

## **Psychological Well-Being Differences Between PNS Lecturers And Non-PNS Lecturers At UIN Raden Fatah Palembang**

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### **Abstract**

There are two permanent lecturers at UIN Raden Fatah Palembang, namely PNS (Civil Servant) and Non-PNS (Non-Civil Servant) lecturers, but for Non-PNS lecturers there are differences in treatment and legal uncertainty in that status. This study focuses on knowing the differences in psychological well-being between PNS and Non-PNS lecturers at UIN Raden Fatah Palembang. This research is a comparative quantitative study. From 25% of the population the number of research subjects is 125 people (81 PNS lecturers and 44 Non-PNS lecturers). The measuring tool uses for the dimensions of psychological well-being is a modified scale and adapted from Ryff and Keyes (1995). The data analysis method used was the Independent Sample t-test using SPSS 24.0. The result of hypothesis test shows a significance value that states  $H_a$  is accepted and  $H_0$  is rejected. In conclusion, there is a significant difference between the psychological well-being of PNS lecturers and non-PNS lecturers at UIN Raden Fatah. The mean variant of Non-PNS lecturers is also smaller, meaning that the psychological well-being of PNS lecturers is higher than Non-PNS lecturers.

**Keywords:** PNS Lecturers, Non-PNS Lecturers, Psychological Well-Being

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### **Introduction**

UIN Raden Fatah Palembang is the only State Islamic University in Palembang with a global vision is to become a university with international standards, national insight, and Islamic character. In PMA NO.62 of 2015 which contains the Statute of UIN Raden Fatah Palembang, lecturers are professional educators and are also scientists with the main task of transforming, developing and disseminating science and technology through the tridarma of higher education, that are the fields of education, research, and community service (Statuta Universitas Islam Negeri Raden Fatah Palembang, 2015).

UIN Raden Fatah has two employment statuses, which include permanent lecturers divided to PNS Lecturers and Non-PNS Lecturers. PNS lecturers are civil servants who work as lecturers at State Universities

while non-PNS lecturers are non-civil servants who are appointed at State Universities by fulfilling the requirements regulated by the government (Statuta Universitas Islam Negeri Raden Fatah Palembang, 2015)

PNS lecturers and non-PNS lecturers actually have the same qualifications and competencies. PNS lecturers have the same functions, obligations, and responsibilities as non-PNS lecturers in the provisions of laws and regulations. The function of educating, teaching load for lecturers, and guiding theses for both PNS and Non-PNS lecturers are also the same. Non-PNS Lecturers also receive academic position allowances, performance allowances, professional allowances outside of salary, but this is different at UIN Raden Fatah Palembang.

Although the Non-PNS have the status of permanent lecturers, non-PNS lecturers have contract agreements for at least two years and can be extended as needed based on performance assessments. Performance appraisal is carried out annually based on work agreements and laws and regulations. In the statute of UIN Raden Fatah in the eighth section related to manpower article 63, the mention of Non-PNS lecturers is not clearly facilitated in the statute that only clear for civil servants, government employees with work agreement (PPPK), and non-permanent employees.

This is shows the application of technical implementation of Non-PNS lecturers in the field is not optimal. Researchers interviewed the staffing department of UIN Raden Fatah and several lecturers, both PNS and Non-PNS. The difference that is clearly different is in terms of income.

Psychological well-being is a condition for a person to reach their full potential. A person who is psychologically prosperous is able to actualize his potential so that he can fully function when facing all the events in his life (Ryff, 1995). Individuals with high psychological well-being will experience feelings of ability, are satisfied with life, have feelings of happiness and get support (Amichai-Hamburger & Barak, 2009).

Psychological well-being in the workplace is important in shaping behavior and circumstances in the work environment. Psychological well-being at work is considered the level of psychological feelings and goals that a person feels while at work (Robertson et al., 2012). Well-being is a condition in which a person has positive energy, feels involved, enjoys work activities and lasts a long time in his job (Gerungan, 2009).

Psychological studies of psychological well-being are described in surah al-Qashash: 77 as follows:

Meaning: *“Rather, seek the ‘reward’ of the Hereafter by means of what Allah has granted you, without forgetting your share of this world. And be good ‘to others’ as Allah has been good to you. Do not seek to spread corruption in the land, for Allah certainly does not like the corruptors.”*

The verse above describes psychological well-being as a condition of a person that shows life satisfaction, feelings of happiness, and the absence of depression symptoms. A research results showed a positive relationship between psychological well-being and employee performance (Tommy & Sumatera Suyasa, 2007).

The level of psychological well-being indirectly affects company profits. In order to be optimal in working, someone needs comfort, when the conditions of the work environment are met, the effect on the individual can create enthusiasm, calmness, a feeling of comfort at work, which in turn forms a loyal attitude of workers to the workplace. The impact is organizationally, this is beneficial because of the increasing income and the creation of psychological well-being in the workplace (Hasibuan, 2009).

PNS lecturers are lecturers who have a clear status under the law, but this is different to non-PNS lecturers. Even though the obligations of Non-PNS Lecturers are the same as PNS Lecturers. In addition to earning a salary and income, non-PNS lecturers also have the right to receive academic position allowances, professional allowances, and other benefits.

However, this has not been the case at UIN Raden Fatah Palembang. From the preliminary data, the researcher find out that there is a disparity in treatment between PNS

and Non-PNS lecturers such as the complaints and criticisms from non-PNS lecturers regarding unclear work contracts, unclear academic promotion, unclear certification, no pension guarantee, no food allowance, no money remuneration, and a salary that is still below the regional minimum wage.

Meanwhile, non-PNS lecturers are still required to carry out the tridharma of higher education to the maximum, report on lecturer workload, attend full-day, are obliged to assist faculty activities and study programs etc. Reports on lecturer activities in carrying out tridharma tertiary activities are referred to as Lecturer Workload Reports (BKD). This report consists of the fields of teaching education, research, community service, and other supporting activities. In fact, lecturers workload reports must only be submitted by lecturers who already have an educator certificate with the consequence of certification fee.

From all the explanation above, the assumption arises that there is a social gap or different treatment between PNS lecturers and non-PNS lecturers which makes a difference in their psychological well-being. The focus of the problem under study based on this background is formulated as follows: 1) What is the level of psychological well-being between PNS lecturers and non-PNS lecturers at UIN Raden Fatah Palembang ? 2) Are there differences in psychological well-being between PNS lecturers and non-PNS lecturers at UIN Raden Fatah Palembang ?.

### **Research Method**

This research is a comparative quantitative research. The hypothesis in this study is that there is a difference in the level of psychological well-being between PNS and Non-PNS lecturers at UIN Raden Fatah Palembang. The variable in this study is psychological well-being. The operational definition of the psychological well-being

variable is the realization of a person's potential achievement when he can accept his weaknesses and strengths, be independent, can positively foster relationships with others, can control and modify the environment so that it is in sync with his desires, has a purpose in life, and can develop his personality. Meanwhile, the status of the work association is a characteristic or division of two subject groups, namely PNS and Non-PNS who work as lecturers at UIN Raden Fatah Palembang.

The research population consisted of 498 permanent lecturers of UIN Raden Fatah Palembang with the status of PNS and Non PNS, consisting of 323 PNS and 175 non-PNS. The sample size used is if the population is  $\leq 100$ , all of them are taken, but when the population is  $\geq 100$ , 10% - 15% or 20% - 25% or more can be taken (Arikunto, 2010). Researchers determined a sample of 25% of the population. The total population of UIN Raden Fatah lecturers was 498 people, the sample used was 125 people, so that the research sample of 25% of the population consisted of 81 PNS lecturers and 44 Non-PNS lecturers.

The data collection method uses Likert scale which consists of favorable and unfavorable statements. The scale used is a modification and adaptation by researchers from 42 items of psychological well-being scale from Ryff and Keyes (1995) which are arranged based on six multidimensional dimensions of psychological well-being. There are several stages of review conducted by researchers, namely research reviews, peer reviews, constructs and psychometric expert reviews, grammar reviews, and reviews by the subject.

In order to add and enrich the discussion on psychological well-being, the researcher also made open questionnaires to several PNS and Non-PNS lecturers. The Lecturer Professional Assessment

Questionnaire is a questionnaire compiled by researchers based on six multidimensional dimensions of psychological well-being (Ryff & Keyes, 1995) to be more deeply related to psychological well-being. The questionnaire consisted of several questions that the subject had to answer to find out about psychological well-being based on six multidimensional dimensions of psychological well-being.

Researchers reviewed the items to ensure that the items correctly reveals the aspects to be disclosed. The review begins with a review of the theory, components, behavioral indicators the items. A good item is a reflection of this measuring tool (Jelpe, 2015). There are several stages of the review carried out, namely research reviews, peer reviews, psychometric-construct expert reviews, grammar reviews, and reviews by subjects. Researchers plan to test the validity and reliability of the measuring instrument used. The test was carried out using statistical program named the SPSS 24. The technique of validity test used the corrected item total correlation technique, while to measure the reliability the Alpha Cronbach technique was used (Azwar, 2016).

The data analysis method was carried out in two stages, assumption testing and hypothesis testing. The stages of the assumption test are normality test and homogeneity test. The normality test in this study was the Shapiro Wilk test considering the number of data used in the Non-PNS group was only 44 people and did not reach 50 subjects. The results of the normality test showed the results of the significance level of the two groups of PNS lecturers, namely 0.530 and 0.360 for non-PNS lecturers.

This explains that the data score studied is normally distributed because the data provisions are stated to be normally distributed if the significance value is  $> 0.05$ . To test the variance homogeneity using the F test. The results of the homogeneity showed

that the significance level of the data was 0.420. It means that the significance value is greater than 0.05 ( $0.420 > 0.05$ ), it can be concluded that the two data groups have the same or homogeneous variants. The variance of psychological well-being data between PNS lecturers and Non-PNS lecturers is homogeneous.

Hypotheses were tested using parametric statistics because the necessary preconditions (assumptions) were met. The data analysis method uses the Independent Sample t-test analysis, which is a test of two unrelated sample groups using the t distribution to the significance of the difference in certain mean values. Based on the results of the hypothesis test in the table above, it is found that the significance value (2 tailed) is 0.044 which indicates that the significance value (2 tailed) is less than 0.05 ( $0.044 < 0.05$ ) so  $H_a$  is accepted and  $H_0$  is rejected. From the explanation above, it can be concluded that there is a significant difference between the psychological well-being of PNS lecturers and non-PNS lecturers. Based on the table above, it can be seen that the mean on the variant of Non-PNS lecturers is smaller than PNS lecturers ( $165.09 < 170.32$ ), so it can be concluded that the psychological welfare of PNS lecturers is higher than that of Non-PNS lecturers.

According to the Publication Manual of the American Psychological Association (APA) in the 6th edition of 2010, in order for readers to better appreciate the magnitude or importance of a research finding, it is important to include measures of effect size in the results section. The effect size is a big picture of the effect caused by the parameters tested in hypothesis testing. The effect size depends on the type of parameter being tested. A simple way of calculating the effect size in one mean is  $d$  from Cohen.

This study uses the try-out method, namely the use of the same sample as the

sample in the validity and reliability test. The reliability test results obtained from the psychological well-being scale test showed alpha cronbach 0.843 with a total N of 42. After the items that dropped were removed, they were analyzed again and the results were 0.857 with a total N of 40. After testing the validity of the psychological well-being scale, the total number of items 42, there are 40 valid items and 2 items are invalid. Data collection is done via google form which can be filled online.

## Results and Discussion

### Results

From the descriptive data, most of the subjects have magister education background and only from the PNS group who have doctoral education background. The research subjects also represented male and female sex on average. Subjects came from various units and represented 9 Faculties at UIN Raden Fatah Palembang.

Table 1. Categorization Psychological Well-Being

Score	Category	PNS	Non-PNS	%
$X > 183$	High	11	2	10,4 %
$156 < X \leq 182$	Moderate	54	28	65,6 %
$X \leq 155$	Low	16	14	24 %
Total		81	44	100 %

From the categorization of table 1 it is known that some lecturers are in the low category as many as 14 non-PNS lecturers (31.8%) and as many as 16 PNS lecturers (19.7%). Furthermore, for the medium categorization there were 28 people for Non-PNS lecturers or 63.6% and 54 people for PNS lecturers or 66.6%, as well as 2 people for high categorization for non-PNS lecturers or 4.5% and 11 people for PNS lecturers or 13.5%. Based on the results of the categorization above, the data shows that the psychological well-being of PNS and Non-PNS lecturers is moderate with the highest

frequency. The results of the hypothesis test obtained are as follows:

Table 2. Hypothesis Test Results

Status	N	Mean	Std. Deviation	Std. Error Mean
PNS	81	170.32	13.990	1.554
Non-PNS	44	165.09	13.116	1.977

Based on the results of hypothesis testing in table 2, it is found that a significance value (2 tailed) of 0.044 indicates a significance value less than 0.05 ( $0.044 < 0.05$ ), then  $H_a$  is accepted and  $H_0$  is rejected. This shows that there is a significant difference in psychological well-being between PNS lecturers and non-PNS lecturers. Based on the table above, it can be seen that the mean variant of Non-PNS lecturers is smaller than PNS lecturers ( $165.09 < 170.32$ ), so that the psychological well-being of PNS lecturers is higher than that of Non-PNS lecturers.

After completing testing the hypothesis, the researcher continues the discussion on effect sizes. From the calculation, the mean difference between the two samples is greater than 0.2 SD, which is 0.382 (the moderate category). Cohen (1988) states that the effect size of 0.2 is small, 0.5 is moderate, and 0.8 is large.

### Discussion

Psychologically prosperous individuals show the ability to actualize their potential so that they can fully function when facing all events in their life (Ryff, 1995). Based on the results of hypothesis testing in this study, the significance value (2 tailed) of 0.044 was obtained, there is a significant difference in psychological well-being between PNS lecturers and non-PNS lecturers. The psychological well-being of PNS lecturers is higher than non-PNS lecturers. PNS lecturers are lecturers who

have a clear status in the statutory regulations, while non-PNS Lecturers at UIN Raden Fatah Palembang have no clear status of their work association. In PMA No. 62 of 2015 concerning the statute of UIN Raden Fatah in the eighth section related to manpower article 63, the mention of non-civil servant lecturers is not clearly facilitated, in the statute there are only civil servants, government employees with work agreements (PPPK), and non-permanent employees, so the application the technical implementation of Non-PNS lecturers in the field is not optimal.

This is in line with the results of the research questionnaire which shows the disparity of treatment between PNS and Non PNS lecturers such as the many complaints from non-PNS lecturers about unclear work contracts, unclear academic promotion, unclear certification, no pension guarantee, no food allowance, no money. remuneration, and a salary that is still below the regional minimum wage (UMR). Non-PNS Lecturers are still required to carry out the tridarma of higher education to the maximum, report on lecturers workload (BKD), attend full-day, are obliged to assist faculty activities and study programs, etc.

Based on the results of the categorization, it was found that the psychological well-being of both groups was still at a moderate level with the greatest frequency. Regarding the concept of psychological well-being by Ryff (1989) from field questionnaire data, both PNS and Non-PNS lecturers already have dimensions of psychological well-being. They already have a pretty clear life goal and accept their role as lecturers.

They admit that they enjoy this profession because it fulfills their calling and contributes to society. They have shown an understanding of the potential strengths and weaknesses related to work. This is in line with the dimension of purpose in life, where

the subject already has the ability to interpret life and has goals and shows the dimension of self-acceptance, namely the ability to accept themselves as they are, to accept both their strengths and weaknesses (Ryff & Keyes, 1995).

The interaction of the subject with the environment at the UIN Raden Fatah university runs well and is friendly, although it requires more time to adapt. This can explain the fulfillment of the environmental mastery dimension, namely the ability to determine and form an environment that is in accordance with their mental condition and the positive dimensions of relations with others which are the ability to form warm and trusting interpersonal relationships (Ryff & Keyes, 1995).

From the results of the research, the subject also has the freedom to develop himself, but non-PNS lecturers think there are differences in the facilities obtained between non-PNS lecturers and permanent PNS lecturers. This describes the personal growth dimension which shows the ability to develop one's potential in order to grow into a complete individual (Ryff & Keyes, 1995).

According to the results of research by Diener and Diener (2009) changes in income are important in contributing to a person's psychological well-being because they can take him in a social class and have a higher sense of direction in life when compared to individuals who are in a lower social class. This is in line with the results of research that shows a clear difference between non-PNS lecturers, namely in terms of income such as not getting food allowance, not getting remuneration money, no opportunity to get certification money and a salary that is still below the regional minimum wage (UMR).

Juniper (2010) states how aspects of work affect employee's well-being, such as: salary, workload, work time, and workplace culture. One of the factors that influence one's

happiness at work is salary (Chiumento Consulting, 2012). One of the factors that make individuals happy at work is the result or income. Individuals who work to get results will make them different from others because they consider work important, get appreciation from the environment and can be proud of their work (Kjerufl, 2007).

The autonomy dimension means the ability to make choices for himself, be independent and can regulate his actions (Ryff & Keyes, 1995). In this dimension, both PNS and Non-PNS lecturers feel less freedom in managing their own work due to binding obligations such as attendance and superior intervention. They feel that they are not free because they are constrained by the procedures and regulations set by the campus. For the low category, non-PNS lecturers tended to be 31.8% higher than PNS 19.7%. This can be seen in the results of the Non-PNS lecturers' questionnaire which expressed criticism regarding the lack of appreciation for the existence of Non-PNS lecturers, the difference in treatment of Non-PNS lecturers, and feeling that justice was not evenly distributed. There are differences in the facilities obtained between non-PNS lecturers and permanent PNS lecturers. The non PNS lecturers think that the university is not serious about developing the careers of non-PNS lecturers and is less clear in their duties as non-PNS lecturers so that it overlaps with additional assignments. This shows a lack of balance between the rights and obligations of non PNS lecturers.

The limitation of this research is that it only examines psychological well-being which is seen based on the status of the work bond, while there are many other factors that can influence such as the importance of seeing the workload of a pure lecturer and a lecturer with additional assignments at UIN Raden Fatah. Then, during the implementation of the research, such as when

the research scale was distributed, the researcher could not control the participants who filled out the online google form and if they only included initials, the researcher had difficulty giving research rewards. Furthermore, there are some lecturers who are reluctant to take the time to fill in the scale given for various reasons, so even though using an online system, data collection is quite time consuming to meet the sample quota.

### Conclusion

Based on the results of research and discussion, it was concluded that PNS and non-PNS lecturers at UIN Raden Fatah Palembang had significant differences in psychological well-being. PNS lecturers have higher psychological well-being than non-PNS lecturers. The effect size value shows the difference in the mean psychological well-being between the PNS and non-PNS lecturer groups in the moderate classification so that the results of this study deserve to be continued or considered further. UIN Raden Fatah is expected to take real action to improve psychological well-being, especially for non-PNS lecturers. UIN Raden Fatah can make efforts to equalize Non-PNS lecturers or switch to Government Employees with Work Agreement (PPPK). Further researchers need to develop this research by linking the psychological well-being variable with other, more large variables.

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