Jurnal Pendidikan Manajemen Perkantoran (JP Manper)

Journal homepage: http://ejournal.upi.edu/index.php/jpmanper

The Role of Job Satisfaction in Mediating the Effect of Workload and Motivation on Lecturer Performance at Politeknik Manufaktur Bandung

Syaiful Fadhilah Hamdani [1], Neuneung Ratna Hayati[2], Kabul Wahyu Utomo[3]

[1,2,3] Universitas Terbuka

*Correspondence E-mail: Syaifulfadhilah43@gmail.com, neuneung.ratna@widyatama.ac.id, kabulwahyu@ecampus.ut.ac.id

ABSTRACT

This study aims to analyze the influence of workload and work motivation on lecturer performance with job satisfaction as a mediating variable at the Bandung Manufacturing Polytechnic. The study used a quantitative approach with a survey method by distributing questionnaires to 120 lecturers as respondents. Data analysis was conducted using Structural Equation Modeling-Partial Least Square (SEM-PLS) with the help of SmartPLS software. The results showed that workload negatively affected lecturer performance and job satisfaction, while work motivation positively affected lecturer performance and job satisfaction. Job satisfaction was also proven to have a positive effect on lecturer performance. In addition, job satisfaction was able to mediate the influence of workload and work motivation on lecturer performance. These findings indicate that proportional workload management and increasing work motivation are important factors in improving lecturer job satisfaction and performance. Therefore, higher education institutions need to implement policies that support workload balance and create a work environment that can improve lecturer motivation and satisfaction.

© 2026 Pendidikan Manajemen Perkantoran

ARTICLE INFO

Article History:
Submitted/Received 10 May 2026
First Revised 10 June 2026
Accepted 13 July 2026
First Available online 25 July 2026
Publication Date 30 July 2026

Keyword:
Workload, Work Motivation, Job Satisfaction, Lecturer Performance.

1. INTRODUCTION

Lecturer performance is a key factor in improving the quality of higher education, particularly in supporting the implementation of the Tri Dharma of Higher Education, which encompasses education, research, and community service. However, in practice, inconsistent lecturer performance is still found, which can be influenced by various factors, both internal and external. One factor that often attracts attention is the disproportionate workload and differing levels of work motivation among individuals.

This situation ultimately affects not only academic aspects but also has a broader impact on the performance of human resources within higher education institutions, including both lecturers and administrative staff. A study by the Indonesian Ministry of Education and Culture (Kemendikbud RI, 2023) noted that various universities in Indonesia still face challenges in maintaining and improving optimal employee performance. These issues include suboptimal lecturer productivity, fluctuating attendance rates, uneven involvement in the implementation of the Tridharma (Three Pillars of Higher Education), and the effectiveness of administrative services that still need improvement. This situation undoubtedly has direct implications for the quality of learning, research output, and the institution's contribution to society.

This phenomenon can also be observed at the Bandung Manufacturing Polytechnic (Polman Bandung), a vocational college that plays a strategic role in producing superior workers in the manufacturing sector. As an industry-oriented institution, Polman Bandung's success depends heavily on the performance of its staff, both in teaching and administrative services. In recent years, Polman Bandung has demonstrated a number of positive achievements, such as increased lecturer involvement in Tridharma activities at various institutions, contributions as practitioners in the industrial world, and an active role in fostering high-achieving students. However, efforts to continuously improve performance remain a challenge that requires serious attention.

Based on internal data from the Bandung Manufacturing Polytechnic, fluctuations in lecturer performance are reflected in several indicators of the Tri Dharma (Three Pillars of Excellence). The number of lecturers conducting research increased from 47 (49%) in 2020 to 111 (92%) in 2024. However, this increase was not accompanied by consistent scientific publication output. In 2024, the number of lecturers producing publications reached only 24 (20%), a decrease from 82 (75%) in 2023. Furthermore, Lecturer Workload (BKD) data shows that in the even semester of the 2023/2024 academic year, some lecturers had a total workload of around 32.64 credit units, exceeding the normative workload. This condition indicates an imbalance between job demands and lecturer performance achievements, requiring further study of the factors influencing lecturer performance.

Lecturer performance data shows fluctuations in several key indicators, such as involvement in the Tri Dharma (three pillars of excellence), scientific publications, and academic competency development. This indicates that lecturer performance improvement is not solely determined by institutional targets but is also influenced by factors inherent to the individual and the work environment (Bernardin, 1993). One aspect of concern is the distribution of lecturers' workload, which tends to be complex and multidimensional, encompassing educational activities, research, community service, and other supporting duties. In some situations, this workload even exceeds established normative limits, potentially impacting the effectiveness of lecturer performance (Rolos, 2018).

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

Besides workload, another equally important factor is work motivation. Work motivation acts as an internal driver that determines the level of effort, commitment, and perseverance of lecturers in carrying out their duties (Prabu, 2016). Lecturers who have high work motivation tend to be better able to face work pressure, adapt to organizational demands, and produce more optimal performance (Sari, 2022). Conversely, low motivation can lead to decreased work enthusiasm, engagement, and productivity. Therefore, balancing work demands and motivational drive is key to maintaining optimal lecturer performance.

Over time, the relationship between workload and work motivation on lecturer performance has not always been straightforward. Various studies have shown that psychological factors act as a bridge, one of which is job satisfaction. Job satisfaction reflects the extent to which an individual feels satisfied with his or her job (Locke, 1976). When lecturers feel satisfied with their work, they tend to show better performance, even when faced with a high workload. Conversely, job dissatisfaction can strengthen the negative impact of workload on performance (Souisa, 2025).

Based on this description, it can be understood that lecturer performance is the result of a complex interaction between workload, work motivation, and job satisfaction. Therefore, it is important to examine in more depth the role of job satisfaction in mediating the influence of workload and work motivation on lecturer performance. This research is expected to contribute to the development of human resource management studies, particularly in the context of higher education, and serve as a basis for consideration for institutions in formulating policies that support the continuous improvement of lecturer performance.

2. THEORETICAL FRAMEWORK

2.1 Job Demand-Resource Theory

The Job Demands-Resources Model was first introduced by (Demerouti, 2001) as a framework for explaining the influence of job characteristics on individual well-being and performance. This model divides job characteristics into two main components: job demands and job resources. Job demands encompass work demands that require high levels of physical, psychological, or emotional effort, such as workload, time pressure, and emotional demands, which can trigger stress and burnout. Meanwhile, job resources are resources that support the achievement of work goals, mitigate the impact of job demands, and enhance individual motivation and development, such as social support, autonomy, and career development opportunities (Bakker, 2014).

The JD-R theory explains two main processes: the health impairment process and the motivational process. High job demands can reduce employee well-being and performance, while adequate job resources can increase motivation, work engagement, and performance. Furthermore, job resources also serve as a buffer against the negative impacts of job demands (Bakker, 2014).

This research is based on Job Demand-Resources Theory (JD-R), which explains that every job has job demands and job resources. Workload is seen as a job demand that has the potential to cause work stress and reduce performance if not managed properly. Conversely, work motivation is a job resource that can increase work engagement, job satisfaction, and lecturer performance. In the context of higher education, the balance between job demands and job resources is a crucial factor in maintaining the quality of lecturer performance.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

2.2 Workload

Workload is the level of work demands an individual must complete within a given period, reflecting the number, complexity, and difficulty of tasks assigned by the organization. Workload is not only related to the amount of work, but also involves physical, mental, and emotional dimensions in its implementation. A workload that does not match an individual's capacity can have negative impacts such as fatigue and work stress, while a proportional workload can encourage increased productivity and performance.

According to (Widianti, 2023), Workload can be defined as a collection of tasks or work that is the responsibility of an individual or organizational unit to complete within a certain time period. According to (Irawati, 2025), Workload can be defined as the total work that an individual is responsible for completing in a certain period, which includes physical, psychological and emotional dimensions.

Workload has two sides to it. On the one hand, excessive workload can lead to physical and mental fatigue, job stress, and decreased performance (Rolos, 2018). On the other hand, a workload that is appropriate to individual capacity can actually increase work motivation and productivity (Situmorang, 2024). Therefore, proportional workload management is important in an organization.

According to (Hart & Staveland, 1988), workload is influenced by several main interrelated factors, namely task demands which include the complexity, volume, and level of difficulty of the work that must be completed by the individual, effort or energy related to the amount of physical and mental energy required to complete the task, and performance related to the achievement of targets or expected work results, where task demands are not only quantitative but also qualitative, so that the higher the complexity and amount of work, the greater the effort that must be expended, and the higher the performance standards set, the greater the workload that the individual feels in carrying out his work.

In this study, the workload indicator refers to (Spector, 2022), which includes work speed, work effort intensity, time pressure, work volume, and excessive workload which reflects conditions when work demands exceed an individual's optimal capacity.

Based on the description, it can be concluded that workload is the totality of work demands that must be completed by an individual in a certain period, which includes the amount, level of difficulty, as well as physical, mental, and emotional dimensions, where workload can have a positive or negative impact depending on the suitability between work demands and individual capacity, and is influenced by factors such as task demands, effort or energy, and performance that must be achieved, so that proportional workload management is key in supporting the improvement of individual performance in the organization. Excessive workload can cause physical and mental fatigue, thereby reducing the quality of lecturers' work. However, a proportional workload can be a positive stimulus that encourages productivity and the achievement of better performance.

2.3 Work Motivation

Work motivation is a drive originating from within and outside an individual that influences the direction, intensity, and persistence in carrying out work. Work motivation encourages individuals to optimize their abilities, expertise, and skills to achieve predetermined goals. Individuals with high work motivation tend to demonstrate greater work ethic, commitment, and optimal performance within an organization.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

According to (Setiyawami, 2023), Work motivation is a drive that arises within an individual, whether originating from internal or external factors, to carry out work with enthusiasm by utilizing all the abilities and skills they have in order to achieve work results that provide satisfaction according to their expectations. According to (Diwyarthi, 2022), Work motivation is an individual's willingness to utilize their abilities, expertise, and skills in carrying out their work. Individuals with high levels of motivation tend to work optimally and maximally as a way to achieve their stated goals.

The factors that influence work motivation according to (Ananda & Handayani, 2024), consists of internal and external factors, where internal factors include age, personal maturity, level of education, personal desires and expectations, as well as job needs and satisfaction, while external factors include a pleasant work environment, adequate compensation, good supervision, appreciation for achievement, status and responsibility, applicable regulations, and organizational culture.

Motivation is an internal or external drive that influences, directs, and maintains a person's behavior to achieve certain goals, where motivation can come from within the individual or from the surrounding environment and plays an important role in determining the intensity and direction of an individual's actions. From a theoretical perspective, the Three Need Theory proposed by (McClelland, 1961), explains that individual motivation is influenced by three main needs, namely the need for achievement which reflects the desire to achieve better results than before, the need for power which indicates the drive to have influence and control over others, and the need for affiliation which is related to the desire to establish and maintain good social relationships. According to (Rodjanatham & Badir, 2025), Work motivation can be measured through several indicators, namely work achievement orientation which reflects an individual's drive to achieve optimal results, social relationships and cooperation which indicate the need for interaction and collaboration within the organization, as well as influence and leadership roles which describe an individual's drive to influence and take a role in achieving organizational goals.

Based on the description, it can be concluded that work motivation is an internal and external drive that influences individual behavior in directing, maintaining, and optimizing abilities, expertise, and skills in working to achieve predetermined goals, which are influenced by internal and external factors and are based on the need for achievement, power, and affiliation, and are reflected through work achievement orientation, social relations and cooperation, as well as leadership influence and roles, so that work motivation becomes an important factor in improving individual performance in the organization. Lecturers who have high work motivation tend to be more active in implementing the tridharma of higher education, have a better work commitment, and are able to maintain the quality of performance even when facing work pressure.

2.4 Job Satisfaction

Job satisfaction is an individual's attitude and feelings toward their job, reflecting their level of pleasure or dissatisfaction based on their assessment of various aspects of the job. Job satisfaction is formed from an individual's evaluation of working conditions, compensation, work relationships, and the perceived work environment. High levels of job satisfaction will encourage positive work behavior, while job dissatisfaction can lead to decreased performance and commitment to the organization.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

According to (Rusdiana, 2022), Job satisfaction can be defined as an individual's attitude toward their work, reflecting the level of pleasure or dissatisfaction based on an assessment of various aspects of the job. According to (Wasiman, 2026), Job satisfaction is an individual's feelings about their work which are formed from the results of evaluating various aspects of the job, both pleasant and unpleasant.

According to (Inthalasari & Arief, 2021), Job satisfaction can be measured through several indicators, namely work that reflects the suitability between tasks and employee interests, skills, and expectations, wages related to the level of satisfaction with the compensation received, superiors who describe the quality of relationships and interactions between employees and leaders, coworkers who show the quality of social relationships and cooperation between employees, and working conditions which include physical aspects and the work environment such as facilities, security, comfort, and work atmosphere.

Based on the description, it can be concluded that job satisfaction is an individual's attitude and feelings towards his/her work that reflects the level of pleasure or dissatisfaction based on the evaluation of various aspects of the job, which is reflected through the suitability of the job to interests and skills, the level of satisfaction with wages, relationships with superiors, relationships with coworkers, and working conditions, so that job satisfaction is an important factor that can influence individual behavior and performance in the organization. Job satisfaction plays an important role in forming positive work behavior. Lecturers who feel satisfied with their work tend to have higher loyalty, work enthusiasm, and productivity so that they are able to improve performance optimally.

2.5 Employee Performance

Employee performance is the level of individual achievement in carrying out the tasks and responsibilities assigned by the organization within a specific period. Performance is not only measured by the results achieved, but also by the process of carrying out the work in accordance with established standards. Employee performance reflects an individual's ability to produce optimal output in terms of both quality and quantity.

According to (Novidiantoko, 2023), Employee performance is the level of success of an individual or group in completing work tasks and responsibilities which is measured based on established standards and criteria. According to (Marsithah, 2022), Performance is the result of individual tasks carried out in accordance with job responsibilities under specific supervision, and supported by integrity and professionalism in work. Employee performance can also be interpreted as the result of individual work in carrying out tasks in accordance with their responsibilities, which are carried out under specific supervision and require integrity and professionalism (Pasaribu, 2023).

According to (Yuliarti & Anggriani, 2021), There are several factors that influence performance, including personal factors related to the level of skill, competence, motivation, and individual commitment, leadership factors that reflect the quality of encouragement, guidance, and support from managers and team leaders, team factors that indicate the quality of support from coworkers, system factors related to the work system and facilities provided by the organization, as well as contextual or situational factors that reflect conditions of pressure and changes in the environment both internal and external to the organization.

To measure employee performance levels in a more targeted manner, relevant indicators are required. Therefore, in this study, employee performance indicators refer to (Widyastuti & Hidayat, 2018), which consists of several aspects, namely task performance which reflects an

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

individual's ability to carry out the main job effectively and with quality, including planning, prioritizing, time management, and completing tasks on time, contextual performance which shows additional behavior that supports the work environment such as initiative, readiness to face challenges, development of knowledge and skills, ability to find solutions, and active participation in organizational activities, and counterproductive work behavior which describes negative behavior that can be detrimental to the organization, such as the tendency to complain about small things, exaggerate problems, focus on negative things, and spread negative information to colleagues and external parties.

Based on the description, it can be concluded that employee performance is the level of achievement of individual work results in carrying out their duties and responsibilities in accordance with established standards, which are not only seen from work results, but also from the implementation process which is supported by integrity and professionalism, and is influenced by various factors such as personal factors, leadership, team, system, and situational conditions, which are then reflected through task performance, contextual performance, and counterproductive work behavior, so that employee performance becomes an important indicator in assessing individual success in the organization.

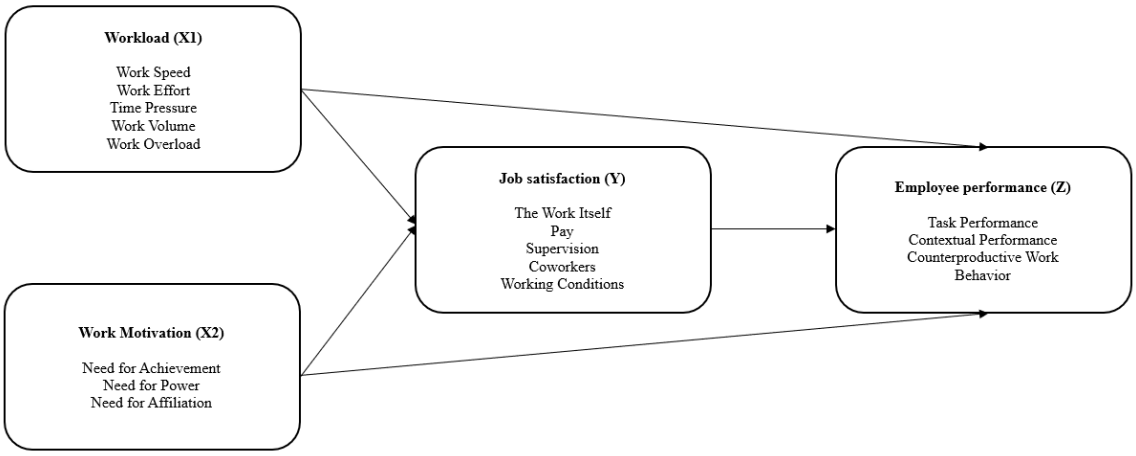


Figure 1 Research Model

Based on the research model in Figure 1, the hypothesis proposed in this study is as follows:

H1: Workload negatively impacts employee performance.
H2: Work motivation positively impacts employee performance.
H3: Workload negatively impacts job satisfaction.
H4: Work motivation positively impacts job satisfaction.
H5: Job satisfaction positively impacts employee performance.
H6: Workload negatively impacts employee performance through employee satisfaction.
H7: Work motivation positively impacts employee performance through employee satisfaction.

3. METHODOLOGY

The study was conducted to obtain a general overview of the level of workload, work motivation, and job satisfaction of lecturers at the Bandung Manufacturing Polytechnic and to determine whether or not there is an influence of workload and work motivation on performance through job satisfaction of lecturers at the Bandung Manufacturing Polytechnic.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

The research method used in this study is a survey and quantitative research method with a causality approach. This study took 120 permanent lecturers at the Bandung Manufacturing Polytechnic as respondents through a saturated sampling technique. A questionnaire with a Likert scale was used as a primary data collection tool. The statistical analysis techniques used in processing the data were descriptive analysis techniques and verification analysis techniques. Descriptive statistics were used to obtain an overview of the level of workload, work motivation, job satisfaction, and lecturer performance. Verification statistics were used to test the influence of workload and work motivation on job satisfaction and their impact on the performance of lecturers at the Bandung Manufacturing Polytechnic through Structural Equation Modeling (SEM) analysis based on Partial Least Square (PLS) using SmartPLS software.

4. RESULTS AND DISCUSSION

This study aims to analyze the influence of workload and work motivation on lecturer performance, with job satisfaction as a mediating variable. Testing was conducted using the SEM-PLS approach to examine the direct and indirect relationships between variables in the research model.

4.1 Outer Model

The outer model was conducted to ensure that each construct met the validity and reliability criteria before testing the structural model (inner model). Testing included convergent validity based on factor loading and Average Variance Extracted (AVE) values, construct reliability based on Composite Reliability values, and discriminant validity using Cross Loading and the Fornell-Larcker Criterion. A summary of the test results is presented in Table 1.

Table 1. Summary of Outer Model Test Results

Variables	*Loading Factor Range*	*AVE*	*Composite Reliability*	*Discriminant Validity*	*Interpretation*
Workload	*0,826–0,958*	*0,824*	*0,962*	*Meets the criterion*	*Valid and Reliable*
Work motivation	*0,777–0,923*	*0,735*	*0,959*	*Meets the criterion*	*Valid and Reliable*
Job satisfaction	*0,729–0,932*	*0,696*	*0,998*	*Meets the criterion*	*Valid and Reliable*
Employee performance	*0,701–0,877*	*0,590*	*0,961*	*Meets the criterion*	*Valid and Reliable*

Source: SEM PLS Data Processing

Based on Table 1, all indicators have loading factor values above 0.70, thus meeting the convergent validity criteria. All constructs also have AVE values above 0.50 and Composite Reliability values above 0.70, indicating that the research instrument has good convergent validity and reliability. Furthermore, the results of discriminant validity testing based on Cross Loading and the Fornell-Larcker Criterion indicate that each construct has adequate discriminant validity. Thus, all constructs are declared valid and reliable, making them suitable for use in the structural model testing stage.

4.2 Inner Model

After the measurement model is declared to meet the validity and reliability criteria, the next stage is evaluating the structural model (inner model) to determine the model's ability to explain the relationships between latent variables. The model's predictive ability is measured using the R-Square (R^2) value, as presented in Table 2.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

Table 2. Inner Model Test Results Based on R-Square Values

	R Square	R Square Adjusted
Job satisfaction	0.333	0.322
Employee performance	0.086	0.063

Source: SEM PLS Data Processing

In general, the research results indicate that most of the relationships between variables in the model are significant. However, the model's ability to explain performance variables is still relatively limited. This is indicated by the R-Square value of 0.086, meaning that only 8.6% of the variation in lecturer performance can be explained by workload, work motivation, and job satisfaction, while the remaining 91.4% is influenced by other variables outside the model. On the other hand, the R-Square value for job satisfaction of 0.333 indicates that 33.3% of the variation in job satisfaction can be explained by workload and work motivation. This finding indicates that the research model has better predictive ability in explaining job satisfaction than lecturer performance.

However, the low R-Square value for the lecturer performance variable indicates that this research model has limitations in explaining the overall variation in lecturer performance. Therefore, the findings of this study more closely reflect the conditions of respondents in the research context at the Bandung Manufacturing Polytechnic and require careful interpretation when applied to different institutional contexts or lecturer characteristics. Therefore, the model's generalizability is still limited because there are other factors outside the research model that also influence lecturer performance.

4.3 The Influence of Workload on Lecturer Performance

The results of the analysis show that workload has a positive and significant effect on lecturer performance with a coefficient of 0.414, t-statistics of 3.328, and p-values of 0.001.

Table 3. Results of the Effect of Workload on Lecturer Performance

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Interpretation
Workload-> Lecturer Performance	0.414	0.377	0.124	3.328	0.001	Significant

Source: SEM PLS Data Processing

These findings indicate that increased workload is followed by increased lecturer performance. This result is not entirely in line with the Job Demand-Resource (JD-R) theory, which states that workload as a job demand tends to reduce performance through the mechanism of fatigue (Demerouti, 2001).

However, in the context of this research, workload is more representative of challenge demand, namely work demands that are challenging and capable of encouraging increased motivation and work engagement. Lecturers, as professionals with high levels of education and experience, tend to have good adaptive capacity, so workload is perceived as part of professional responsibility, not as a hindering pressure.

Empirically, the demands of the Tri Dharma of Higher Education, which encompass teaching, research, and community service, remain within manageable limits, thus serving as a stimulus

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

for increased focus, discipline, and performance orientation. From the JD-R perspective, this condition reflects a motivational process in which challenging work demands, when balanced with adequate resources, actually increase work engagement and performance.

This finding is consistent with research (Sugesti, 2023), This shows that workload can improve performance if managed proportionally and according to individual capacity. Thus, workload in this study acts as a performance driver, not a performance inhibitor.

4.4 The Influence of Work Motivation on Lecturer Performance

Work motivation has been proven to have a positive and significant effect on lecturer performance with a coefficient value of 0.232, t-statistics of 2.846, and p-values of 0.005.

Table 4. Results of the Influence of Work Motivation on Lecturer Performance

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Interpretation
Work Motivation -> Lecturer Performance	0.232	0.225	0.081	2.846	0.005	Significant

Source: SEM PLS Data Processing

The table shows that increased work motivation is followed by increased lecturer performance. Lecturers with high motivation tend to demonstrate stronger commitment, are more adaptable to work demands, and are oriented toward achieving optimal results.

From the Job Demand-Resource (JD-R) perspective, work motivation can be positioned as job resources or personal resources that play a role in the motivational process (Demerouti, 2001). The presence of these resources encourages increased work engagement, which ultimately impacts performance. Furthermore, motivation also serves as a balancing factor against job demands, with highly motivated individuals tending to maintain their performance despite work pressure.

Empirically, in the context of lecturers, work motivation is reflected in the drive to achieve, develop competencies, and contribute to the implementation of the Tri Dharma of Higher Education. Motivated lecturers tend to be more active in improving the quality of learning, participating in professional development, and taking initiative in academic activities. This is in line with research (Sari, 2022), which states that motivation is an internal driving force that determines the intensity, direction, and quality of an individual's work effort. Thus, work motivation in this study not only acts as a direct driver of performance but also as a psychological mechanism that continuously strengthens lecturers' engagement and work quality.

4.5 The Effect of Workload on Job Satisfaction

The results of the study show that workload has a positive and significant effect on job satisfaction with a coefficient of 0.351, t-statistics of 3.095, and p-values of 0.002.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

Table 5. Results of the Effect of Workload on Job Satisfaction

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Interpretation
Workload -> Job Satisfaction	0.351	0.386	0.113	3.095	0.002	Significant

Source: SEM PLS Data Processing

These results indicate that the workload given to lecturers, as long as it remains within their capabilities and is managed proportionally, can actually increase job satisfaction. The workload is not perceived as pressure, but rather as a form of professional responsibility that provides a sense of accomplishment, meaning in work, and contribution to the organization. From a work psychology perspective, this condition can be explained through the concept of meaningful work, where work that is challenging and relevant to an individual's competencies tends to increase job satisfaction. This is in line with research (Ramadian, 2025), states that challenging workloads are often perceived as a form of organizational trust, thus encouraging a sense of appreciation, work engagement, and pride in work.

Empirically, the workload perceived by lecturers is moderate and still commensurate with their work capacity, enabling them to optimally carry out the Tri Dharma of Higher Education and maintain a balance between work demands and individual abilities. Therefore, workload in this study plays a role as a factor that strengthens job satisfaction as long as it is within reasonable limits and supported by adequate working conditions.

4.6 The Influence of Work Motivation on Job Satisfaction

Work motivation has a positive and significant influence on job satisfaction with a coefficient value of 0.454, t-statistics of 4.591, and p-values of 0.000.

Table 6. Results of the Influence of Work Motivation on Job Satisfaction

	Origina Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Interpretation
Work Motivation-> Job Satisfaction	0.454	0.466	0.099	4.591	0.000	Significant

Source: SEM PLS Data Processing

These results indicate that work motivation is a key determinant in increasing job satisfaction. Individuals with high levels of motivation tend to display a positive attitude toward work, view their work as meaningful, and have higher work engagement. This condition has implications for increased job satisfaction, both in terms of achievement, recognition, and opportunities for self-development. Within the Job Demand-Resource (JD-R) framework, work motivation can be positioned as both job resources and personal resources that play a role in the motivational process, namely the psychological mechanisms that increase an individual's well-being and work engagement. The availability of these resources encourages the emergence of psychological energy, such as passion, commitment, and enthusiasm, which ultimately increases job satisfaction (Demerouti, 2001).

Empirically, high work motivation among lecturers encourages a more positive interpretation of work, increases engagement in academic activities, and strengthens the perception that work has significant value and contribution. Furthermore, motivation also acts as a balancing factor

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

against work pressure, where motivated individuals tend to be better able to cope with work demands without experiencing a decrease in job satisfaction (Kasyifillah, 2023). Thus, work motivation not only contributes to improving performance, but also plays an important role in shaping job satisfaction by strengthening the affective aspects and individual involvement in work.

4.7 The Influence of Job Satisfaction on Lecturer Performance

Job satisfaction has been proven to have a positive and significant effect on lecturer performance with a coefficient of 0.413, t-statistics of 3.050, and p-values of 0.002.

Table 7. Results of the Influence of Job Satisfaction on Lecturer Performance

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Interpretation
Job Satisfaction -> Lecturer Performance	0.413	0.433	0.136	3.050	0.002	Significant

Source: SEM PLS Data Processing

These results indicate that job satisfaction is an important determinant in improving lecturer performance. Individuals with high levels of job satisfaction tend to demonstrate commitment, loyalty, and positive work behaviors, which impact performance quality. Conversely, low levels of job satisfaction have the potential to reduce work effectiveness. Conceptually, job satisfaction reflects an individual's evaluation of various aspects of their job, including tasks, work relationships, and work environment conditions. High levels of satisfaction encourage individuals to perform more optimally, both in carrying out primary tasks and supporting work behaviors.

From a Job Demand-Resource (JD-R) perspective, job satisfaction acts as a psychological mechanism that strengthens the relationship between job resources and performance. Satisfied individuals tend to have higher levels of energy, dedication, and work engagement, enabling them to optimally utilize job resources to achieve better performance. Conversely, job dissatisfaction can decrease motivation and work engagement, resulting in decreased performance.

Empirically, lecturers with high job satisfaction demonstrate more positive work attitudes, such as responsibility, discipline, and initiative in carrying out the three pillars of higher education. Job satisfaction also encourages lecturers to optimize the quality of their teaching, research, and community service.

The results of this study are in line with the findings (Pasaribu, 2023), This shows that job satisfaction has a positive and significant effect on employee performance. Therefore, increasing job satisfaction is a strategic factor in driving lecturer performance sustainably.

4.8 The Influence of Workload on Performance through Job Satisfaction

Workload on performance through job satisfaction shows a coefficient of 0.145 with a t-statistic of 1.853 and p-values of 0.064 (>0.05), so it is not significant.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

Table 8. Results of the Influence of Workload on Performance through Job Satisfaction

	Original Sample (O	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Interpretation
Workload -> Job Satisfaction -> Employee Performance	0,145	0,172	0,078	1,853	0,064	Not Significant

Source: SEM PLS Data Processing

These results indicate that job satisfaction does not act as a mediating variable in the relationship between workload and lecturer performance. Therefore, the effect of workload on performance is direct and does not occur through the mechanism of job satisfaction. Empirically, this condition can be explained by the relatively manageable and proportionally distributed nature of the workload, thus not generating variations in job satisfaction strong enough to form a mediating effect. Furthermore, lecturer performance is more influenced by job demands, performance standards, and professional commitment to carrying out the three pillars of higher education.

In this context, lecturers, as professionals with adequate education and experience, have a high capacity for adapting to workload. This allows lecturers to maintain a relatively stable level of job satisfaction despite facing high work demands. Therefore, the relationship between workload and job satisfaction is not strong enough to bridge the impact on performance.

This finding indicates that job satisfaction is not the primary mechanism explaining the relationship between workload and lecturer performance. This finding aligns with research (Warman, 2025), which shows that job satisfaction does not play a role as a mediating variable in this relationship.

4.9 The Influence of Work Motivation on Performance through Job Satisfaction

Work motivation on performance through job satisfaction shows a coefficient of 0.187 with a t-statistic of 2.564 and p-values of 0.011 (<0.05), so it is significant.

Table 9. Results of the Effect of Work Motivation on Performance through Job Satisfaction

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Interpretation
Work Motivation-> Job Satisfaction -> Employee Performance	0,187	0,200	0,073	2,564	0,011	Significant

Source: SEM PLS Data Processing

These results indicate that job satisfaction acts as a mediating variable in the relationship between work motivation and lecturer performance. Work motivation not only directly impacts performance but also works through increasing job satisfaction as a psychological mechanism that strengthens work outcomes. Conceptually, this condition can be explained through the motivational process within the Job Demand-Resource (JD-R) framework, where motivation as a job resource or personal resource encourages the formation of positive psychological conditions, including job satisfaction. High motivation increases an individual's energy,

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

engagement, and commitment, which ultimately forms a positive perception of work and results in more optimal performance.

Empirically, lecturers with high work motivation tend to feel more appreciated, feel more engaged with their work, and are able to interpret academic activities as part of their professional achievements. The resulting job satisfaction then drives improvements in the quality, quantity, and responsibility of implementing the Tri Dharma of Higher Education.

This result is in line with research (Nathasia, 2025), which shows that job satisfaction functions as a mediating mechanism linking work motivation to performance. Thus, job satisfaction not only acts as an affective state, but also as a key mechanism in transforming work motivation into sustainable performance.

5. CONCLUSION

This study shows that workload and work motivation have a positive and significant effect on lecturer performance, as well as a positive and significant effect on job satisfaction. Job satisfaction is also proven to have a positive and significant effect on lecturer performance. The results of the mediation test indicate that job satisfaction does not mediate the effect of workload on performance, so the relationship is direct. Conversely, job satisfaction is proven to mediate the effect of work motivation on lecturer performance.

These findings indicate that work motivation and job satisfaction are key factors in improving lecturer performance, while a proportionally managed workload can still support performance without reducing job satisfaction. Therefore, the Bandung Manufacturing Polytechnic needs to implement a more concrete policy through periodic evaluation of the distribution of the Lecturer Workload (BKD) so that the implementation of the Tridharma can take place more proportionally. Furthermore, the institution needs to strengthen lecturer work motivation by providing awards for performance achievements, supporting research activities and scientific publications, providing competency development programs, and providing ongoing career development. These policies are expected to increase job satisfaction and encourage continuous improvement in lecturer performance. Future research is recommended to expand the sample coverage to both vocational and non-vocational higher education institutions so that the results have a better level of generalizability.

6. AUTHORS' NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author also confirms that this manuscript is free from elements of plagiarism and is an original work resulting from independent research.

7. REFERENCES

Ananda, R., & Handayani, S. (2024). Peran Moderasi Motivasi Kerja Pada Pengaruh Beban Kerja Terhadap Kinerja Karyawan. Jesya, 7(1), 80–93. https://doi.org/10.36778/jesya.v7i1.1281

Bakker, A. (2014). Burnout and Work Engagement: The JDR Approach. Annual Review of Organizational Psychology and Organizational Behavior, 1, 389–411.

Bernardin, & R. (1993). Human resource management: An experiential approach. McGraw-Hill Companies.

Demerouti, E. (2001). The job demands-resources model of burnout. Journal of Applied Psychology, 86(3), 499–512. https://doi.org/10.1037/0021-9010.86.3.499

Diwyarthi, N. D. M. S. (2022). Teori Psikologi Industri dan Manajemen Sumber Daya Manusia. PT. Nasya Expanding Management. https://www.google.co.id/books/edition/Teori_Psikologi_Industri_dan_Manajemen_S/XOZsEAAAQBAJ?hl=id&gbpv=1&dq=motivasi+kerja+adalah&pg=PA128&printsec=frontcover

Hart, S., & Staveland, L. (1988). Development of NASA-TLX (Task Load Index): Results of Empirical and Theoretical Research. Advances in Psychology, 52, 139–183.

Inthalasari, R., & Arief, M. (2021). The Effect of Emotional Intelligence, Work-Family Conflict, Job Autonomy Company Performance: The Role Job Satisfaction and Job Stress as Mediating Variable. Journal of International Conference Proceedings, 4(3). https://doi.org/10.32535/jicp.v4i3.1313

Irawati, A. (2025). Manajemen Kinerja Kasus dan Praktek. Eureka Media Aksara. https://www.google.co.id/books/edition/Manajemen_Kinerja_Kasus_dan_Praktek/4qmeEQAAQBAJ?hl=id&gbpv=1&dq=beban+kerja+adalah&pg=PA84&printsec=frontcover

Kasyifillah, M. (2023). Pengaruh Motivasi, Disiplin Kerja, Dan Pengalaman Kerja Terhadap Kinerja Pegawai Pt Usaha Yekapepe Surabaya. Jurnal Ilmu Dan Riset Manajemen.

Kemendikbud RI. (2023). Laporan Kinerja Kemdikbud.

Locke. (1976). The Nature and Causes of Job Satisfaction. https://www.researchgate.net/publication/238742406_The_Nature_and_Causes_of_Job_Satisfaction

Marsithah, I. (2022). Model Kinerja Dosen Berbasis Kearifan Lokal. Umsu Press. https://www.google.co.id/books/edition/Model_Kinerja_Dosen_Berbasis_Kearifan_Lo/LGqDEAAAQBAJ?hl=id&gbpv=1&dq=kinerja+adalah&pg=PA29&printsec=frontcover

McClelland. (1961). The Achieving Society. NJ: Van Nostrand.

Nathasia, A. (2025). The Influence of Work Environment and Work Motivation on Employee Performance through Job Satisfaction as a Mediation Variable. Research Horizon, 5(4).

Novidiantoko, D. (2023). Dasar-Dasar Manajemen Kinerja. DEEPUBLISH. https://www.google.co.id/books/edition/Dasar_dasar_Manajemen_Kinerja_Performanc/UwGGEQAAQBAJ?hl=id&gbpv=1&dq=kinerja+adalah&pg=PA105&printsec=frontcover

Pasaribu, S. (2023). Pengaruh Iklim Organisasi Dan Motivasi Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Mediasi Pada Karyawan Universitas Haji Sumatera Utara. Jurnal Ilmiah Magister Manajemen, 6(2). https://doi.org/10.30596/maneggio.v6i2.15099

Prabu. (2016). Pengaruh Penghargaan dan Motivasi. Jurnal Ekonomi Bisnis Dan Kewirausahaan, 5, 2.

Ramadian, A. (2025). The Influence Of Workload, Education Skills, And Autonomy On Job Satisfaction Moderated By Digital Skills. In Indonesian Interdisciplinary Journal of Sharia Economics, Vol. 8, 2.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734

Rodjanatham, T., & Badir, Y. (2025). Motivation matters: The role of achievement, affiliation, and power needs in digital peer collaboration among business school students. Computers in Human Behavior Reports, 19(1).

Rolos. (2018). Pengaruh Beban Kerja Terhadap Kinerja Karyawan Pada PT. Asuransi Jiwasraya Cabang Manado Kota. Jurnal Administrasi Bisnis.

Rusdiana. (2022). Manajemen Sumberdaya Manusia Untuk Meraih Keunggulan Kompetitif. Arsad Press. https://www.google.co.id/books/edition/MANAJEMEN_SUMBERDAYA_MANUSIA/QwxYEAAAQBAJ?hl=id&gbpv=1&dq=kepuasan+kerja+adalah&pg=PA160&printsec=frontcover

Sari. (2022). PENGARUH MOTIVASI DAN PENGHARGAAN TERHADAP KINERJA KARYAWAN PT. TIBAN INTEN. 21. http://ejournal.upi.edu/index.php/manajerial/

Setiyawami. (2023). MSDM Strategik Konsep dan Implementasi. Eureka Media Aksara. https://www.google.co.id/books/edition/MSDM_Strategik_Konsep_dan_Implementasiny/7nuQEQAAQBAJ?hl=id&gbpv=1&dq=motivasi+kerja+adalah&pg=PA183&printsec=frontcover

Situmorang. (2024). Pengaruh Beban Kerja dan Sistem Penghargaan Terhadap Kinerja Pegawai. Pusat Publikasi Ilmu Manajemen, 2(1).

Souisa. (2025). The Influence of Workload and Motivation on Employee Performance through Job Satisfaction. Indonesian Journal Economic Review, 5(1), 23–32. https://doi.org/10.59431/IJER.V5I1.509

Spector, P. (2022). Quantitative Workload Inventory QWI. Paul Spector Industrial and Organizational Psychology.

Sugesti, H. (2023). Pengaruh beban kerja terhadap kinerja karyawan pada pos internasional bagian ekspor di kantor pos indonesia mpc bandung. Jurnal Bisnis Dan Pemasaran, 13(1).

Warman, C. (2025). Kepuasan kerja memediasi pengaruh work life balance, burnout, dan beban kerja terhadap kinerja karyawan PT. Sankyu Internasional Indonesia Cilegon. BUNDLING: JURNAL MANAJEMEN DAN BISNIS, 1(2), 2836–4801. https://creativecommons.org/licenses/by/4.0/

Wasiman. (2026). Manajemen Sumber Daya Manusia Konsep, Model, dan Strategi Pengembangan SDM. CV. Batam Publisher. https://www.google.co.id/books/edition/Manajemen_Sumber_Daya_Manusia_Konsep_Mod/0KzAEQAAQBAJ?hl=id&gbpv=1&dq=kepuasan+kerja+adalah&pg=PA94&printsec=frontcover

Widianti. (2023). Pengaruh Beban Kerja dan Stres Kerja Terhadap Kinerja Karyawan. Indonesian Journal of Economic and Business, 81–92. https://doi.org/10.58818/ijeb.v1i2.30

Widyastuti, T., & Hidayat, R. (2018). Adaptation of Individual Work Performance Questionnaire (IWPQ) into Bahasa Indonesia. International Journal of Research Studies in Psychology, 7(2).

Yuliarti, L., & Anggriani, I. (2021). Analisis Faktor-faktor yang Mempengaruhi Kinerja Pegawai pada. Ekombis Review.

DOI: https://doi.org/10.17509/jpm.v11i2.101804
p- ISSN 2686-5491 e- ISSN 2656-4734