indirect influence are presented in table 8.

Table 7. Indirect Effect

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IO/STDEVI)	P Values	Information
H6 Lecturer Certification Allowance (X1) → Organizational Commitment (Z) → Performance (Y)	0,141	0,1490	0,097	1,445	0,151	Rejected
H7 Workload (X2) → Organizational Commitment (Z) → Performance (Y)	0,176	0,164	0,101	1,742	0,085	Rejected

Source: Primary data processed (2023)

Based on the table above, it can be explained in detail the indirect influence of independent variables on dependent variables through intervening variables as intermediaries or connectors.

- a. The sixth hypothesis (H6) is the lecturer certification allowance (X1) on performance (Y) with organizational commitment (Z) as an intervening variable which shows that the *original sample* results are 0.141, *t value* 1.445 < 1.96 and *p value* of 0.151 > 0.05. This means that the presence or absence of organizational commitment among lecturer certification allowances will not affect performance improvement. The results of this study can be explained directly, namely that lecturer certification allowances on organizational commitment have a positive and significant effect but lecturer

certification allowances do not have a positive and significant effect on performance. Based on the results of the analysis in this study, the sixth hypothesis is not proven.

- b. The seventh hypothesis (H7) is the workload (X2) on performance (Y) with organizational commitment as an intervening variable which shows that the original *sample* results are 0.176, *t value* $1.742 < 1.96$ and *p value* of $0.085 > 0.05$. This means that the presence or absence of organizational commitment in the relationship between workload and performance will not have any effect. The results of this study partially prove that workload has a positive and significant effect on organizational commitment, and workload has a positive and significant effect on performance. Based on the results of the analysis, the seventh hypothesis cannot be proven.

CONCLUSION, IMPLICATION AND LIMITATION

Based on the results of the analysis conducted with a number of respondents of 32 lecturers who have been certified and using the SmartPLS analysis tool version 4.0.9.6, the results of the research related to the influence of lecturer certification allowances and workload on performance with organizational commitment as an intervening variable at the Yogyakarta Institute of Technology can be concluded as follows:

- a. Lecturer certification allowances do not have a positive and significant effect on the performance of lecturers at the Yogyakarta Institute of Technology. There is no difference in performance between lecturers who have not been certified and have been certified. Several facts in the field show that the fulfillment of material from universities in the form of attendance allowances, structural and welfare fulfillment (*inatura*) so that certification allowances are not a factor that affects performance because they have felt in the comfort zone. In addition, the low performance evaluation and monitoring system for lecturers, so that there is no difference between lecturers who perform well and those who are not good. In contrast, if a good performance assessment system, a clear reward and punishment system is applied, lecturers will compete to achieve good performance;
- b. Workload has a positive and significant effect on the performance of lecturers at the Yogyakarta Institute of Technology;
- c. Lecturer certification allowances have a positive and significant effect on the organizational commitment of lecturers at the Yogyakarta Institute of Technology;
- d. The workload has a positive and significant effect on the organizational commitment of lecturers at the Yogyakarta Institute of Technology;
- e. Organizational commitment does not have a positive and significant effect on the performance of lecturers at the Yogyakarta Institute of Technology;
- f. Organizational commitment is not able to play a good role in mediating the relationship between lecturer certification allowances and lecturer performance at the Yogyakarta Institute of Technology. This means that lecturer certification allowances are only able to have a positive and significant effect on organizational commitment, but not on performance, then organizational commitment cannot have a positive and significant effect on performance;
- g. Organizational commitment is not able to play a good role in mediating the relationship between workload and lecturer performance at the Yogyakarta Institute of Technology. This means that workload can have a positive effect on organizational commitment and performance, but organizational commitment cannot have a positive and significant effect on performance.

The implications that can be applied to research related to the influence of lecturer certification allowances and workload on performance with organizational commitment as an intervening variable at the Yogyakarta Institute of Technology are as follows:

- a. The Yogyakarta Institute of Technology should provide more support or motivation to lecturers who have been certified to actively carry out *tri dharma* activities in higher education in order to improve

the quality of lecturers. The quality of lecturers can be seen from education, the amount of research and community service, then the promotion of functional positions, and the competence of lecturers in facing the dynamic education era.

- b. In addition to certified lecturers, there is a need for guidance and assistance for lecturers who have not been certified to be enthusiastic in the process of obtaining educator certification.
- c. The Yogyakarta Institute of Technology should implement stricter but flexible rules for lecturers related to their obligations and rights such as *equal job desc*, establishing good communication between lecturers and management, conducting coaching, guidance and workshop forums to establish a sense of mutual ownership and pride in the institution. The fulfillment of rights to lecturers apart from salaries and several rights contained in the personnel regulations is also the right to provide constructive opinions, suggestions and criticism for the institution so that synergy in realizing ITY advances in the future.
- d. There needs to be a reward & punishment, as well as performance evaluation for lecturers, both those who have not been certified and those who have been certified so that in the future their performance will be more optimal.

Furthermore, in conducting research, there are still limitations whose impact can affect the results of the analysis. Some of the limitations in this study are as follows:

- a. The number of respondents is limited, so researchers must be careful in making statements on the questionnaire in order to minimize the results of unproven analysis.
- b. The sample or respondents were not classified into lecturers who held structural positions, ordinary lecturers and hired lecturers (DPK lecturers), so that this condition caused biased or unbalanced results, especially in the workload of each lecturer.
- c. Conceptual limitations and previous research that specifically discusses the influence of lecturer certification allowances and workload on performance with organizational commitment as an intervening variable.
- d. The limitation of time and energy in conducting this research is due to the fact that researchers have quite dense activities.

Furthermore, for the development of science in the future, of course, this research can be developed in a variety of ways with several things that must be included, including the following:

- a. This research needs to be developed in order to get more diverse research results by adding variables that affect performance such as motivation, work stress, work environment, organizational culture, leadership, internal performance allowances, and others
- b. This study proves that workload has a positive and significant effect on lecturer performance, so it needs to be reviewed and developed by looking at the maximum limit of a lecturer's workload will affect performance or even work stress.
- c. This research needs to be developed by looking for performance comparisons between lecturers who have not yet been certified and those who have been certified with the right variables, respondents, and analysis techniques.

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