

JOB RESOURCE DEMAND FOR RESEARCH PERFORMANCE IN PRIVATE UNIVERSITY THROUGH WORK ENGAGEMENT

Silvy Sondari Gadzali¹, Yunizar²

¹Program Studi Manajemen, Universitas Subang, ²Program Studi Manajemen, Universitas Padjadjaran
¹silvysondari@unsub.ac.id, ²yunizar2017@unpad.ac.id

ABSTRACT -*The social role of lecturers as a part of the intellectual community is by doing research. This is questionable due to the low research results that show competence and work engagement in the novelty of science. The ability to understand paradigms, methodologies, and violations of a psychological breach in private tertiary institutions as an important aspect that has not received much attention. The research objective is to obtain an explanation of the ability and PCF (psychological contract fulfillment) as an antecedent for work engagement among lecturers for extra-role performance in the form of social identity theory. An explanatory survey of university permanent lecturers conducted in Kopertis IV (Coordinator of Private Universities, area IV, West Java and Banten province, Indonesia) with covariant-based SEM (Structural Equal Modeling). The analysis shows the importance of work engagement to support the social role of lecturers for the expansion and development of knowledge. Work engagement based on ability and psychological contract fulfillment have a significant influence on the extra-role of lecturers. The practical implication is to optimize the governance function of human resources (HR) to optimize abilities and encourage companies to build long-term orientation with lecturers to fulfill psychological bonds with lecturers.*

Keywords: Ability, Psychological contract fulfillment, Work engagement, lecturer, Private University

INTRODUCTION

The weak contribution of research in higher education as one of the problems faced by private universities in Indonesia. The ability to conduct researchers as the main issue that causes these problems are difficult to solve. Also, the support system for research in PTS related to HR (human resources) is still weak, especially methodological abilities in research. Lecturers'

research results are still low (Winarno (2018). Government policy by increasing budget allocations for research has not been responded positively to research results in both quantity and quality. Competition encourages increased government incentives for higher education (Kuzhabekova et al., 2015) Taylor and Cantwell (2014) suggest the existence of the mobility of resources, ideas, and cultural practices for research Various attempts were made to optimize research to encourage positive changes through science, including encouraging the quality of lecturers as one of the main actors in research.

The demand for lecturers' role as an intellectual group is getting higher. The lecturers as part of universities contribute to the development of science through research they conducted in their expertise. Position of tertiary research as a strategic issue for college (Kuzhabekova and Lee, 2017). The government, in middle-income countries, focuses on strengthening university research.

IAU (International Association of Universities, 2015) suggests the importance of higher education as one of the catalysts in accelerating ASEAN economic, political and socio-cultural development agendas. Kohoutek et al., (2017) confirm the contribution of higher education institutions (HEIs) to regional

development. Judson et al. (2019) propose formal expectations in research. Scientific research on university reputation and the influence of universities in the world (Bak & Kim, 2015). Research as the cornerstone of economic growth (Ruiz 2018). It is necessary to notice the economic and social scope in research (Zhang and Worthington, 2017).

One contribution of tertiary institutions is through research conducted by lecturers. Ghasemy et al. (2015) suggested the contribution of higher education to the community through staff performance. Sukirno and Sienthai (2010) suggested the role of lecturers in universities both for institutions and adequate output. The fact according to Nguyen (2016) is that human resource management policies do not effectively promote research. Increasing the capacity of HR governance as a key to encourages the research. Markom et al., (2012) highlight the problem of research time allocation for lecturers. Davies (2008) stated the importance of the support of senior researchers as colleagues in research. Tsikerdekisa and Yu (2017) offer intra-institutional collaboration to encourage research. Benneworth et al., (2017) describe regional collaboration for research. Yonezawa (2015) describes the international academic community for research. Tsikerdeki and Yu (2017) suggest experiences and behaviors as sources of predictors of research performance. Experience is a resource for performance. Johnson and Muse (2017) suggest the ability of self to analyze as an important aspect of research.

Support as a social resource for research obtained by someone in their work. Webber (2018) suggests the design of support for research through technology to increase the capacity of institutions in research. Hill and Haigh (2011) suggested capability in research, Griffioen (2018) highlighted the problem of lecturer profiles in research. Bramblett and Michelle Broderick (2018) focus on professional development for research. Zhang et al. (2017) highlighted resources in research.

Various explanations were put forward about the research performance of lecturers in tertiary institutions at the individual, organizational and government policy levels. Private tertiary institutions have quite complex problems related to research, especially at the organizational level related to the functions of governance of human resources (HR) as well as individual aspects of self-capacity in conducting research. The interaction between lecturers and universities both transactional and relational has a relationship with the research performance of the lecturers. Individual performance has not yet focused on increasing individual research capacity.

The performance of lecturers in the organization is an individual performance. In the midst of the limitations possessed by private tertiary institutions, especially in terms of budget, lecturers are demanded to be able to optimize existing resources creatively. Cambel (1990, 1993) suggested there are specific components related to work as a measure of performance and there is non-work measurement. Drucker (1985)

suggested as the output of work-related problems, discrepancies, discontinuities, and emerging trends. Kanter's (1988) put forward a general concept of innovation in organizations that are the basis for developing innovation performance. Janssen's (2000, 2001) intensive deliberate creation, introduction, and application of new ideas in work, group or organizational roles, to benefit from the performance, group, or idea making role, promotion of ideas, and idea realization. In the world of education, the demands of innovation are not just cognitive aspects, including expressing ideas in research. Innovation has broad relations related to the role of lecturers in the development of knowledge and access to knowledge. The lecturers teach more than doing research and presenting in class.

Material and final causes and conditions that affect performance need to be explained in the context of the lecturer position as an effort to build the capacity of lecturers in research. An explanation of the extra role of lecturers for research is needed as an effort to develop a clearer framework on the human resources (HR) governance function.

Research requires the full involvement of lecturers. Research activities require the awareness of lecturers who are supported by organizational support and the capacity to conduct research. The results of the study serve as a framework for understanding the role of lecturers in tertiary institutions and changes in the research governance system based on the perspective of human resources and individual management functions. The research objective is to obtain an

explanation of the effect: 1) psychological contract fulfillment on work engagement, 2) Ability of work engagement, 3) psychological contract fulfillment on lecturer research performance, 4) Ability on lecturer research performance, 5) influence of work engagement on lecturer research performance.

LITERATURE REVIEW

Job performance

The output of individual behavior in organizations determines organizational achievement. Van Yperen (2004) defines job performance as consisting of two fundamentally different aspects, namely, organizational mandated performance and more spontaneous innovative work behavior. Ivanovic (2006) suggests performance as task performance. Si and Wei (2012), Zhang, Chen, and Sun (2015) express their opinions based on Scott and Bruce (1994) as a mixture of activities required for the approval process which varies greatly from stage to stage. Robin and Judge (2017) explain the dimensions of work consisting of tasks, citizenship, and counter productivity in work.

Innovation as one of the demands in the work. Innovative performance in education. Demands for more innovative results at work as well as the challenges of change require extra roles. Ideas, idea implementation and evaluation of ideas as part of the performance. Kanter's (1988), West and Farr (1989), developed the idea of innovation performance based on Drucker (1985). Alghamdi (2018), explained the

importance of employee skills in designing work behavior for innovative results.

Extra role performance is needed in realizing organizational performance. Goodman and Svyantek (1999), Borman and Motowidlo, (1997) define as a catalyst for task and process activities. Contextual activities include voluntary activities that are not officially part of the job, helping and cooperating with others in the organization to complete tasks. Parker et al. (2006). Contextual performance is going beyond assigned tasks, developing their own goals, and adopting long-term perspectives to prevent problems. Pradhan et al (2018) refers to Motowidlo and Van Scotter (1994), Motowidlo and Schmit, 1999 regarding concepts and indicators of contextual performance. Ingusci et al., (2019) contextual performance is behavior helping the organizational, social and psychological environment in which the technical core must function. Opinions about performance focus on innovation power and extra-role while still referring to several standards or procedures that are set to complete the work.

Work Engagement

Work engagement is one focus of the attention of experts. Kahn (1990) defines work engagement as an effort by employees to carry out work duties and responsibilities using self-expression, cognitive and emotion. Some terms include job engagement, employee engagement, and work engagement. All three terms have the same basic understanding. Schaufeli et al. (2002), Ghorbannejad and Esakhani (2013) suggested that employee engagement and work engagement

have the same characteristics and forming aspects. Bakker and Demerouti (2008) explain that the main movers in work are work and personal resources. Employment resources are physical, social, or organizational aspects of work such as social support from colleagues and supervisors, supervision, performance feedback, skill variations, autonomy, and learning opportunities. Schaufeli and Bakker (2004) defines work engagement as a condition where a person has a positive mind so that he is able to express himself both physically, cognitively and affective in doing his work. Soares and Mosquera (2019) define work engagement as a positive, satisfying, work-related condition of mind. Work engagement describes how the physical and psychological conditions of employees in doing work. Mora et al., (2017) suggested the importance of social involvement for universities. This shows the concept of work engagement is developing and broader. The lecturers as part of the university system have an ethical obligation to fulfill the social work engagement.

Ability

Ability determines the results of the work. In the midst of increasing work skills and changing demands on work among employees, the abilities needed become increasingly complex. Ability means the capacity of an individual to perform various tasks in a job (Robbins and Judge, 2017). Intellectual ability is the ability needed to perform various mental activities (thinking, reasoning, and problem-solving). Physical ability is the ability to perform tasks that require stamina, strength, and similar

characteristics. Pandey (2018) stated the physical needs to carry out the work.

Related to the role of lecturers, Zagzebski (2008) argues about normative claims about the knowledge that presupposes the intellectual suitability of skills, namely verbal skills, perceptual, logical acumen, explanatory skills, mathematics, and quantitative and mechanical reasoning. Intellectual skills have moral implications. Therefore lecturers are required to be able to show virtue as a characteristic that distinguishes their ability in the development of science. Intellectual virtue includes 1) the ability to recognize facts that stand out and are sensitive to details; 2) open-mindedness in gathering and estimating evidence; 3) fair in assessing the arguments of other parties; 4) has intellectual humility; 5) intellectual perseverance, tenacious, caring, and comprehensive in making views; 6) has intellectual adaptability; 7) able to think about coherent explanations about facts; 8) able to recognize reliable authority; 9) able to give insight to people, problems, and theories; and 10) teach virtue, be communicative, including the recognition of listeners and how they respond (Zagzebski, 1996).

Psychological Contract Fulfillment

Individual perceptions about fulfilling obligations by companies are not only transactional in nature. Fulfillment is relational. Schaufeli, (2002) defines engagement as a state of mind associated with positive, satisfying work that is characterized by vigor, dedication, and absorption. Perceptions of social exchange relationships form obligations that form

psychological contracts based on promises from companies. In the management of human resources in organizations, Blomme, Rheede, and Tromp (2010) suggest that psychological contracts develop through the process of interaction between employees and employers, which come into force during recruitment but can be influenced by some other human resource practices such as performance evaluation, compensation, and training. Blomme et al. (2010) define the psychological contract as a result of the process of interaction between employees and employers. Lub et al., (2011) stated as employee beliefs about the mutual obligations between employees and organizations, employees have certain beliefs about what employees must offer, and what should be offered in return. Bal et al. (2013) argued that the views originating from the ethical concept explained that the nature of the obligation of the psychological contract was far stronger than the generic perception of social. The source of the value of individual obligations for psychological contract fulfillment is based on moral ideas. Chen and Linn (2014) Psychological contract defines employees' perceptions and anticipations about their responsibilities in work exchange relationships with companies. Behery et al. (2016) suggested a psychological contract is a set of promises or obligations that can be enforced legally between employers and employees. Denheuevel et al. (2017) explains that psychological contract fulfillment as an affective, behavioral and cognitive response to organizational change. The assumptions of the Psychological Contract theory according to

Knapp & Masterson (2017) are: (1) a variety of different psychological contracts with different parties on individuals, (2) psychological contracts as beliefs, (3) exchange of values, (4) psychological contract is considered as a promise, and (5) provisions that guide attitudes and behavior.

Hypothesis Development

Psychological contract fulfillment is different from official contracts, written, but it is very real for employees. Violations of Psychological contract fulfillment lead to the emergence of negative responses from employees, including reduced involvement in work. The lecturers began to give limits on employee contributions. Some specifications of job content, promotion opportunities, salary, job descriptions and family work balance that are not fulfilled make psychological contract fulfillment unfulfilled as stated by Blomme et al. (2010) influencing employees' efforts to carry out work duties and responsibilities by using expressions self, cognitive and emotions. Psychological contract fulfillment that is not fulfilled causes the employee to limit the form of involvement in achieving organizational goals. Rational psychological experience and mediated by individual perceptions determine employee involvement in work. Bakker and Demerouti (2008) explain that the main movers in work are job resources and personal resources. Rousseau (1995) explains that employees who think employers can fulfill their areas of obligation are more likely to be involved in work. The evaluation of psychological contracts that favor

causes employees to become more involved in work and more motivated to contribute to organizational effectiveness (Bal, de Lange, Jansen and van der Velde, 2008; Zhao, 2007).

Ha1: Psychological contract fulfillment has a positive influence on work engagement

One of the resources to support personal involvement is ability. Baker et al. (2018) suggested that the majority of studies that adopted approaches between individuals showed that there were differences in the average level of work engagement between individuals as a function of work conditions, personal characteristics, and behavioral strategies. Internal power in the form of confidence, internal/mental capacity) determines employee involvement in work.

Ha2: Ability has a positive influence on work engagement

From the perspective of social identity, lecturers who have high performance are identified as employees who have the ability to play a role as a part of the organization. Turnley et al., (2003) describe employees who consider that an organization is able to provide more than promised or agreed to give and can feel a positive imbalance in social exchange agreements that tend to result in the expansion or strengthening of social exchange relationships. Employees respond to Psychological contract fulfillment by staying and working (Kiazad et al., 2019). Ahmad et al. (2018) explained the influence of psychological contract fulfillment on extra-role behaviors.

Ha3: Psychological contract fulfillment has a positive influence on job performance

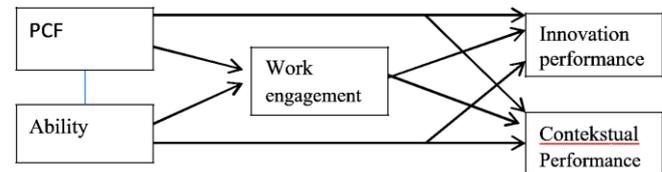
Success in carrying out a number of studies requires intellectual and physical abilities. The lecturers who are able to carry out a number of research activities have physical performance including physical abilities according to empirical conditions namely readiness to conduct field surveys, the ability of stamina to conduct the research, the skills to use computers to search journal providers sites. Hunter (1986), Kolz et al. (1998), Schmidt (2002) suggested the importance of cognitive skills used in daily work. Pandey (2018) argues based on the Job demand resources model theory that physical and cognitive abilities determine performance. Physical aspects, needed for organizing work or as job demand according to (Bakker and Demerouti, 2007). According to the job demand resources model, involvement comes from meeting work and resource needs. Uppal et al. (2014) put forward physical as a necessity for the implementation of contextual work. Physiological aspects such as discomfort and work fatigue caused by physical that less affect performance.

Ha4: Ability has a positive influence on job performance

The involvement of emotions, thoughts, and behavior in carrying out work will produce optimal performance. Bakker and Albrecht (2018) stated the position of work engagement for an organizational, group and individual outcomes. Strong dedication to work shows better performance (Christian et al., 2011). Guan and Frenkel (2018) place work engagement as a performance predictor.

Ha5: Work engagement has a positive influence on job performance.

The relationship construction of the research variables is described as follows:



RESEARCH METHODOLOGY

This study used explanatory survey method, to obtain a general description of the variables and obtain an explanation of antecedent job performance. The study population was lecturers in the PTS management study program with permanent employees. The number of samples refers to Hair et al. (2014) according to the number of indicators in the study of 240 lecturers. The stages of structural equation modeling refer to Bollen and Long, 1993, namely: 1. Model Specifications; 2. Model Identification; 3. Estimation; 4. Match Test; 5. Re-specification or model re-specification.

Measurement

Innovation performance refers to the concepts put forward by Drucker 1985, Kanter's (1988), Alghamdi 2018, namely 1) coming up with new ideas; 2) work to implement new ideas; 3) Find a better way to do things; 4) Creating better processes and routines (Welbourne, 1998). While contextual performance was adapted from Pradhan et al (2018) referring to Motowidlo and Van Scotter (1994), and Motowidlo and Schmit, (1999).

Work Engagement

The measurement of work engagement is vigor, dedication, and absorption (Schaufeli and Bakker, 2004) with 17 item scales such as: “Time flies when I’m working, my work inspires me, and it’s hard to get away from my work.”

Ability

Abilities are grouped into intellectual abilities and physical abilities. Both support the work as a researcher. Indicators of intellectual ability and ability were adapted from Zagzebski (1996, 2008), namely examples of verbal skills, perceptual, logical acumen, explanatory skills, mathematics and reasoning skills, quantitative and mechanical skills while for physical abilities adapted from Robbins and Judge (2017) physical ability according to empirical conditions, namely readiness to conduct field surveys, the ability of stamina to conduct the research.

Psychological Contract Fulfillment

Referring to Rousseau (1995), Dabos and Rousseau (1998, 2004) are indicated by job content development, job security, intra-organizational, mobilization of autonomy work and family conflict, atmosphere, salary-related performance, clear assignment, wider career promotion.

Data dissemination was done manually as many as 300 lecturers on the grounds of extreme and incomplete data. The results of the analysis of the data showed that 280 data were complete, 18 outlier data and 240 were taken

randomly by first minimizing extreme data through the SPSS 23 Amos graphics program

RESULTS AND DISCUSSION

Based on the results of the descriptive analysis of data obtained an overview of the characteristics of PTS lecturers, as follows:

Table 1 Demographic Characteristics of Respondents

Sex	Age (Years)		Experience (Years)		F	%		
	F	%	F	%				
Male	118	49%	20-25	2	1%	<1	18	7.5%
Female	122	51%	26-30	16	7%	2 <3	30	12.5%
Education			31-35	43	18%	3 - 5 years	55	22.9%
Diploma IV/S1	8	3%	36-40	73	30%	5 - 10 years	80	33.3%
S2	211	88%	40 >	106	44%	>10 years	57	24%
S3	21	9%						

The results of a descriptive study of the variable description indicate that each variable tends to be in the level of lack. Contextual performance as an extra role for employees in working as an output of the transactional system. Turnover is low and the level of turnover intention is in the medium category. The intention to leave the organization for the next 3 years arises with a variety of considerations mainly relating to company violations and open opportunities elsewhere in the same field.

The Validity and Reliability Test

The validity and reliability are the two main criteria used in SEM. The validity criteria was assessed using Confirmatory Factor Analysis (CFA). The reliability was assessed using Construct Reliability (CR) and Variance Extracted (VE). The result of validity and reliability can be seen at table2.

Tabel 2. Construct reliability and validity analysis

Variable	Dimension	Loading Factor
PCF	Job Content	0.747
	Development	0.791
	Job security	0.76
	Intra Org Mob	0.77
	Autonomy	0.783
	Work and Family	0.788
	Atmosphere	0.725
	Salary	0.819
	Performance related	0.798
	Clear Assignment	0.796
Wider Promo	0.748	
Ability	Verbal Skills	0.835
	Perceptual Sharpness	0.884
	Logical	0.797
	Skills to Explain	0.874
	Mathematics	0.698
	Quantitative Reasoning	0.75
	Mechanical	0.744
Work	Readiness to Conduct Field Surveys	0.729
	Stamina to Conduct the Research	0.662
	Energized	0.61
Engagement	Want to work fast	0.563
	Work as a challenge	0.816
	Inspiration	0.761
	Enthusiastic	0.767
	Pride	0.736
	Mean	0.779
	Wander	0.793
Difficult to separate	0.727	
Innovation	Come up with new ideas.	0.92
	Work to implement new ideas.	0.954
	Find a better way to do things	0.931
	Creating better processes and routines	0.711
Contextual Performance	Extra responsibility	0.822
	Initiative to start a new task	0.888
	Accept additional assignments	0.72
	Update the knowledge	0.861
	Skill Update	0.867
	Continue to look for challenges	0.864
Active participation of Additional work	0.832	

The results of the analysis in table 2 show that validity and a reliability test for each factor were construct. The loading factor were constructs and analyzed above 0.7 which consider is valid except the indicator on the actual turnover that employees will leave before 3 months. Therefore, all constructs are valid and reliable (Hair et al., 2014). The psychological contract fulfillment indicator has a value of Average Variance Extracted 0.6, Composite Reliability Coefficient 0.964. The ability has an AVE value of 0.61 with a CR of 0.96. The AVE value of work engagement is 0.54, with a Composite Reliability

Coefficient of 0.95 meaning that the estimation using a composite reliability coefficient results in a reliability value of 0.95. The value of AVE innovation performance is 0.7, with a CR of 0.947. The value of Average Variance Extracted contextual performance is 0.702, meaning that on average 59% of the information contained in each indicator can reflect through the latent variable contextual performance with CR 0.96. The average level of PCF, Ability, Work Engagement is in the category of less than 3.39 while the innovative performance is in the category of less with an average of 3.28 on a scale of 1 to 5. The contextual Performance score is at a level less with a score of 3.12.

Goodness-Of-Fit (GOF)

Goodness-of-fit indicates how well the specified model reproduces the observed covariance matrix among indicator (Hair et al., 2014). The result of GOF can be seen at Table 3.

Table 3 Evaluation to structural model fit index

Goodness-of-Fit	Cut-off-Value	Result	Decision
<i>Absolute Fit Measures</i>			
GFI(Goodness of Fit Index)	$\geq 0,90$	0,595	Marginal Fit
RMSEA(Root Mean Square Error Ap)	$\leq 0,08$	0,111	Marginal Fit
SRMR (Standar. Root Mean Sq. Resid)	$\leq 0,05$	0,044	Good Fit
<i>Incremental Fit Measures</i>			
NFI (Normed Fit Index)	$\geq 0,90$	0,792	Marginal Fit
CFI (Comparative Fit Index)	$\geq 0,90$	0,759	Marginal
IFI (Incremental Fit Index)	$\geq 0,90$	0,761	Marginal
RFI (Relative Fit Index)	$\geq 0,90$	0,683	Marginal
<i>Parsimony Fit Indices</i>			
AGFI (Adjusted GFI)	$\geq 0,90$	0,546	Marginal Fit
PGFI (Parsimonious GFI)	$\geq 0,50$	0,530	Good Fit
PNFI (Parsimonious NFI)	$\geq 0,50$	0,659	Good Fit

GOF estimation results consist of categories of good fit, marginal fit, and bad. Based on the results of GOF testing, there are several criteria that have not yet been met. Improved model better. The model has not shown good confirmation based on indicators and causality relationships between factors. Researchers make improvements to the model by removing a number of samples that are

rated outliers. The results of the improvement show its compatibility with observation.

Full Model

After testing the measurement model and testing the structural equation model that fits in its entirety, the next step is to test the relationship between constructs that are constructed according to the proposed hypothesis. The results are as follows

Table 4. The result of structural model parameter estimation

Path	Standardized
PCF → WE	0.761
PCF → Innovation Performance	-0.145
PCF → Contextual performance	0.115
Ability → WE	0.162
Ability → Innovation Performance	0.32
Ability → Contextual performance	0.250
WE → Innovation Performance	0.594
WE → Contextual performance	0.367

Referring to the research results, it is obtained that the position of psychological contract fulfillment is dominant towards work engagement. An estimated value of 0.761 means that 58% of work engagement can be explained by changes in psychological contract fulfillment. The higher the PCF, the lower the work engagement. Directly psychological contract fulfillment has a negative effect on Innovation performance of 2.1%. The influence of psychological contract fulfillment on contextual performance is 1.3%. The effect of ability on work engagement is 2.6%.

The effect of ability on innovation is 10.2%, 6.3% for contextual performance. The importance of work engagement can be seen from the work engagement function as a mediator for the influence of psychological contract fulfillment and ability on performance which is 35.3% to innovation and 13.5% to contextual performance.

To optimize performance, educational institutions need to control and manage the work engagement through the variables that influence it. Bakker and Albrecht, S. (2018) put forward work engagement for the organizational, group and individual outcomes. In line with Rousseau, (1995) and Bal, et al., 2008; Zhao, 2007) which explains that employees who think the employer can fulfill their area of obligation are more likely to be involved in work. Institutions need to improve the ability to predictabilities for work engagement and performance. The level of ability in understanding research is in the category of inadequate and tends to be homogeneous. Efforts to increase influence can be done through sharing experiences or encouraging lecturers' ability to collaborate in research with interdisciplinary approaches and between communities to strengthen understanding of the epistemology of science.

Lecturers have a strategic role in the development of science, including how the development of research traditions. The social role that has implications for moral aspects as an agent of scientific change can be realized by optimizing the functions of governance of human resources that encourage work engagement. Involvement as a control for universities to identify innovative and contextual performance and understand how variables influence it. Knowledge of the variables that affect work engagement is integrated into the human resources governance system. Governance functions Human resources focus on efforts to adjust the work context of lecturers, especially for lecturers in positions, career development

including functional career development. Higher education optimizes the intra organizational mobilization function to encourage involvement and build an effective work environment and wider promotion for lecturers. The work atmosphere is built on concern for the welfare of lecturers. Higher education fosters confidence in the ability to meet PCF which will produce reciprocity in the form of involvement and performance. Lub et al., (2011) psychological contract fulfillment as an employee's beliefs about mutual obligations.

In line with Knapp and Masterson (2015) regarding assumptions in psychological contracts, tertiary institutions through the HR management system optimize how the system design is based on these assumptions. The implementation of the system design is done to encourage an increase in the involvement of lecturers in innovative research. The design of the system is based on the assumptions inherent in the lecturer, namely as a learner. Research not only shows how relations and transactions of lecturers with tertiary institutions. Research is a process for lecturers to foster a culture of lifelong learning and their dedication to the world of education. Therefore, PCF was organized based on the assumption of social exchange, investment, and learning.

Research is not only a function of tertiary education. Research is not only seen as an effort to achieve the status of certain knowledge but as a realization of the lecturer's function as an agent of moral knowledge. Research contains a charge. Lecturers have the responsibility to improve their ability to research. Zagzebski (2008) is very clear

that epistemology makes normative claims about knowledge. It was emphasized that intellectual virtues that enhance epistemic confidence also presuppose feasibility in research. The ability to recognize facts that stand out and are sensitive to weak details will reduce the degree of intellectual virtue that is the value and purpose of research. The openness of mind in gathering and estimating evidence is more reliable and valid. Intellectual perseverance and overall ability in research require an HR governance system that is developed in the research objectives.

Lecturer abilities in research not only have social functions but have moral implications. Therefore, psychological contract fulfillment as a variable that drives work engagement for lecturer performance is a university commitment. Lecturers' perceptions about the ability of universities to meet both explicit and implicit obligations determine the continuation of the governance system to encourage performance. In terms of ability, lecturers need to be fostered and directed for improvement and development, especially in theories of science and epistemology, including aspects of values. The task as an educator and instructor is not enough without the extra role for the expansion and development of science. Lecturers apply lifelong learning to support abilities. An important aspect that is overlooked is the moral implications of intellectual ability. Research is not only about right and wrong from a certain perspective. Research is a process of reflection on the function of lecturers as agents of knowledge. The results of the study are not just efforts to expand the scope

and level of precision of a theory. Research as an effort to foster dialogue. Lecturers as personal agents are required to have creative cognitive awareness to capture and explain reality and problem solving through novelty offered with a deeper understanding. Involvement does not mean that a lecturer is on campus to complete his work, especially research. More involvement in the interaction of lecturers in research work in accordance with the field of science in depth. Research activities are carried out on an ongoing basis until the research produces novelty that can help explain the phenomenon for the better. Strong dedication to work shows better performance (Christian et al., 2011). Guan and Frenkel (2018) put work engagement as a predictor of performance. Efforts to optimize the function of psychological contract fulfillment, ability, and work engagement are in line with the concepts put forward by Technology (Webber, 2018). Profile of lecturers (Griffioen, 2018), Bramblett and Michelle Broderick (2018). This shows the need for orientation following the aim of increasing psychological contract fulfillment and ability to encourage the work engagement in the human resources governance system. Limited resources are managed effectively to generate involvement in research to produce practical ideas in research including the matter of data collection, analysis, and scope of research with themes that intersect with teaching and community service.

Research Limitations

The study was conducted with respondents who were on campus. It is possible that respondents are not representative of the

population. Besides, research coverage is more focused on private tertiary institutions in the vicinity of urban areas.

CONCLUSION

Psychological contract fulfillment influences the performance of both innovation and contextual performance both directly and indirectly. The work engagement function as a significant partial mediation to optimize the psychological contract fulfillment function in driving performance. The practical implication is to optimize the HR governance function to optimize ability and encourage companies to build long-term orientation with lecturers to fulfill psychological bonds with lecturers.

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