

Behind The Positive Attitude of The Indonesian Army Academic Staff: A Rasch Model Analysis

Didin Zainal Abidin

Universitas Negeri Jakarta
Email: dzabidin@yahoo.com

Wibowo

Universitas Prof. Dr Moestopo Jakarta
Email: dzabidin@yahoo.com

I. Ketut R. Sudiarditha

Universitas Negeri Jakarta
Email: sudiarditha@yahoo.com

Maria Grace Herlina*

Universitas Bina Nusantara Jakarta
Email: herlina01@binus.edu

ABSTRACT

The Indonesian National Army is an integral part of the Indonesia Archipelago. As the national component, the Army has the main task of maintaining the country's sovereignty and territorial integrity of the unitary state. Therefore it needs high-quality human resources. The aim of the research was examining the real motivational factors behind the positive attitude of The Indonesian Army Academic Staff. The study applied a Rasch Model method. The Rasch Model Analysis was used to examine the research variable based on its dimensions and indicators. The research results show that team-building development process has been successfully proven, based on the research results. The Rasch Model analysis also shows that team-spirit among The Indonesian National Army members is very solid. It is the most satisfactory factor that creates positive task-attitude among the army academic staff. At the same time, the promotion is the most challenging factor to agree with among them.

Keywords: academic staff positive attitude, army academic staff, human resources management, rasch model analysis

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INTRODUCTION

The Indonesian National Army is an integral part of the Indonesia Archipelago. As the national component, The Army has the main task of maintaining the country's sovereignty and maintaining the territorial integrity of the unitary state. Due to perform its functions, The Army needs qualified personnel or human resources. At this point, human capital becomes very important and plays a crucial role in performing tasks successfully.

People in an organizational setting have been recognized as the main asset that drives the organization in today's modern era. Human capital plays an optimal role in the success of achieving organizational goals. The Army Academic Institutions play an essential role in enhancing the Indonesian National Army's human capital skills so that the capital is higher in value and quality. A significant contribution can fulfil the main tasks of The Indonesian National Army.

Academic institutions within The Army play an essential role in enhancing the skills of the personnel. It means the quality of human capital needs to be higher in making a significant contribution to achieve the goals of The Indonesian Army. One of the efforts in improving the quality of human resources is through the development program.

One of the ten Academic components that play an essential role is the academic staff who will produce high-quality human resources. The quality of the academic staff is the keys to the Army Academic Institution's success when they can synergistically make a positive contribution in both planning and implementing the duties and responsibilities of the teaching and learning process. To produce high-quality personnel, The Army Academic Institution needs qualified academic staff; therefore, academic staff as educational implementers have crucial roles, tasks, and responsibilities.

The Army Academic Institution needs qualified academic staff who can improve the quality of the Indonesian Army. At the same time, they can master science and technology, especially in the Army field. The Army Academic staff define as professional educators and scientists to transform, develop, and disseminate science, technology, and the arts through education, research, and community service. The faculty member must have academic qualifications, competencies, and teacher certificates, be physically and mentally healthy and meet other qualifications required by the higher education unit they are working in and achieve the goals of national education.

The Army Academic staff qualifications are acquired through accredited post-graduate university programs appropriate to their subject area. The Army Academic staff have the minimum academic qualifications of a graduate of a master's degree for a diploma or bachelor's program and a doctoral candidate for a postgraduate program. Personnel with exceptional expertise and outstanding achievements will get the assignment as the Army Academic staff. Besides, the Army Academic Staff are also the agents of knowledge sharing through Academic Institutions since they are expected to share knowledge, competencies, skills, expertise, and experiences. Therefore, The Army Academic Staff are supposed to improve the quality of human capital in The Army to master knowledge and technology.

Unfortunately, The Army Academic Staff, who satisfied with their academic assignment, is only around 40%. At the same time, the remaining 60% are less satisfied with their academic duty. Those who are dissatisfied with the academic assignment think that their duty as an academic staff is not a prestigious position within the Indonesian Army Institution. They fulfil the responsibilities of the academic staff because they should complete their tasks as soldiers. They are not carrying out the academic

assignments as the actualization of their qualifications, competences, and certifications, they possessed. They seem unrealized that learning and development is one of the main functions of human resources management. It provides the mechanism for creating and sharing knowledge, driving organizational change and renewal, and achieving strategic organizational goals. Learning and development also facilitate the acquisition of knowledge, skills, and experience through learning processes between individuals and groups, both structured and individual (Armstrong, 2015).

Furthermore, The Army Academic Institution is one of the learning organization where people continually expand their capacity to create new and expansive patterns of thinking. There are five characteristics of a learning organization: (a) systematic problem solving, (b) experimentation, (c) learning from past experiences, (d) learning from others, (e) transferring knowledge quickly and efficiently throughout the organization – by education and training programs (Armstrong, 2015). These are the reasons why The Army Academic Institution becomes a place of exchanging knowledge among the army members.

This research aims to examine the positive attitude, another term for job satisfaction, of The Army Academic Staff when fulfilling their academic duty as the implementer of the Indonesian Army's knowledge sharing process. Furthermore, the research wants to encourage The Army Human Resources Department to give added value to The Army Academic Staff. They fulfil their duties as academic staff with high achievement, especially in transferring knowledge, best practices and experiences. With more appreciation of academic responsibilities, the army academic staff will be more enthusiastic in completing their academic duties since it will add the points to their military career.

LITERATURE REVIEW

Motivation comes from the Latin word "movere". The word means to move. The basis of motivation is a motive or a reason to do something. Motivation is the strength and direction of behavior and the factors that make people behave in a certain way (Ibrahim & Aslinda, 2015). Motivation divides into two parts, namely intrinsic motivation that comes from within the individual. A motivator can be tangible motivators and intangible motivators despite their existence as extrinsic motivation or intrinsic motivation. It is an encouragement that arises because individuals believe that their work is relevant, engaging, and challenging and that it offers opportunities for growth and development. Intrinsic motivations include achievement, acknowledgement, responsibility, advancement, the job itself, and the possibility to improve (Ibrahim & Aslinda, 2015). While extrinsic motivation associated with factors outside of oneself, the driving force from outside the individual. Extrinsic motivation includes government administration and policy, the leadership style that influences the relationship between supervisor and subordinates, working condition, salary, relationship with a colleague, safety, recognition, and promotion (Armstrong, 2015; Halawi, Aronson, & McCarthy, 2005; Nili, Isfahani, & Tanhaei, 2013). Those motivational factors will give positive feelings when fulfilling the work assigned. The positive emotions are the representation of job satisfaction.

Job satisfaction defines as a positive organizational feeling. It is the main factor that has a significant contribution to job outcomes. It derives from different human needs and has a crucial role in the growth of staff abilities and performances (Mehrad, 2015). Job satisfaction reflects positive feelings in completing the tasks efficiently and professionally (Szromek & Wolniak, 2020). The monitoring of job satisfaction is vital

to the continuation of educational development. Job satisfaction reflects the positive or negative feelings on the quality of the institution's services. It also demonstrates the dedication and loyalty of staff in achieving organizational goals. The academic staff's job satisfaction can help advance the Army's educational institution (Szromek & Wolniak, 2020).

There are various understandings of job satisfaction. Scholars viewed job satisfaction as a complex emotional reaction due to drives, desires, demands, and expectations (Bahri, Sanusi, & Asih, 2017). At the same time, other scholars defined job satisfaction as an influential factor that affects the academic staff's feelings towards their work (Mehrad, 2015). Another scholar mention job satisfaction as a combination of positive and negative emotions of the academic staff towards their job and show different reactions in the work environment. Another definition of job satisfaction is a pleasurable or positive emotional state resulting in the appraisal of one's job or work experience (Fessehatsion, 2016; Ridzuan et al., 2018). Job satisfaction consists of five dimensions. Those are pay, work, supervision or leader, promotion, and co-worker (Mehrad, 2015). In other words, job satisfaction is a positive attitude of staff to the duty as a response to work situations, cooperation among co-workers, reward received and other physical and psychological factors (Bahri et al., 2017; Szromek & Wolniak, 2020).

Work Relationship is a relationship perception of co-workers who are involved in their work. It is also about the supervisor's perceptions who support and encourage the staff's work endeavors. The supportive work environment is related to enhanced workplace attitudes and more effective practices (Ridzuan et al., 2018). Supervisor support is how academic staff see that supervisors offer support, consolation, and concern. The level of supervisor support may influence the academic staffs' performance; in any case, the impact might be intervened by role pressure. For instance, an essential way supervisors encourage the scholastic staff execution is by giving critical resources such as sufficient equipment and training. Two-way communication is the most pertinent between the institution management and academic staff to create a conducive and friendly environment (Ridzuan et al., 2018). Payment and reward is a settled measure of cash or remuneration paid to academic staff by the institution in return for a profitable work performed. The compensation framework assumes an essential part of deciding a staff's level of job satisfaction.

The developing needs of families with higher living costs force academic staff to look for higher salaries to ensure their future and life fulfilment (Ridzuan et al., 2018). Promotion plays a crucial role in the academic staff's career and life, depending upon different working experience sides. There are some influential factors in promotion: 1) appraisal of academic staff's experience, and it will be the optimistic outcomes of academic staff's effort, 2) the length of academic staff's service, 3) Depends upon academic staff's ability and skill. These factors enhance the level of job satisfaction for the academic staff, especially in Higher Educational Sector. Expert academicians can provide more knowledge to their students, which will motivate them in a higher level of career (Naveena & Geevarghese, 2019). The source literature indicates that satisfaction with work is a pleasant or positive emotional state resulting from assessing one's achievements at work. Satisfaction with work is also a sign of how the academic staffs perceive their work, considering it through effectiveness, the opportunity to use their resources and abilities, and the feeling of fulfilment from the performed job (Szromek & Wolniak, 2020).

Regarding the definition of job satisfaction and its impacts, the job satisfaction has remarkable features involved; 1) a guide to the human resources department which

has responsibilities in providing acceptable condition and facilities to the staff, 2) job satisfaction of the staff are affected by internal and external factors, 3) job satisfaction can be an organizational indicator in enhancing the staff performance (Mehrad, 2015; Ridzuan et al., 2018).

RESEARCH METHODS

The research examines the positive attitude of The Army Academic Staff when fulfilling their academic duty. To collect the primary data, a researcher used a job satisfaction questionnaire. Only 105 respondents can examine further from 150 Army Academic Staff in Jakarta and Surabaya. All of them have similar military rank. The variable tested is a positive attitude towards the task dimension, which can satisfy the personnel. The dimensions of task-positive attitude are the remuneration, the academic task itself, the promotion opportunities, the leaders and the co-workers. It is quantitative research without experimental designs. The research data were collected using questionnaires based on the literature review, which used to collect task-positive attitude among The Army Academic Staff. The research variables will be analyzed using the Rasch Model with the application of Winstep software version 3.73, including the validity and the reliability of the questionnaire items.

Rasch Model Analysis is a method that allows ordinal data from Likert Rating scales questionnaires to be converted into interval data (Miftahuddin, Hermanto, Raharja, & Chan, 2020). The Rasch model is the most appropriate method for quantitative analysis in the field of human sciences since the research instruments used will produce ordinal data. Rasch model analysis is based on the probability that allows respondents' responses to be accurately predicted on all items according to the measurement model. The Rasch Model changes the item scores measured on a Likert rating scale which is an ordinal data, into an interval scale called "unit of opportunity logarithms" (logit) (Miftahuddin et al., 2020).

The research instrument developed represents the task-positive attitude, which has six dimensions with thirty indicators. Those items are statements on the research instrument. Before collecting the data, the items on the research instruments were tested using Rasch Model Analysis with the application of Winstep software version 3.73. The first examination was the research instruments validity, and reliability tested—table 1 shows the reliability test results.

Table 1 Reliability Test of The Task-Positive Attitude Instrument

SUMMARY STATISTICS	PERSON		ITEM	
	Total Score	Measure	Total Score	Measure
Mean	83.7	1.96	230.1	0.00
Reliability	0.93		0.90	
Cronbach Alpha	0.94			

Source: Primary Research Data, 2019

Table 1 shows that the mean person measure is +1.96 logit. It shows the mean value of the respondents in the task-positive attitude instrument. Mean values greater than

0.00 logit means respondents tend to agree with most items in the task-positive attitude instrument. It implies that respondents have a positive attitude towards academic duty. The Alpha Cronbach of the instrument reliability as a whole is 0.94, meaning that there is excellent interaction between the items and the respondents' responses (Sumintono, 2014). Next, the person reliability is 0.93 implies the consistency of the respondents' answers is excellent, and the item reliability is 0.90, meaning that the research instrument's items are also exceptional. Both values mean that there is a firm consistency in respondents' responses, and the quality of the items is excellent to measure the task-positive attitude (Sumintono, 2014).

The next test is about the validity of the item of the research instruments. The research instrument was created based on the literature review. There are five dimensions of the task-positive attitude consist of thirty indicators. The task-positive attitude dimensions are payment (indicator P1 – P6), work (indicator W1 – W6), promotion (indicator PR1 – PR6), leader (indicator L1 – L6) and co-worker (indicator F1 – F6). The indicators are mentioned in Table 2.

Table 2 The Task-Positive Attitude Constructs and Items

Construct	Item	Code
PAY	The salary is following the workload.	P1
	The salary is following the responsibilities.	P2
	The payment system is clearly understood.	P3
	The information about the payment system is clear and complete.	P4
	The salary standard applies the same to all academic staff.	P5
	The salary received is following the contribution.	P6
WORK	Being an academic staff is a meaningful duty.	W1
	Academic duty gives a learning opportunity.	W2
	Academic duty gives responsibility in planning and carrying out the course.	W3
	Academic duty optimizes responsibility in the course development.	W4
	Academic duty gives feedback about the effectiveness of academic staff performance.	W5
	Academic duty gives the feedback from students about academic staff performance.	W6
PROMOTION	Being an academic staff is allowing improving military career in the Indonesian Army.	PR1
	Being an academic staff is allowing being promoted.	PR2
	The promotion is following the academic policy.	PR3
	The promotion opportunities are the same for all academic staff.	PR4
	The promotion is following academic duty.	PR5
	The promotion system is clear.	PR6

LEADER	The leaders care about academic staff.	L1
	The leaders are helpful.	L2
	The leaders are open to any feedback.	L3
	The leaders are friendly.	L4
	The leaders are appreciative.	L5
	The leaders are communicative.	L6
CO-WORKER	The fellow academic staff are friendly.	F1
	The fellow academic staff are helpful.	F2
	The fellow academic shares mutual support.	F3
	The fellow academic staff are cooperative.	F4
	The fellow academic gives teamwork spirit among the fellow academic staff.	F5
	The fellow academic staff are competent.	F6

Source: Literature Review, 2019

The research instrument was tested using MISFIT ITEM. The validity test results show that there are two items (PR4 and F5) that are outliers since the logit values are below 0.5 logit and above 1.5 logit (Sumintono, 2014); therefore, those items cannot be indicators in the research instrument, as presented in Table 3.

Table 3 Validity of The Task-Positive Attitude

Items	OUTFIT MNSQ (logit)								
P1	0.96	W1	1.13	PR1	0.90	L1	0.98	F1	0.71
P2	0.83	W2	1.03	PR2	0.80	L2	0.56	F2	0.65
P3	1.10	W3	0.58	PR3	0.79	L3	0.74	F3	0.70
P4	1.25	W4	0.65	PR4	1.76	L4	1.03	F4	0.94
P5	1.54	W5	0.85	PR5	1.54	L5	0.81	F5	0.39
P6	0.90	W6	0.47	PR6	0.83	L6	1.35	F6	0.82

Source: Primary Research Data, 2019

Another indicator of the validity and reliability of the research instrument is the unidimensionality Test. It measures a variety of research instrument items.

Table 4 Instrument Unidimensionality of The Task-Positive Attitude

Instrument Unidimensionality	Empirical
Raw Variance explained by measures	43.4%
Unexplained Variance in 1 st contrast	9.5%
Unexplained Variance in 2 nd contrast	7.0%
Unexplained Variance in 3 rd contrast	4.8%
Unexplained Variance in 4 th contrast	4.6%
Unexplained Variance in 5 th contrast	3.6%

Source: Primary Research Data, 2019

Table 4 show that raw variance data is 43.4%. It means that the research instrument can measure the research variable since it is higher than 20% (Sumintono, 2014). Moreover, the unexplained variance numbers are below 10%; it implies that there is less than 10% unexplained variance of the research instrument. In other words, the research instrument can measure the research variable with the various items (Sumintono, 2014). Another validity test for the research instrument is the Rating Scale. It is a test that carried out to examine the ranking of the selections used, which is confusing or not for the respondents.

Table 5 Rating Scale of The Task-Positive Attitude

Category Label	Score	Observed Average	Andrich Threshold
1	1	-2.07	None
2	2	-0.34	-3.93
3	3	1.96	-1.01
4	4	4.49	4.94

Source: Primary Research Data, 2019

Table 5 mentions that the average observation starts from logit -2.07 for the choice of score one (strongly disagree). The choice of rating two (disagree) is logit -0.34 then increases to the fourth choice (strongly agree) with logit 4.49. It implies that the respondents can choose the category in the research instrument with certainty, showing by the increasing logit values. The Andrich Threshold validates the choices category. The values of Andrich Threshold shows that it moves from none to positive value sequentially. It means that the options in the research instrument are valid for the respondents.

RESULTS AND DISCUSSIONS

The Rasch Model analysis explains that the most task-positive attitude indicator for the army academic staff is mutual support between the fellow academic staff. It infers that the team spirit (esprit de corps) of the army academic staff is strong. While

the least task-positive attitude indicator for the army academic staff is the information about the payment system is clear and complete. It implies that they are not satisfied with the information about the payment system, as shown in Table 6.

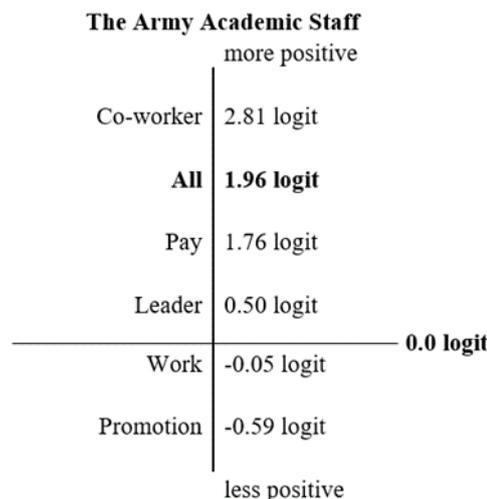
Table 6 The Most Positive to The Least Positive of The Task-Positive Attitude

Items	OUTFIT MNSQ (logit)						
P4	1.44	P3	0.54	L1	0.10	W2	-0.58
P5	1.44	W3	0.32	L6	0.10	L4	-0.73
PR3	1.24	W4	0.32	W1	0.03	F1	-1.04
PR2	1.03	PR6	0.32	L2	-0.05	F6	-1.20
PR1	0.82	W5	0.17	W6	-0.12	F2	-1.28
L5	0.75	P1	0.10	L3	-0.20	F4	-1.67
P6	0.61	PR5	0.10	P2	-0.43	F3	-2.14

Source: Primary Research Data, 2019

The information about the payment system can be the most unsatisfactory dimension because the payment system based on the common standard regardless of the duty territory, the military rank they belong or military tenure. All will be the same.

Another Rasch Model analysis examines the dimensions (see Figure1). It shows that the most positive attitude dimension of the army academic staff is co-workers with the highest logit score (2.81). It infers that the team spirit (esprit de corps) of the army academic staff is trustworthy. At the same time, the least positive attitude dimension of the army academic staff is the promotion. It implies that the army academic staff do not consider the academic duty will make them got a promotion after fulfilling the obligation.



A more in-depth Rasch Model Analysis is about the task-positive attitude dimensions and indicators. The Rasch Model Analysis on each dimension of the task-positive attitude indicators explains that the army academic staff is dissatisfied with the salary

standard since it applies the same to all academic staff. Meanwhile, they show a positive attitude to the salary accepted since they feel that the wage is following the responsibilities. For the work dimension, it shows that they feel dissatisfied with limited responsibility in developing academic duty. In contrast, they are satisfied with the academic task since they consider it as a learning opportunity. The promotion dimension explains that the army academic staff is dissatisfied with the promotion system since it is following the standard policy. However, they are satisfied with the clarity of the promotion system applied. The leader dimension shows that the Army's academic staff is dissatisfied with their leader from the appreciation point of view. They feel that the leader is not appreciative even though they are satisfied with the friendliness of the leader. And the last dimension of the task-positive attitude explains that the army academic staff is dissatisfied with the unfriendly colleague. Yet, they are satisfied with the teamwork spirit between the fellow academic staff. The dimension map of the task-positive attitude is presented in Figure 2.

	DIMENSION (logit)					
	PAY	WORK	PROMOTION	LEADER	COWORKER	ALL
Hardest ↓ INDIKATOR ↓ Easiest	P5 (1.78)	W4 (0.53)	PR3 (1.01)	L5 (1.56)	F1 (0.68)	P4 (1.44)
	P6 (0.74)	W3 (0.38)	PR2 (0.60)	L2 (0.30)	F6 (0.68)	P5 (1.44)
	P4 (0.66)	W5 (0.09)	PR1 (0.21)	L6 (-0.04)	F2 (0.34)	PR3 (1.24)
	P3 (-0.50)	W6 (-0.50)	PR4 (-0.17)	L1 (-0.26)	F4 (-0.33)	F2 (-1.28)
	P1 (-0.98)	W1 (-0.20)	PR5 (-0.83)	L3 (-0.38)	F3 (-0.69)	F4 (-1.67)
	P2 (-1.70)	W2 (-0.75)	PR6 (-0.83)	L4 (-1.19)	F5 (-0.69)	F3 (-2.14)

Figure 2 The Dimension Map of The Task-Positive Attitude

The research results support the scholars' opinions about co-workers who are involved in their work and their relationship. It shows that the most positive attitude dimension of the army academic staff is co-workers with the highest logit score (2.81). It infers that the team spirit (*esprit de corps*) of the army academic staff is trustworthy. The research results have a significant impact that can support the scholars' research and opinion about co-worker as the positive attitude dimension (Ridzuan et al., 2018).

The research results also found that the least positive attitude of the army academic staff is promotion. It has the lowest logit value (-0.59); in other words, the rise makes the army academic staff demotivation. It proves the scholars' opinions that explain promotion plays a crucial role in the academic staff's career and life, depending upon different working experience sides (Naveena & Geevarghese, 2019).

CONCLUSION

Job satisfaction defines as a pleasant or positive emotional state resulting from assessing one's achievements at work. Satisfaction with work is also a sign of how the academic staffs perceive their work, considering it through effectiveness, the opportunity to use their resources and abilities, and the feeling of fulfilment from the performed job. It is the main factor that has a significant contribution to job outcomes. The Indonesian National Army wants to have high-quality human resources to make a positive contribution to both planning and implementing the duties and responsibilities of the Army's tour-of-duty.

The research results show that the military institution has a specific method in developing the organization members. They are best in developing team spirit among the members. The Indonesian National Army also has some code of conduct that has

been internalized among members, such as Sapta Marga and The Soldiers' Vows. The results of the team-building development process have been successfully proven, based on the research results. The Rasch Model analysis shows that team-spirit among The Indonesian National Army members is very solid. The research dimensions and indicators are proofs how concrete their team-spirit wherever they fulfil their tour-of-duty. The least positive task-attitude is the promotion and the payment system. Based on the research results, the academic duty does not guarantee the rise of the military rank for the academic staff after they completed. Besides, they also feel that the payment system based on the standard policy seems unsatisfactory factor for them.

The promotion is the most challenging factor to agree with; therefore, the promotion system in The Indonesian National Army needs to be renewed. The promotion system should add the achievement factor on each military duties as an additional factor that can give extra value to the high achiever in each military duty. The standard army duties are operational, staffing duties and academic duties. The achievement factor divides into three categories. Those are high achiever army, medium achiever army and low achiever army. By adding the achievement factor, those who are a high achiever in academic duty will be motivated since they know that their contribution in the educational task can be an additional point for their next military rank promotion.

The Indonesian National Army should also develop the knowledge management behavior of the soldiers to make them realize that learning and development is a mechanism for creating and sharing knowledge, driving organizational change and renewal, and achieving strategic organizational goals. Learning and development also facilitate the acquisition of knowledge, skills, and experience through learning processes between individuals and groups, both structured and individual. Furthermore, The Indonesian National Army should make all the members realize that The Army Academic Institution is one of the learning organization where people continually expand their capacity to create new and expansive patterns of thinking.

This research results explain the promotion is the most concern motivational factor for the army academic staff. Hopefully, the research results could encourage The Army Human Resources Department to give added value to The Army Academic Staff when they fulfil their duties as academic staff with high achievement, especially in transferring knowledge, best practices and experiences. With more appreciation of academic responsibilities, the army academic staff will be more enthusiastic in completing their academic duties since it will add the points to their military career.

This research still has some limitations. For further study, it will be better to rearrange the research instruments with more items to measure each job satisfaction dimensions. It is also better to add more respondents to different military duties or other industry.

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