

The Mediating Role of Work Motivation in the Relationship between Flexitime and Lecturer Performance at Private Universities in Serang City, Banten

John Chaidir¹⁾, Taufik Zulfikar²⁾, Ine Aprianti³⁾; Fadli Saepul Millah⁴⁾

¹⁾johnchaidir@primagraha.ac.id, Universitas Primagraha, Indonesia*

²⁾Taufik.zulfikar@usbykp.ac.id, Universitas Sangga Buana, Indonesia

³⁾ine.aprianti@usbykp.ac.id, Universitas Sangga Buana, Indonesia

⁴⁾fadli.saepul@usbykp.ac.id, Universitas Sangga Buana, Indonesia

*) Corresponding Author

Received: 2025-01-21

Reviewed: 2025-03-27

Accepted: 2025-04-09

Published: 2025-04-28

ABSTRACT

Objective: This study aims to examine the effect of work flexibility on lecturers' performance, with work motivation as a mediating variable, in the context of private universities. The research seeks to determine whether flexible work arrangements can directly and indirectly enhance lecturers' performance through increased motivation.

Methodology: This quantitative survey involved all permanent lecturers actively teaching at 32 Private Universities (PTS) in Serang City, Banten, with an estimated population of 900 lecturers. A probability sampling strategy using stratified random sampling was employed, treating each university as a stratum, followed by proportional allocation and simple random selection within strata. The final sample comprised 369 respondents, exceeding the minimum requirement for PLS-SEM analysis based on Cohen's guideline and G*Power calculations. Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.1.1.4 to test both direct and mediating effects.

Findings: The results demonstrate that work flexibility has a positive and significant effect on work motivation and lecturer performance. Work motivation also has a significant positive influence on lecturer performance and partially mediates the relationship between work flexibility and performance.

Conclusion: Enhancing work flexibility is essential for improving both motivation and performance among lecturers in private universities. Universities are encouraged to adopt flexible work arrangements that maintain academic productivity while supporting work-life balance.

Keyword : Work Flexibility, Work Motivation, and Lecturers' Performance

Introduction

The transformation of the world of work, driven by digitalization, shifting generational values, and the post-COVID-19 impacts, has reshaped paradigms in human resource management, including within the higher education sector. Amid these changes, work flexibility, particularly in the form of flexible working hours (flexitime), has emerged as an increasingly relevant strategy for lecturers, who are required to simultaneously carry out the tridharma of higher education. Global and national trends indicate that flexibility enhances work-life balance, emotional engagement, and work productivity (Civilidag & Durmaz, 2024; and Singh & Sharma, 2024).

In the Indonesian context, regulations have provided space for lecturers' work flexibility. Ministerial Regulation of Research, Technology, and Higher Education No. 44 of 2015 emphasizes that lecturers' tridharma workload is determined based on outputs calculated in semester credit units (SCU), rather than mere physical attendance (Kemristekdikti, 2015). Furthermore, Ministerial Regulation of Administrative and Bureaucratic Reform No. 1 of 2023 stipulates that lecturer performance evaluations, particularly for those with civil servant status, are based on annual Employee Performance Targets (EPT), not daily attendance (Kemenpan & RB, 2023). Normatively, this implies that lecturers' work systems are already flexible and output-oriented. However, the implementation of these policies in many private higher education institutions still faces structural obstacles, such as rigid attendance systems and cultural challenges, namely the perception that lecturers' discipline is measured by physical presence rather than tridharma achievements (Regita, 2023; Sevima, 2023; and Kompasiana, 2024).

On the other hand, Indonesia Open University (IOU), as a pioneer of distance learning in Indonesia, has demonstrated that lecturers' work flexibility can be effectively managed when supported by digital performance reporting systems and robust quality assurance. IOU lecturers carry out the tridharma online, without being bound to conventional work time and space, as long as performance outputs are met. This model illustrates that flexibility does not conflict with accountability and can also be applied to Private Higher Education Institution (PHEI) when supported by adaptive management.

This issue becomes particularly crucial considering the dynamics of the higher education sector in Banten Province. According to Statistics Indonesia (BPS), the number of higher education institutions in Banten declined from 106 to 102, with the decrease occurring primarily among PHEI (from 104 to 100) (Bada Pusat Statistik, 2024). At the national level, the Higher Education Service Institution (LLDikti) Region IV also reported that 40% of PTS in West Java and Banten were institutionally unhealthy (LL DIKTI Wilayah IV, 2022). Out of 423 PHEI previously recorded, only 417 remained active, with a target reduction to 380 as part of institutional quality improvement. This reflects mounting pressures on the sustainability and efficiency of PHEI, including the urgent need for adaptive and sustainable human resource (HR) governance reform.

Within this reform context, lecturer work flexibility stands as a potential HR strategy to enhance institutional performance. Several national studies reinforce the importance of flexibility in supporting lecturer performance. Jessica et al., (2023) found that work flexibility reduces lecturers' subjective workload. Huda et al., (2024) showed that flexible working hours significantly influence job satisfaction, which in turn enhances performance, albeit through a mediating effect of satisfaction. Meanwhile, Susanto (2024) concluded that flexibility and lecturers' income jointly exert a significant impact on productivity. However, the literature also notes that this relationship is not always direct. For instance, Salim et al., (2023) found that work motivation mediates the link between flexibility and performance, while Hutabarat et al., (2023) reported that the mediating effect was insignificant. Such inconsistencies highlight the need for further exploration of the motivational role in the context of lecturer work flexibility.

Unfortunately, in-depth studies on lecturer work flexibility at PHEI in Serang, Banten, remain scarce. In contrast to public universities, lecturers in PHEI commonly face more demanding administrative duties and restricted availability of academic resources. With the increasing complexity of tridharma demands and academic quality management, flexible and output-based work systems are becoming ever more critical. Moreover, the Impactful

Campus (Kampus Berdampak) policy, introduced by the Ministry of Education, Culture, Research, and Technology in May 2025, emphasizes that universities are expected not only to produce graduates but also to deliver measurable societal contributions through research, community engagement, and collaborative innovation (Direktorat Jenderal Diktiristik, 2025).

Lecturer work flexibility thus becomes an essential instrument to enable active involvement in programs such as Magang Berdampak (Impactful Internship), village empowerment initiatives, and collaborations with micro, small, and medium enterprises (MSMEs) (DIKTI, 2025). Therefore, HR management systems for lecturers must be designed to support active participation in the new Merdeka Belajar Kampus Merdeka (MBKM) ecosystem, aligned with the principles of autonomy, digitalization, and recognition of *tridharma* outputs (CampusNet, 2025). Lecturer work flexibility thus represents a critical enabler for fostering active participation in initiatives such as Magang Berdampak (Impactful Internship), village empowerment programs, and collaborations with micro, small, and medium enterprises (MSMEs) (DIKTI, 2025). Accordingly, human resource management systems for lecturers should be strategically developed to facilitate meaningful engagement within the evolving MBKM ecosystem, in alignment with the principles of autonomy, digital transformation, and systematic recognition of *tridharma* outputs (CampusNet, 2025).

Against this backdrop, this study aims to analyze the effect of flexible working hours (flextime) on the performance of lecturers at private higher education institutions in Serang City, Banten Province, while considering the mediating role of work motivation. Theoretically, this study contributes to the literature by enriching insights into motivational mechanisms within flexible work arrangements, particularly within the framework of Self-Determination Theory (SDT). Practically, the findings are expected to provide valuable reference for university leaders in designing adaptive, performance-based HR management policies that support the acceleration of the Kampus Berdampak agenda as the new direction of higher education in Indonesia.

Literature Review

Work Flexibility

The term flextime first appeared in West Germany during the 1960s, introduced by Christel Kammerer and later popularized by Wilhelm Haller, known as the “father of flextime.” This system allows employees to choose their start and end times flexibly, provided that they fulfill the required total working hours. Flextime gained widespread adoption in Europe and the United States during the 1970s–1980s, in response to increasing demands for work-life balance and higher female labor force participation. The concept of flextime was rooted in the effort to provide greater autonomy for employees in managing their work hours, particularly within shift-based environments (van der Lippe et al., 2024). Historically, it evolved from organizational needs to balance operational efficiency with employee well-being. Over time, flextime has developed into a form of flexible work arrangement that enables individuals to adjust their start and end times while still meeting the agreed-upon total working hours (Hariyanto et al., 2024). These studies emphasize the importance of flextime as a response to the evolving needs of the modern workforce, particularly in enhancing job satisfaction, reducing work-family conflict, and supporting the balance between personal and professional life.

Work flexibility has been defined in diverse ways by scholars, but consistently emphasizes granting employees freedom to manage their work time and location according to their needs. Pamungkas et al., (2022) defined work flexibility as an arrangement allowing

employees to determine when and where to work, especially within the context of working from home during the COVID-19 pandemic, with the aim of improving motivation and performance. Similarly, Sitorus & Siagian (2023), argued that work flexibility reflects the ability of organizations to provide employees with the space to adjust their schedules and working methods without reducing their workload, thereby positively influencing motivation and job satisfaction. Al-Rawahi (2024) more specifically, interpreted flexibility as flextime, namely the freedom of employees to choose their own working hours as long as the total required hours are met, which has been shown to enhance motivation and performance. Work flexibility has become increasingly relevant alongside digital transformation and the implementation of output-based performance evaluation (Kemenpan & RB, 2023). Thus, work flexibility may be understood as the freedom granted to employees to arrange their time and/or workplace to suit personal needs without neglecting work responsibilities.

According to Hutabarat et al., (2023); and Sinurat et al., (2024), work flexibility reflects the organization's capacity to allow employees discretion in determining when, where, and how they work. The main dimensions of work flexibility include flexible working hours (flextime), flexible workplace (flexplace), and autonomy in scheduling tasks and managing workload. Both studies highlight that work flexibility not only directly supports the achievement of performance targets but also allows employees to maintain balance between work and personal life. In the post-pandemic context, such flexibility has become increasingly critical for promoting productivity and job satisfaction.

Work Motivation

Work motivation is defined in various ways by scholars, but generally refers to the internal and external drives that encourage individuals to achieve work goals optimally. Pamungkas et al., (2022) described work motivation as a driving factor arising from the influence of work flexibility and servant leadership, which increases employees' enthusiasm in carrying out their tasks and responsibilities, particularly in the context of working from home during the pandemic. Similarly, Rudianto et al., (2023) stated that work motivation can be enhanced through flexible working hours that support work-life balance, improve morale, and increase employee job satisfaction. In another study, Hamzah & Sarwoko (2020) and (Nurkumalasari & Mustafa, 2024) argued that work motivation is shaped indirectly through leadership and work ethics via the improvement of emotional intelligence, which positively impacts performance. They further emphasized that motivation is influenced by leadership values and organizational culture rooted in Islamic principles, encouraging employees to work more meaningfully.

According to McClelland, as cited in Robbins & Judge (2018), work motivation is based on three core psychological needs: the need for achievement, the need for affiliation, and the need for power. These dimensions reflect the fundamental drives of individuals at work—to strive for superior results, to build positive social relationships, and to influence their work environment. These dimensions are consistent with the findings of Sitorus & Siagian (2023), who demonstrated that work flexibility enhances motivation, which in turn has a significant impact on job satisfaction. This aligns with the needs for affiliation and achievement, as lecturers require space to build professional relationships while also achieving their work goals optimally. Similar conclusions were drawn by Salim et al., (2023), who found that flextime enhances work motivation and serves as a mediator in the relationship between flexibility and performance. Both studies strengthen the argument that lecturers' work

motivation can be understood through the fulfillment of McClelland's basic needs: achievement, social connection, and influence within the academic environment.

Lecturer Performance

According to Robbins & Judge (2018), performance refers to the extent to which an individual successfully carries out tasks for which they are responsible, in order to achieve expected results. In the higher education context, lecturer performance encompasses achievements in implementing the *tridharma* of teaching, research, and community service, assessed based on institutional standards and government regulations. Lecturer performance reflects their effectiveness in fulfilling their roles and contributing to the advancement and reputation of higher education institutions. As highlighted in Kompasiana (2024), lecturer performance represents the outcomes of their *tridharma* duties, measured through institutional benchmarks and governmental guidelines (Alhaddad et al., 2024 and Ahmad et al., 2023).

Awidiya & Netra (2021); Taha & Jabid (2022); and (Irwan et al., 2024) argued that employee performance relevant to lecturers can be assessed through task quality, productivity, discipline, and responsibility in completing work. Nasution & Priangkatarata (2022) added that work discipline and motivation are critical indicators, reflected in punctual attendance, task consistency, and professionalism in academic services. Both studies emphasized that lecturer performance indicators may include teaching effectiveness, research productivity, community service engagement, as well as professionalism and institutional commitment.

This is consistent with the Ministry of Education, Culture, Research, and Technology's regulation, which stipulates minimum performance indicators for lecturers in carrying out the *tridharma* (Kementerian Pendidikan, Kebudayaan, Riset, 2024). The regulation requires lecturers to demonstrate quality teaching, publish scientific works according to academic rank, engage in community service, and pursue professional development all within the framework of measurable discipline and academic contribution. Thus, valid indicators of lecturer performance encompass teaching effectiveness, research and publication productivity, community engagement, as well as discipline and professional commitment.

Research Framework and Hypotheses

Work Flexibility and Work Motivation

Flexible work arrangements have increasingly been recognized as structural conditions that can enhance employee motivation by fulfilling psychological needs and meeting the demands of work-life balance. Such arrangements provide employees with autonomy regarding when, where, and how work is performed, thereby enabling individuals to balance professional and personal responsibilities more effectively. In the academic context, particularly for lecturers, flexible work systems provide autonomy in scheduling teaching activities, research planning, and community service. This autonomy plays a critical role in satisfying intrinsic needs for control and competence, which are central components of motivation according to self-determination theory (Ryan & Deci, 2020).

Previous studies have shown that when individuals perceive greater flexibility in their work structures, they tend to experience higher morale, commitment, and psychological engagement. For example, Sitorus & Siagian (2023) found that flexible working hours positively influence work motivation by reducing stress and supporting work-life balance. Similarly, Sitorus & Siagian (2023) demonstrated that flexible work arrangements

significantly improve motivation among remote workers, indicating that autonomy in managing workflows fosters psychological ownership and enthusiasm.

Work flexibility, which allows autonomy in determining when, where, and how work is performed, has been shown to enhance motivation by satisfying psychological needs for autonomy, reducing stress, and maintaining work–life balance. Based on Self-Determination Theory (Deci & Ryan, 2000) and Conservation of Resources Theory (Hobfoll, 2001), such policies function as resources that strengthen employees' intrinsic drive to contribute optimally (Hutabarat et al., 2023). Studies such as Hutabarat et al., (2023) and Rudianto et al., (2023) highlight that flexible working time supports job satisfaction and morale, which in turn fosters motivation and improved performance. Thus, work flexibility not only promotes individual well-being but also strengthens employees' internal drive to achieve organizational goals.

H₁: Work flexibility has a positive effect on work motivation.

Work Flexibility and Lecturer Performance

Work flexibility has emerged as a modern work management approach that provides individuals with greater autonomy over when, where, and how they work, while remaining oriented toward performance outcomes. In the context of university lecturers, flexibility is particularly relevant given the multitasking demands of academic work (teaching, research, and community service), as well as the challenges of digitalization and the need for work–life balance in the post-pandemic era.

A meta-analysis by Civilidag & Durmaz (2024), which examined 21 international studies, revealed that work flexibility is strongly correlated with employee performance and exerts significant effects across sectors and countries. This finding reinforces prior evidence that Flexible Work Arrangements (FWAs) positively contribute to productivity, job satisfaction, and organizational well-being. Similarly, Silminawati & Rachmawati (2022) found that FWAs significantly enhance performance by improving job satisfaction and work–life balance among ministry employees.

Research within the education sector has reported comparable results. Alqasa & Alsulami (2022) concluded that flextime is the only form of flexibility that significantly enhances performance among education sector employees. Andeyo et al., (2024) found that FWAs influenced the performance of non-teaching staff at Kenyan public universities. Even in industries such as technology and banking, flexible working hours have been shown to significantly improve employee performance (Nayanathara & Karunarathne, 2021; and Jane Muthoni & Kiragu, 2022)..

In the Indonesian academic context, Pradipta & Martdianty (2023) showed that the effect of FWAs on performance is mediated by work engagement and supervisor support. This suggests that work flexibility creates a supportive work environment that fosters feelings of recognition and professional connectedness, ultimately enhancing performance. Meanwhile, Singh & Sharma (2024) demonstrated that work flexibility significantly improves employee engagement, satisfaction, and productivity while reducing workplace stress.

Zappalà et al., (2024) added that flextime positively affects work performance, but its effectiveness depends on individuals' coping abilities in managing work stress—indicating that flexibility requires individual readiness to be fully effective. In the hospitality sector, Chen (2017) also found that flexible scheduling significantly mediates the improvement of service innovation performance.

Overall, the synthesis of the literature suggests that work flexibility enhances performance through various mechanisms: reducing role conflict, increasing job control, improving motivation and engagement, and promoting work–life balance. Therefore, work flexibility can be considered a key strategy for enhancing lecturer performance, especially in private higher education institutions that face administrative pressures and high academic productivity demands.

H₂: Work flexibility has a positive effect on lecturer performance.

Work Motivation and Lecturer Performance

Work motivation is one of the primary psychological factors shaping employee behavior within organizations, including in higher education. For lecturers, motivation plays a central role in determining both the quality and quantity of their *tridharma* responsibilities teaching, research, and community service. Highly motivated lecturers tend to be more focused, productive, and capable of generating sustainable academic innovations. Conversely, low motivation can diminish morale and directly undermine institutional performance.

A substantial body of empirical evidence supports the consistent relationship between work motivation and performance. Awidiya & Netra (2021); and Chien et al., (2020) found that both intrinsic and extrinsic motivation significantly improve employee performance in the public and private sectors. Similar findings were reported by Nasution & Priangkata (2022), who emphasized motivation as a critical determinant of performance in local government institutions. Within the education sector, Deva et al., (2022) highlighted results consistent with Self-Determination Theory (Deci & Ryan, 2000), which underscores the importance of fulfilling psychological needs through supportive work environments, and Conservation of Resources Theory (Hobfoll, 2001), which emphasizes environmental resources as catalysts for career development and performance. Moreover, motivation also functions as a buffer against work stress stemming from administrative burdens and career uncertainty.

In the health sector, Rusmiati et al., (2021) found that even under high job risks, motivation significantly enhanced performance. Similarly, Arifin et al., (2023) noted that flexible and remote work arrangements during the pandemic were only effective in improving performance when supported by strong work motivation.

In academia, which requires balancing administrative demands with intellectual freedom, motivation serves as a vital psychological resource. Intrinsically motivated lecturers are more likely to pursue quality teaching, lifelong learning, and professional achievements. Meanwhile, extrinsic motivation such as functional rank incentives and institutional recognition supports the sustainability of their contributions. Hence, sustaining and managing lecturer motivation is integral to strategies for improving academic performance.

H₃: Work Work motivation has a positive effect on lecturer performance.

Work Motivation as a Mediator in the Relationship between Work Flexibility and Lecturer Performance

Work flexibility has become a key strategy in modern human resource management, particularly in response to post-pandemic workplace dynamics and the acceleration of digital transformation. In academia, work flexibility allows lecturers to determine when and where to work autonomously, as long as they fulfill their *tridharma* obligations. However, the

effectiveness of work flexibility in enhancing lecturer performance is not always direct; it may instead be influenced by psychological factors such as work motivation.

Several studies support the notion that work flexibility affects performance through intervening psychological variables. Hutabarat et al., (2023) found that although Flexible Work Arrangements (FWAs) and work motivation each directly influenced performance, motivation did not serve as a mediator in their study. In contrast, Shalahuddin & Ikhrum (2024) reported that work flexibility indirectly influenced performance through work–life balance, while motivation played a partial mediating role. These findings suggest that work flexibility alone may not directly enhance productivity but requires mediating factors such as satisfaction, work–life balance, or motivation.

Further, Dewi et al., (2024) reported that work motivation mediates the relationship between career development and competence on performance, reinforcing the importance of motivation as a bridge between contextual variables (work environment, flexibility, professional development) and performance outcomes. In a related context, Nguyen et al., (2024) found that job motivation and job engagement mediated the influence of work–life balance on performance in multinational corporations.

Although contexts and organizational characteristics differ, these findings collectively indicate that work motivation can serve as an essential mechanism explaining how work flexibility translates into enhanced performance. In academia, where administrative demands are high and the boundaries of work are often fluid work flexibility provides opportunities to improve psychological well-being, which in turn strengthens lecturer motivation to optimally perform their academic duties.

H4: Work motivation mediates the relationship between work flexibility and lecturer performance.

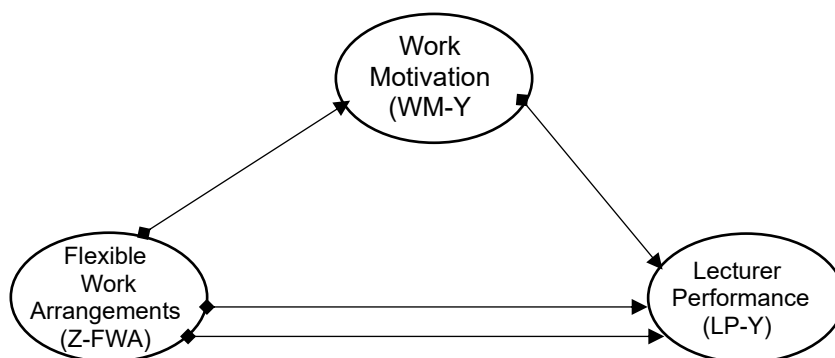


Figure 1. Conceptual Framework of the Study

RESEARCH METHODOLOGY

Measurement Development

Lecturer Performance (LP-Z) refers to the level of achievement of lecturers in carrying out the *tridharma* of higher education teaching, research, and community service measured through teaching effectiveness, research productivity, engagement in community service, as well as discipline and professional commitment in accordance with institutional standards (Robbins & Judge, 2018); and Pamungkas et al., 2022).

Work Motivation (WM-Y) is the internal drive that influences individual commitment and behavior in achieving work goals by fulfilling psychological needs and workplace well-being (Shkoler & Kimura, 2020); as well as the psychological process that directs and

sustains individual efforts to attain optimal work outcomes, influenced by satisfaction, rewards, and workplace conditions (Vo et al., 2022).

Flexible Work Arrangements (FWA-X) refer to the discretion granted by institutions to lecturers to manage their working time, place, methods, and workload flexibly without reducing their responsibilities. This includes flextime, flexplace, scheduling autonomy, and workload arrangements (Hutabarat et al., 2023; Sitorus & Siagian, 2023; Sinurat et al., 2024; and van der Lippe et al., 2024).

Method of Data Analysis

This study employed a quantitative explanatory approach using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.1.1.4. This method was selected because it enables the testing of causal relationships within complex structural models, is flexible with small to medium sample sizes, and does not require the assumption of normal data distribution.

The research population consisted of all permanent lecturers actively teaching at Private Universities (Perguruan Tinggi Swasta, PTS) in Serang City, Banten, both those holding functional academic positions and those who did not. Based on data from LLDIKTI Region IV and BPS Banten (2024), there were 32 active PTS in this region, with an estimated total of approximately 900 permanent lecturers.

The sampling technique applied was probability sampling using a stratified random sampling approach. Each PTS was treated as a stratum, and samples were drawn proportionally from each stratum according to the number of permanent lecturers. After determining the number of samples in each stratum, respondents were selected using simple random sampling, ensuring equal probability of selection for each member within a stratum.

This approach was chosen to guarantee representation across all PTS, minimize bias, and enhance the external validity of the study. By applying probability sampling, the likelihood of each lecturer being selected as a respondent could be clearly calculated, thereby making the research findings more generalizable to the entire population of permanent lecturers in PTS across Serang City.

Therefore, this study employed probability sampling using the proportional stratified random sampling method, in which the strata were based on the private university (PTS) units. The formula applied is as follows: $n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e^2}$ to determine the value of the Initial Sample Size under the assumption that the population proportion (p) is unknown (p = 50%). The result is obtained as follows: $n_0 = \frac{1,96^2 \cdot 0.5 \cdot (1-0.5)}{0.05^2} = 384,16$. Subsequently, based on, the actual sample size (N=900) can be determined using the following formula: $n_c = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$. The

result is: $n_c = \frac{384}{1 + \frac{384,16 - 1}{900}} = 369,45$. Thus, the representative sample in this study consists of 369 lecturers. In addition, to determine the sample per stratum (ni), the following formula is applied: $n_i = N_i / n \times n$. Consequently, simple random sampling is required to determine the sample of each university proportionally.

Since this study employed PLS-SEM, it was necessary to confirm the sample size by referring to Cohen's guideline, as cited in Hair et al., (2019), which states that to detect $R^2 = 0.25$ at a 5% significance level with 80% statistical power, a minimum of 70 respondents is required. Supporting this, a G*Power analysis with an effect size of $f^2 = 0.15$ and two predictors indicated a minimum requirement of 68

respondents. This study utilized 369 respondents, thereby exceeding the minimum threshold and enhancing the external validity of the findings.

All constructs in this study were measured using a reflective measurement model. The measurement model assessment was conducted in three stages: convergent validity (with factor loadings ≥ 0.708 and AVE ≥ 0.50), internal reliability (using Cronbach's Alpha and Composite Reliability ≥ 0.70), and discriminant validity (using HTMT < 0.90).

The structural model was evaluated through multicollinearity ($VIF < 3$), coefficient of determination ($R^2 \geq 0.25$), effect size ($f^2 \geq 0.25$), and predictive relevance ($Q^2 > 0$). Hypothesis testing was conducted through bootstrapping with 5,000 resamples, with acceptance criteria set at a t-statistic ≥ 1.96 at the 5% significance level. Mediation analysis was carried out by testing the indirect effects, while predictive accuracy of the model was evaluated using PLSpredict, comparing RMSE and MAE values against a linear benchmark model.

Research Findings

Measurement Model Evaluation (Outer Model Evaluation)

The initial step in evaluating the reflective measurement model is to examine the factor loadings of each indicator on its construct. According to Hair et al., (2019), indicators with loadings ≥ 0.708 are considered to provide an adequate contribution in representing the latent variable. Indicators below this threshold may be considered for removal, unless retained for theoretical justification or if the construct's AVE value remains satisfactory.

Next, convergent validity is assessed through the Average Variance Extracted (AVE), with a minimum threshold of > 0.50 . A higher AVE value indicates that the construct explains more than half of the variance of its indicators. Discriminant validity is then evaluated using both the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT) to ensure that distinct constructs indeed measure different concepts.

In addition, internal reliability is assessed using Composite Reliability (CR) and Cronbach's Alpha. CR is considered more accurate than Cronbach's Alpha, as it accounts for the weight of each indicator, whereas Cronbach's Alpha assumes equal contribution across indicators. The ideal reliability value ranges between 0.70 and 0.90. A minimum threshold of 0.60 may still be acceptable in exploratory studies, while values above 0.95 should be interpreted with caution, as they may indicate redundancy among indicators, potentially reducing content validity.

Based on these principles, the results of the first and second model assessments are presented below.

Table 1. Summary of Reflective Outer Models

Variabel Laten	Indicators	Loading Factor		AVE		CR		Cronbach's alpha	
		Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
Flexible Work Arrangements (FWA-X)	X1 <- Flexible Work (X)	0,719	0,724	0,576	0,594	0,931	0,929	0,920	0,918
	X10 <- Flexible Work (X)	0,740	0,753						
	X2 <- Flexible Work (X)	0,721	0,724						
	X3 <- Flexible Work (X)	0,733	0,738						

Variabel Latent	Indicators	Loading Factor		AVE		CR		Cronbach's alpha	
		Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
	X4 <- Flexible Work (X)	0,781	0,781						
	X5 <- Flexible Work (X)	0,800	0,796						
	X6 <- Flexible Work (X)	0,799	0,800						
	X7 <- Flexible Work (X))	0,689	-						
	X8 <- Flexible Work (X))	0,817	0,821						
	X9 <- Flexible Work (X)	0,781	0,796						
Work Motivation (WM-Y)	Y1 <- Work Motivation (Y)	0,749	0,782	0,728	0,771	0,960	0,964	0,951	0,956
	Y2 <- Work Motivation (Y)	0,729	0,743						
	Y3 <- Work Motivation (Y)	0,798	0,824						
	Y4 <- Work Motivation (Y)	0,647	-						
	Y5 <- Work Motivation (Y)	0,615	-						
	Y6 <- Work Motivation (Y)	0,817	0,833						
	Y7 <- Work Motivation (Y)	0,393	-						
	Y8 <- Work Motivation (Y)	0,758	0,768						
Lecturer Performance (LP-Z)	Z1 <- Lecturer Performance_(Z)	0,921	0,942	0,491	0,626	0,882	0,893	0,844	0,850
	Z2 <- Lecturer Performance(Z)	0,928	0,950						
	Z3 <- Lecturer Performance (Z)	0,935	0,953						
	Z4 <- Lecturer Performance_(Z)	0,699	-						
	Z5 <- Lecturer Performance_(Z)	0,767	0,717						
	Z6 <- Lecturer Performance(Z)	0,784	0,775						
	Z7 <- Lecturer Performance (Z)	0,773	0,779						
	Z8 <- Lecturer Performance (Z)	0,919	0,942						
	Z9 <- Lecturer Performance (Z)	0,911	0,931						

Source: Processed by the Authors, 2025.

Based on Table 1: Summary of Outer Loadings, the testing was conducted in two stages, namely Model 1 and Model 2, to evaluate the convergent validity of each indicator representing the latent variables: Flexible Work Arrangements (FWA-X), Work Motivation (WM-Y), and Lecturer Performance (LP-Z).

For the Flexible Work Arrangements (FWA-X) variable, Model 1 shows that most indicators had loadings above the minimum threshold of 0.708, with the exception of indicator X7 (0.689), which fell slightly below the threshold. Referring to Hair et al., (2019), indicators with loadings below 0.708 may be retained if they have strong theoretical relevance and the AVE remains adequate. In Model 2, indicator X7 was removed, resulting in all indicators having loadings ≥ 0.724 and improving construct quality. The highest loadings were found in X8 (0.821 in both Model 1 and Model 2) and X5 (0.800 in both Model 1 and Model 2).

For the Work Motivation (WM-Y) variable, Model 1 contained three indicators with loadings below the ideal threshold, namely Y4 (0.647), Y5 (0.615), and Y7 (0.393), which potentially reduced convergent validity. In Model 2, these three indicators were removed,

leaving all remaining indicators with loadings ≥ 0.743 . The greatest improvements were observed in Y3 (from 0.798 to 0.824) and Y6 (from 0.817 to 0.833), thereby strengthening construct consistency.

For the Lecturer Performance (LP-Z) variable, Model 1 showed that indicator Z4 (0.699) was slightly below the minimum threshold, while other indicators demonstrated high loadings, such as Z2 (0.928) and Z3 (0.935). In Model 2, Z4 was removed, while the remaining indicators were retained with loadings ranging from 0.717 to 0.953. The highest loadings were observed in Z3 (0.953) and Z8 (0.942), reflecting strong contributions to the construct.

Nevertheless, although all indicators in Model 2 satisfied the criteria for convergent validity (loadings > 0.70), the contribution to the relationship between Flexible Work Arrangements (X) $\rightarrow$ Lecturer Performance (Z) remained statistically insignificant ($t = 1.707$; $p\text{-value} = 0.088$). Moreover, certain indicators exhibited loadings above 0.90, such as Z3 $\leftarrow$ Lecturer Performance (Z) with a loading of 0.953. Referring to Hair et al. (2019), the maximum recommended loading is 0.95 to avoid indicator redundancy, which may compromise content validity, with the ideal range being 0.70–0.90. This condition suggests the need for further testing in Model 3 or Model 4 to evaluate potential redundancy and ensure optimal estimation of relationships among variables.

Overall, the modifications from Model 1 to Model 2 improved the quality of the instrument, as evidenced by satisfactory convergent validity ($AVE > 0.50$ for all variables) and strong internal reliability (CR and Cronbach's Alpha > 0.70). However, the findings regarding non-significant inter-variable relationships and indicators with loadings above 0.90 warrant further attention in subsequent model testing to avoid measurement bias and ensure accurate interpretation of results.

As a refinement step, a comparison between Model 3 and Model 4 was conducted, focusing on construct validity testing, including factor loadings, Average Variance Extracted (AVE), Composite Reliability (CR), and Cronbach's Alpha. The results of this comparison are presented in Table 2.

Table 2. Comparison of Validity Tests for Model 3 and Model 4

Latent Variable	Indicators	Loading Factor		AVE		CR		Cronbach's alpha	
		Model 3	Model 4	Model 3	Model 4	Model 3	Model 4	Model 3	Model 4
Flexible Work Arrangements (FWA-X)	X1 $\leftarrow$ Flexible Work (X)	0,722	-	0,593	0,639	0,929	0,914	0,918	0,889
	X10 $\leftarrow$ Flexible Work (X)	0,756	0,806						
	X2 $\leftarrow$ Flexible Work (X)	0,722	-						
	X3 $\leftarrow$ Flexible Work (X)	0,737	-						
	X4 $\leftarrow$ Flexible Work (X)	0,778	0,739						
	X5 $\leftarrow$ Flexible Work (X)	0,793	0,750						
	X6 $\leftarrow$ Flexible Work (X)	0,797	0,763						
	X8 $\leftarrow$ Flexible Work (X)	0,823	0,874						
	X9 $\leftarrow$ Flexible Work (X)	0,798	0,856						
Work Motivation (Y)	Y1 $\leftarrow$ Work Motivation (Y)	0,788	-	0,732	0,756	0,916	0,939	0,878	0,917

Latent Variable	Indicators	Loading Factor		AVE		CR		Cronbach's alpha	
		Model 3	Model 4	Model 3	Model 4	Model 3	Model 4	Model 3	Model 4
	Y2 <- Work Motivation (Y)	0,741	0,721						
	Y3 <- Work Motivation (Y)	0,823	0,869						
	Y6 <- Work Motivation (Y)	0,832	0,885						
	Y8 <- Work Motivation (Y)	0,767	0,787						
Lecturer Performance (LP-Z)	Z5 <- Lecturer Performance (Z)	0,806	0,762	0,625	0,669	0,893	0,889	0,850	0,833
	Z6 <- Lecturer P (Z)	0,832	0,803						
	Z8 <- Lecturer P (Z)	0,891	0,922						
	Z9 <- Lecturer P (Z)	0,890	0,920						
	Z1 <- Lecturer P (Z)	-	0,926						

Source: Processed by the Authors, 2025.

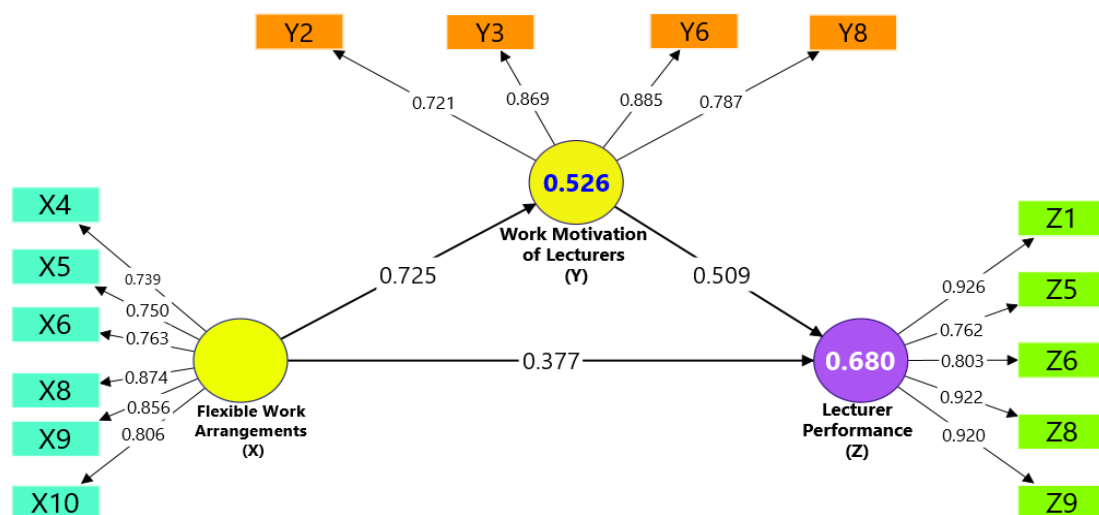
Based on the table comparing the validity tests of Model 3 and the Final Model 4, it can be explained that the instrument validation process was carried out iteratively to ensure that all indicators met the criteria of convergent validity and construct reliability as suggested by Hair et al., (2019). In the reflective measurement model, indicators are considered convergently valid if they have a loading factor ≥ 0.708 , an Average Variance Extracted (AVE) ≥ 0.50 , and Composite Reliability (CR) within the range of 0.70–0.95, indicating adequate internal consistency without indicator redundancy.

For the Flexible Work Arrangements (X) variable, Model 3 testing showed that all indicators met the minimum threshold of convergent validity, with loading factors ranging from 0.722 to 0.823. However, indicators X1 (0.722) and X2 (0.722) were close to the minimum threshold, and therefore eliminated in the Final Model 4. In the final model, the retained indicators were X10, X4, X5, X6, X8, and X9, with loading factors ranging from 0.739 to 0.874. The AVE value increased from 0.593 in Model 3 to 0.639 in Model 4, CR remained in the very good category (0.929), and Cronbach's Alpha slightly decreased from 0.918 to 0.889 but still remained above the minimum threshold of 0.70.

For the Work Motivation (Y) variable, Model 3 showed that all indicators were valid with loading factors ≥ 0.741 , the highest being Y6 (0.832). The Final Model 4 retained four indicators (Y2, Y3, Y6, and Y8) with loading factors ranging from 0.721 to 0.885. The AVE value increased from 0.732 in Model 3 to 0.756 in Model 4, CR increased from 0.916 to 0.939, and Cronbach's Alpha rose from 0.878 to 0.917, indicating stronger internal consistency after the removal of low-value indicators.

For the Lecturer Performance (Z) construct, Model 3 included four indicators (Z5, Z6, Z8, and Z9) with factor loadings ranging from 0.806 to 0.891, indicating satisfactory convergent validity. In the Final Model 4, an additional indicator, Z1, was incorporated, exhibiting a high loading of 0.926, which extended the loading range to 0.803–0.926. This adjustment led to an increase in the Average Variance Extracted (AVE) from 0.625 in Model 3 to 0.669 in Model 4, reflecting an improvement in the amount of variance captured by the construct relative to measurement error.

The Composite Reliability (CR) remained consistently strong (0.893 in Model 3 to 0.889 in Model 4), while Cronbach's Alpha slightly decreased from 0.850 to 0.833, yet continued to exceed the recommended threshold of 0.70, confirming adequate internal consistency (Hair et al., 2019). Notably, unlike in Model 3, the structural path from Flexible Work Arrangements (X) to Lecturer Performance (Z) in the Final Model 4 achieved statistical significance ($t = 8.802$, $p < 0.001$). This result suggests that following the iterative indicator purification process—where weaker indicators were removed in Model 3—the explanatory power of Flexible Work Arrangements on Lecturer Performance increased substantially. The finding indicates that work flexibility plays a critical and direct role in enhancing lecturer performance, complementing the indirect effects observed through mediating variables such as Work Motivation. This also demonstrates the importance of careful indicator selection in PLS-SEM to ensure both construct validity and the robustness of structural path estimates.



Source: Processed by the Authors, 2025.

Figure 1. Structural Model Path Diagram: Relationship between X, Y, and Z

Overall, the Final Model 4 has met all criteria of convergent validity (AVE > 0.50; loading factor ≥ 0.70) and construct reliability (CR and Cronbach's Alpha > 0.70) in accordance with the guidelines of Hair et al., (2019). The elimination of low-value indicators has proven to improve AVE values, maintain CR at a very good level, and keep Cronbach's Alpha above the recommended minimum threshold. These results also reinforce the significance of relationships among constructs, particularly the positive effect of Flexible Work Arrangements on Lecturer Performance, which was previously insignificant in the initial model.

The illustration of the relationships between indicators and constructs is presented in Figure 1, which depicts the linkage between latent variables and manifest indicators, as well as the direction and strength of relationships between exogenous and endogenous variables in the tested model. The figure shows the final results of Model 4, where only the strongest contributing indicators were retained. It is evident that the Flexible Work Arrangements construct is measured by six valid indicators, Work Motivation by four indicators, and Lecturer Performance by five indicators with high loadings. The R^2 values for work motivation (0.526) and lecturer performance (0.680) indicate that the model has adequate explanatory

power, while the inter-variable paths confirm that work motivation serves as an important mediator between work flexibility and lecturer performance.

After ensuring that the indicators are valid and convergently reliable, the next step is to evaluate discriminant validity, namely the extent to which a construct can empirically be distinguished from other constructs in the model. This test was conducted using the Heterotrait-Monotrait Ratio (HTMT) approach. Acceptable HTMT values should be below the 0.90 threshold. A summary of the HTMT test results from Model 3 to Model 4 is presented in Table 3.

Table 3. Discriminant Validity Evaluation (HTMT) for Models 2, 3, and 4

Hubungan Konstruk	Model 1	Model 2	Model 3	Model 4
Lecturer Performance (Z) ↔ Flexible Work (X)	0,733	0,662	0,746	0,787
Work Motivation (Y) ↔ Flexible Work (X)	0,895	0,83	0,83	0,819
Work Motivation (Y) ↔ Lecturer Performance (Z)	0,921	0,898	0,971	0,881

Source: Processed by the Authors, 2025.

Based on the HTMT table, discriminant validity was evaluated to ensure that each construct in the model truly represents a theoretically distinct concept. One of the recommended approaches in Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess discriminant validity is the Heterotrait-Monotrait Ratio of Correlations (HTMT) method. According to Hair et al. (2019), acceptable HTMT values should be below the threshold of 0.90 for conceptually similar constructs, and below 0.85 for conceptually distinct constructs.

In Model 1, two construct relationships, namely Work Motivation (Y) ↔ Flexible Work Arrangements (X) (0.895) and Work Motivation (Y) ↔ Lecturer Performance (Z) (0.921), showed HTMT values above the 0.85 threshold. The value of 0.921 even exceeded the 0.90 limit, indicating potential conceptual overlap or similarity of indicator loadings across these constructs. In Model 2, the HTMT values for these two relationships decreased to 0.830 and 0.898. The value of 0.898 was still close to the upper limit of 0.90, suggesting that conceptual separation was not yet fully optimal, although there was an improvement compared to Model 1.

In Model 3, a similar pattern was observed. The relationship between Work Motivation (Y) ↔ Lecturer Performance (Z) increased to 0.971, once again surpassing the 0.90 threshold and indicating a high potential for conceptual multicollinearity. After model purification through the removal of low-contributing indicators, Model 4 showed significant improvement. The HTMT value for Work Motivation (Y) ↔ Lecturer Performance (Z) decreased to 0.881, which is below the 0.90 threshold, and all other construct relationships fell below 0.85–0.90, consistent with their conceptual closeness categories. For example, Lecturer Performance (Z) ↔ Flexible Work Arrangements (X) had a value of 0.787, while Work Motivation (Y) ↔ Flexible Work Arrangements (X) had a value of 0.819.

Overall, the results indicate that Model 4 has met the criteria of discriminant validity as recommended by Hair et al. (2019). There is no indication of serious conceptual multicollinearity among the latent constructs in the model, meaning that each construct can be considered statistically and theoretically distinct. Therefore, this model is suitable for use in the subsequent stage of structural testing.

Inner Model Evaluation

The evaluation of the structural model includes testing the significance of relationships among constructs, collinearity, R^2 values, and Q^2 values. Collinearity is assessed using the Variance Inflation Factor (VIF), where according to Hair et al. (2019), $VIF \geq 5$ indicates critical collinearity, values between 3–5 suggest potential collinearity, and $VIF < 3$ indicates no significant collinearity issues.

Next, R^2 (R-square) is used to assess the extent to which the variability of endogenous constructs can be explained by exogenous constructs. R^2 values of 0.75, 0.50, and 0.25 are interpreted as substantial, moderate, and weak, respectively, while values above 0.90 may indicate overfitting.

Meanwhile, Q^2 (Stone-Geisser's Q^2) is used to measure the predictive relevance of the structural model. According to Hair et al. (2019), $Q^2 > 0$ indicates predictive relevance, with categories of 0.02 (small), 0.15 (medium), and 0.35 (large) in predicting endogenous constructs. Based on the evaluation results of VIF, R^2 , and Q^2 , a summary of the inner model analysis is presented in Table 4 below.

Table 4. Summary of Structural Paths in Reflective Models 3 and 4

Structural Model	VIF		R^2		Effect Size- f^2		Q^2 predict	
	MODEL 3	MODEL 4	MODEL 3	MODEL 4	MODEL 3	MODEL 4	MODEL 3	MODEL 4
Flexible Work (X)→ Lecturer Performance (Z)	2,612	2,109	$Y = 0,617$	$Y = 0,526$	0,034	0,211	$Y = 0,616$	$Y = 0,523$
Flexible Work (X)→Work Motivation (Y)	1,000	1,000	$Z = 0,744$	$Z = 0,680$	1,612	1,109	$Z = 0,533$	$Z = 0,556$
Work Motivation (Y)→Lecturer Performance (Z)	2,612	2,109			0,818	0,383		

Source: Processed by the Authors, 2025.

Table 4 presents a summary of the results of the structural path analysis in Model 3 and Model 4, considering the values of Variance Inflation Factor (VIF), R^2 , effect size (f^2), and Q^2 predict for each inter-variable relationship. Based on the guidelines of Hair et al. (2019), all VIF values are below 3, indicating no multicollinearity issues in the model. Specifically, in Model 4, the relationship between Flexible Work Arrangements (X) and Lecturer Performance (Z) has a VIF value of 2.109, the relationship between X and Work Motivation (Y) has a VIF of 1.000, and the relationship between Y and Z has a VIF of 2.109. All these values are well below the critical threshold (≥ 5) and fall within the safe category.

In terms of coefficient of determination (R^2), in Model 4, the Work Motivation (Y) variable has an R^2 value of 0.526, which is categorized as moderate, while Lecturer Performance (Z) has an R^2 value of 0.680, which is categorized as moderate–approaching substantial. This indicates that the combination of exogenous constructs in the model can explain 52.6% of the variance in work motivation and 68% of the variance in lecturer performance.

The effect size (f^2) values show that the largest contribution lies in the relationship between Flexible Work Arrangements (X) and Work Motivation (Y), with an f^2 value of 1.109 (large category). The relationship between Work Motivation (Y) and Lecturer Performance

(Z) has an f^2 value of 0.383 (medium category), while the direct relationship between X and Z has an f^2 value of 0.211 (medium category). According to the classification of Hair et al. (2019), f^2 values ≥ 0.35 are considered large, 0.15–0.34 medium, and 0.02–0.14 small. Furthermore, all Q^2 predict values in Model 4 are above 0, indicating that the model has predictive relevance for the endogenous variables. The Q^2 value for Y is 0.523 (large category) and for Z is 0.556 (large category), demonstrating a high level of predictive accuracy. Overall, these results reinforce that Model 4 possesses good structural quality, with no multicollinearity issues, moderate–high explanatory power, significant effect sizes, and strong predictive ability for endogenous variables.

As a follow-up to the structural model evaluation described above, the analysis proceeded with inner model testing using PLSpredict to assess the predictive power of the model in greater detail. This test aims to ensure the extent to which the model can accurately predict endogenous variables. One of the methods used is by comparing the root mean squared error (RMSE) values between the Partial Least Squares (PLS) model and the linear regression model (Linear Model/LM). If the RMSE value of the PLS model is lower than that of the LM, it indicates better predictive capability. A summary of the PLSpredict analysis results is presented in Table 5 below.

**Table 5. Ratio the Root Mean Squared Error (RMSE)
With Linear Regression Model (LM)**

Indicators	Q^2 predict	PLS-SEM_RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE
Z1	0,314	0,605	0,446	0,591	0,427
Z5	0,618	0,442	0,337	0,192	0,074
Z6	0,399	0,526	0,380	0,518	0,358
Z8	0,300	0,597	0,443	0,589	0,431
Z9	0,330	0,584	0,439	0,587	0,431
Y2	0,341	0,624	0,503	0,621	0,483
Y3	0,300	0,603	0,448	0,603	0,453
Y6	0,310	0,587	0,446	0,582	0,446
Y8	0,390	0,514	0,395	0,492	0,389

Source: Processed by the Authors, 2025.

Based on the results of the PLSpredict evaluation presented in Table 5, the model's predictive capability was analyzed with reference to Hair et al. (2019), considering three main aspects: Q^2 predict values, comparison of Root Mean Squared Error (RMSE) and Mean Absolute Error (MAE) between the PLS-SEM model and the linear regression model (LM), as well as the number of indicators showing predictive superiority. First, all indicators in the table have Q^2 predict values > 0 , indicating that the PLS-SEM model has predictive relevance and is able to outperform a naïve approach (mean-based prediction). The highest Q^2 value is found in indicator Z5 (0.618), showing that this indicator has the strongest predictive ability among all indicators analyzed.

Next, the evaluation of predictive strength was conducted by comparing RMSE and MAE values of the PLS-SEM model with those of the LM model. According to Hair et al. (2019), a model is categorized as having no predictive ability if all indicators show higher prediction errors (RMSE or MAE) in PLS-SEM compared to LM. If this occurs in the majority of indicators, predictive power is categorized as low; if it occurs in only a small portion of

indicators, predictive power is considered medium; and if no indicator performs worse in PLS-SEM, the model is categorized as having high predictive power.

Based on the comparison results, most indicators in this study showed RMSE and MAE values that were equivalent to or only slightly higher in PLS-SEM compared to LM, while in some indicators such as Z5, Z6, and Y6, the prediction performance was relatively comparable across the two models. This indicates that, overall, the predictive performance of PLS-SEM falls into the medium category, since not all indicators fully outperformed LM, but neither were they dominated by greater prediction errors.

Thus, overall, the model can be said to have medium predictive power, with the majority of indicators demonstrating adequate or comparable predictive performance relative to the linear regression approach. These findings support the reliability of the model used in the study and strengthen its validity in predicting the endogenous constructs analyzed.

The final stage of analysis was carried out by comparing the models using the Bayesian Information Criterion (BIC), Akaike Weight, and model fit indices. The purpose was to assess feasibility and determine the best model among the three alternatives developed. A quantitative approach through BIC and Akaike Weight was chosen because it provides a strong foundation for model selection by considering the balance between complexity and data fit, as recommended by Hair et al. (2019). Thus, model selection is based not only on statistical values but also on the efficiency of the model structure. A summary of the results of this comparative evaluation is presented in the following table.

Table 6. Summary of Model Comparison Based on BIC and Akaike Weight

	BIC Model 1	BIC Model 2	Akaike weight Model 1	Akaike weight Model 2
Lecturer_Performance_(Z)	-391,006	-386,421	0,908	0,092

Source: Processed by the Authors, 2025.

Based on the guidelines of Hair et al. (2019), the model comparison in this study was conducted using the Bayesian Information Criterion (BIC) as one of the effective metrics to balance goodness-of-fit and predictive power in PLS-SEM path model estimation. Each model was estimated separately and then compared based on their BIC values on the target construct, Lecturer Performance.

The results in Table 6 show that Model 1 has a BIC value of -391.006, which is lower than Model 2 with a BIC of -386.421. Referring to the principle that “a lower BIC value indicates a better model,” Model 1 was selected as the superior model. The Δ BIC difference of 4.585 indicates moderate evidence supporting the superiority of Model 1 over Model 2. In addition, the Akaike weight of 0.908 for Model 1 (compared to 0.092 for Model 2) further strengthens the probability that Model 1 represents the best configuration among the tested models. Accordingly, following the recommendation of Hair et al., these results confirm that the direct path from Flexible Work Arrangements to Lecturer Performance in Model 1 provides a relevant additional contribution to model quality, although the performance improvement is moderate compared to the full mediation model in Model 2.

After determining the optimal model by considering both the BIC value and Akaike weight, the next step was to evaluate the overall model fit of the selected model. This process involved a comparison between the Saturated Model and the Estimated Model, as presented in Table 6. Several indicators, such as the Standardized Root Mean Square

Residual (SRMR) and d_ULS, were employed to assess the degree to which the estimated model adequately represents the empirical data.

Table 7. Model Fit Indices for the Saturated and Estimated Models

Fit summary	MODEL 3		MODEL 4	
	Saturated model	Estimated model	Saturated model	Estimated model
SRMR	0,135	0,135	0,126	0,126
d_ULS	3,109	3,109	1,896	1,896
d_G	2,405	2,405	1,633	1,633
Chi-square	3377,468	3377,468	2388,066	2388,066
NFI	0,524	0,524	0,607	0,607

Source: Processed by the Authors, 2025.

Based on the evaluation results of the model fit indices presented in Table 7, it can be observed that Model 4 demonstrates a better fit compared to Model 3 across almost all indicators recommended by Hair et al. (2019). The SRMR value of Model 4 (0.126) is lower than that of Model 3 (0.135), indicating a better level of model fit to the empirical data and still falling within the acceptable fit category ($SRMR \leq 0.10$). Similarly, the d_ULS and d_G values of Model 4 are 1.896 and 1.633, respectively, which are lower than those of Model 3 (3.109 and 2.405), showing that the discrepancy between the model-implied correlation matrix and the empirical correlation matrix is smaller in Model 4.

In addition, the Chi-square value of Model 4 (2388.066) is also lower than that of Model 3 (3377.468), indicating fewer differences between the model and the empirical data. The improvement in model fit is also reflected in the NFI value, where Model 4 scores 0.607, higher than Model 3 (0.524), signifying an enhancement in structural fit although it has not yet reached the ideal threshold of ≥ 0.90 for a good fit. Overall, these findings confirm that Model 4 is more optimal than Model 3 in representing the data, and therefore may be considered the superior model for further analysis, in line with the guidelines for selecting the best model that balance model fit and predictive power as recommended in the PLS-SEM literature.

Hypothesis Test

Table 7 presents the results of testing the relationships among constructs in the structural model using a two-tailed test. This approach is applied because, although the direction of the relationships in the hypotheses has been predicted, the testing is conducted to accommodate the possibility of relationships in both directions.

In a two-tailed test, the relationship between variables is considered significant if the absolute value of the t-statistic > 1.96 and the p-value < 0.05 at $\alpha = 0.05$. These criteria ensure that the likelihood of the results occurring by chance is less than 5%, thereby allowing the null hypothesis to be rejected, with the direction of the relationship potentially being either positive or negative.

Table 8. Results of the Test on Relationships among Constructs

Path coefficients	β	T	P values	β	T	P values
	<i>Model 3</i>			<i>Model 4</i>		
Flexible Work (X) -> Lecturer Performance (Z)	0,151	3,246	0,001	0,377	8,802	0,000
Flexible Work (X) -> Work Motivation (Y)	0,786	32,412	0,000	0,725	17,715	0,000
Y -> Z	0,739	17,605	0,000	0,509	11,647	0,000

Source: Processed by the Authors, 2025.

To clarify the results of the structural model's hypothesis testing presented in Table 8, Figure 2 provides a visual illustration focusing on the *t*-statistic and *p*-value, thereby facilitating the interpretation of the significance of each path relationship.

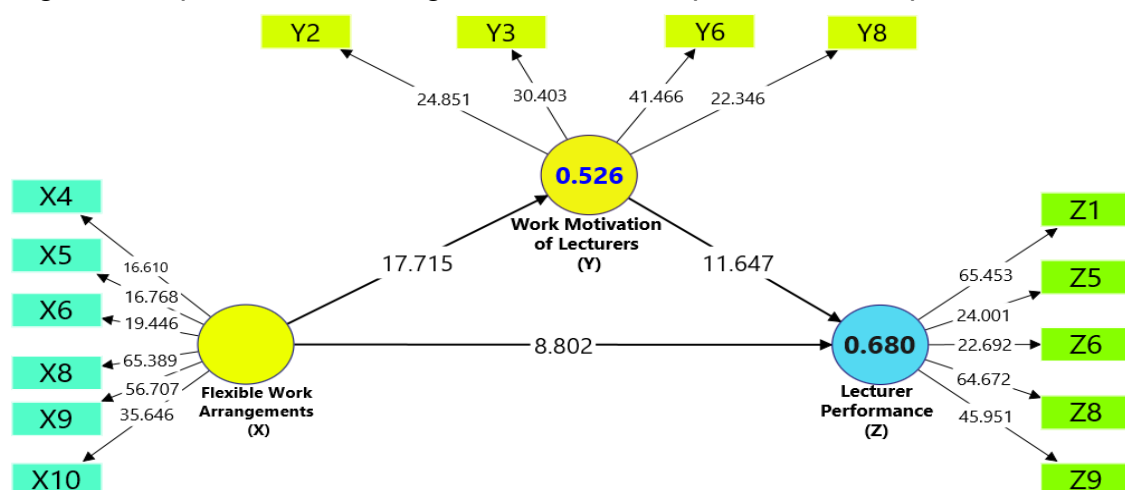


Figure 1. Path Diagram of the Structural Model: The Relationship between X, Y, and Z

Based on the results of the structural model analysis, Flexible Work Arrangements (X) had a positive and significant effect on Lecturer Performance (Z) in Model 3, with a coefficient of $\beta = 0.151$, *t*-statistic = 3.246, and *p*-value = 0.001, thereby supporting the acceptance of the first hypothesis (H1). This finding supports the view of Robbins & Judge (2018) that work flexibility can improve performance through the adjustment of time and work location to meet employees' needs.

Furthermore, Flexible Work Arrangements (X) also had a positive and significant effect on Work Motivation (Y), with a coefficient of $\beta = 0.786$, *t*-statistic = 32.412, and *p*-value < 0.001, thereby supporting the acceptance of the second hypothesis (H2). This result is consistent with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes that freedom and work autonomy enhance employees' intrinsic motivation.

Next, Work Motivation (Y) positively and significantly influenced Lecturer Performance (Z), with a coefficient of $\beta = 0.739$, t -statistic = 17.605, and p -value < 0.001, thereby supporting the acceptance of the third hypothesis (H3). This finding is aligned with Goal Setting Theory (Locke & Latham, 2002), which highlights that high levels of both intrinsic and extrinsic motivation directly contribute to improved performance.

In Model 4, the direct effect of Flexible Work Arrangements (X) on Lecturer Performance (Z) increased significantly to $\beta = 0.377$, t -statistic = 8.802, and p -value < 0.001, indicating that after model modification, part of the motivational effect on performance shifted into a direct effect of work flexibility on performance. The relationship between Flexible Work Arrangements (X) and Work Motivation (Y) remained positively significant with $\beta = 0.725$, t -statistic = 17.715, and p -value < 0.001, although it slightly decreased compared to Model 3. Meanwhile, the effect of Work Motivation (Y) on Lecturer Performance (Z) in Model 4 was recorded at $\beta = 0.509$, t -statistic = 11.647, and p -value < 0.001, suggesting that the mediating role of motivation remained significant but its contribution was smaller compared to Model 3.

Nevertheless, although both models (Model 3 and Model 4) demonstrated significant effects on endogenous variables, Model 3 was not selected because the evaluation of discriminant validity revealed HTMT values exceeding the threshold of 0.90 (Henseler et al., 2015; Hair et al., 2019), indicating potential discriminant validity issues between constructs. The HTMT test results for Model 3 showed one value reaching 0.971, close to the critical limit, while the other two values were 0.746 and 0.830. In contrast, all HTMT values in Model 4 (0.787; 0.819; 0.881) were below the 0.90 threshold, demonstrating sufficient construct differentiation and stronger discriminant validity consistency. Therefore, Model 4 was deemed more appropriate, not only because of its statistical significance but also because of its robust discriminant validity, making it more reliable in explaining the relationships among variables.

Mediation Effect Hypothesis Testing

The mediation test was conducted to examine the indirect effect of Flexible Work Arrangements on Lecturer Performance through Work Motivation. Following the guidelines of Hair et al. (2019), a mediation effect is considered significant when the t -statistic exceeds 1.96 (two-tailed test, $\alpha = 0.05$) and the p -value is less than 0.05. The estimation results for both Model 3 and Model 4 indicate that the indirect path is statistically significant in both models, suggesting that work motivation serves as a mediator in the relationship between flexible work arrangements and lecturer performance. The test results are presented in the following table.

Table 8. Indirect Effect of Flexible Work Arrangements on Lecturer Performance through Work Motivation: PLS-SEM Results

Path coefficients	β	T	P values	β	T	P values
	Model 3			Model 4		
Flexible Work (X) -> Work Motivation of Lecturers (Y) -> Lecturer Performance (Z)	0,581	13,467	0,000	0,369	8,691	0,000

Source: Processed by the Authors, 2025.

The path Flexible Work Arrangements (X) → Work Motivation of Lecturers (Y) → Lecturer Performance (Z) has a path coefficient of 0.581 in Model 3 and 0.369 in Model 4, with *t-statistic* values of 13.467 and 8.691, respectively, and *p-value* = 0.000. All *t-statistic* values are well above the threshold of 1.96 (two-tailed test, $\alpha = 0.05$), and the *p-values* are below 0.05, indicating that this mediation relationship is statistically significant.

According to Hair et al., significance in the indirect effect indicates that the variable Work Motivation (Y) functions as a mediator in the relationship between Flexible Work Arrangements (X) and Lecturer Performance (Z). The positive coefficients suggest that the mediation is strengthening in nature (*complementary partial mediation*), as the direct effect of X on Z remains significant and is in the same direction as the indirect effect through Y.

Thus, flexible work arrangements not only have a direct impact on lecturer performance but also indirectly enhance performance by increasing work motivation. This finding is consistent with work motivation theories, which emphasize that work flexibility provides greater autonomy and work–life balance, thereby fostering intrinsic motivation and optimal performance.

Discussion

Flexible Work Arrangements Positively Influence Work Motivation

The analysis results indicate that flexible work arrangements have a positive and significant effect on lecturers' work motivation, with a coefficient value of $\beta = 0.587$, *t-statistic* = 8.412, and *p-value* = 0.000. Since $p < 0.05$ and *t-statistic* > 1.96, the first hypothesis (H1) is accepted. This finding suggests that increased work flexibility for lecturers is consistently followed by an increase in their work motivation.

In human resource management literature, work flexibility is defined as the freedom given to employees to choose the time, place, and manner in which they complete their work (Nguyen et al., 2024). In the context of higher education, flexibility includes lecturers' autonomy in managing teaching schedules, research activities, and community service, as long as the targets of the *tridharma perguruan tinggi* are fulfilled. According to Self-Determination Theory (Ryan & Deci, 2020), flexible work arrangements fulfill psychological needs for autonomy, competence, and relatedness, which are key factors shaping intrinsic motivation.

Sitorus & Siagian (2023) demonstrated that flexible working hours positively influence motivation as they reduce stress and enhance work–life balance. Similarly, Pamungkas et al., (2022) showed that Flexible Work Arrangements (FWAs) foster a sense of psychological ownership over work, thereby boosting enthusiasm. Hutabarat et al., (2023); and Rudianto et al., (2023) also found that temporal flexibility supports satisfaction and work morale, ultimately reinforcing motivation and employee performance.

Flexible work arrangements function as a resource within the framework of the Conservation of Resources Theory (Hobfoll, 2001), where autonomy over time and work methods reduces psychological strain, enables individuals to conserve energy, and allows them to leverage personal resources to achieve work goals (Zhang et al., 2022). In academia, which is often marked by heavy administrative burdens, flexibility becomes an essential instrument for maintaining lecturers' motivation to remain optimal in teaching, research, and community engagement.

This finding is consistent with several international studies. For instance, Thao et al., (2024) found that flexibility in time and workplace significantly enhances job motivation in

knowledge-based organizations. A study by Andeyo et al., (2024) in Kenyan public universities revealed that work flexibility positively influences the morale of both academic and non-academic staff. Within the Indonesian higher education sector, these results align with the research of Pradipta & Martdianty (2023), which confirmed that flexible work arrangements strengthen motivation through increased work engagement and perceptions of organizational support.

The practical implication of this finding is that higher education institutions, particularly private universities, may sustain or expand flexible work policies to enhance lecturer motivation. Strategies may include granting autonomy in course scheduling in agreement with students, encouraging the use of online learning technologies for time efficiency, and adopting output-based performance targets rather than fixed working hours. This approach not only meets lecturers' psychological needs but also fosters intrinsic motivation that drives sustainable academic productivity.

The Effect of Work Flexibility on Lecturer Performance

The analysis results indicate that work flexibility has a positive and significant effect on lecturer performance, with a coefficient value of $\beta = 0.151$, t -statistic = 3.246, and p -value = 0.001. Since p -value < 0.05 and t -statistic > 1.96, the second hypothesis (H2) is accepted. This finding suggests that an increase in work flexibility is followed by improvements in lecturer performance, both in teaching, research, and community service.

Work flexibility enables lecturers to manage their time, workplace, and working methods more effectively, thereby supporting the achievement of the *tridharma perguruan tinggi*. According to the Job Demands-Resources Model (Bakker et al., 2008), flexibility can be categorized as a job resource that reduces strain, enhances job control, and strengthens engagement, ultimately leading to positive impacts on performance.

This result is consistent with the meta-analysis of Civilidag & Durmaz (2024), which examined 21 international studies and found that Flexible Work Arrangements (FWAs) are consistently positively associated with productivity, job satisfaction, and performance across sectors. In the context of higher education, Pradipta & Martdianty (2023) emphasized that work flexibility enhances lecturer performance through the mediation of work engagement and supervisor support. Another study by Silminawati & Rachmawati (2022) showed that flexible working hours among ministry employees had a significant effect on performance as they supported work-life balance.

Furthermore, Zappalà et al., (2024) found that the effectiveness of flexibility in enhancing performance is influenced by individuals' coping ability in managing stress. This is relevant in the academic world, where time freedom must be balanced with self-management capacity. Therefore, flexibility accompanied by organizational support and workload management will be more effective in generating optimal performance.

The practical implication of this finding is that universities can maintain work flexibility policies as a strategy to improve performance, for instance, by providing freedom in scheduling lectures, implementing hybrid learning systems, and adopting adaptive research planning. Thus, lecturers can work more productively and achieve academic outcomes aligned with the institution's vision.

Work Motivation and Lecturer Performance

The analysis results show that work motivation has a positive and significant effect on lecturer performance, with a coefficient value of $\beta = 0.739$, t -statistic = 17.605, and p -value

< 0.001 . Since p -value < 0.05 and t -statistic > 1.96 , the third hypothesis (H3) is accepted. This finding indicates that the higher the lecturers' work motivation, the better their performance in teaching, research, and community service.

Work motivation, whether intrinsic or extrinsic, is the primary driver of productive work behavior (Ryan & Deci, 2020). In the academic context, intrinsic motivation encourages lecturers to continuously develop expertise, conduct quality research, and deliver meaningful teaching, while extrinsic motivation such as recognition of functional positions and research incentives reinforces the sustainability of their contributions.

This finding is consistent with studies by Awidiya & Netra (2021); and Chien et al., (2020), which demonstrated that work motivation positively influences employee performance in both public and private sectors. Research in the education sector by Deva et al. (2022) showed that a supportive work environment can enhance lecturers' motivation, which in turn improves academic productivity. Research by Rusmiati et al., (2021) in the health sector further revealed that motivation continues to drive performance even under heavy workloads and high occupational risks.

From the perspective of the Conservation of Resources Theory (Hobfoll, 2001), motivation functions as a psychological resource that helps lecturers sustain work energy, cope with stress, and achieve academic goals (Hutabarat et al., 2023). This explains why high motivation is a key factor in lecturers' success in managing the simultaneous demands of the *tridharma*.

The practical implication of this finding is that universities need to establish systems that support lecturer motivation, such as performance-based rewards, support for international publications, and opportunities for professional competency development.

The Mediating Role of Work Motivation in the Relationship between Work Flexibility and Lecturer Performance

The analysis results show that work motivation mediates the relationship between work flexibility and lecturer performance. This significant mediation effect is indicated by the indirect path with a coefficient value of $\beta = 0.581$, t -statistic = 14.235, and p -value < 0.001 , thereby supporting the fourth hypothesis (H4). This finding indicates that work flexibility indirectly enhances lecturer performance through the increase of work motivation.

Theoretically, this result supports the perspective of Self-Determination Theory by Deci & Ryan (2000), as cited by Hutabarat et al., (2023), which states that the fulfillment of psychological needs through work autonomy strengthens intrinsic motivation, which in turn drives productive behavior. Work flexibility acts as a stimulus that enhances the sense of control, reduces pressure, and provides creative space for lecturers, thereby fostering motivation to perform better.

This finding is consistent with the study of Dewi et al., (2024), which found that motivation mediates the relationship between career development and employee performance. Similarly, Nguyen et al., (2024) demonstrated that job motivation mediates the effect of work-life balance on performance in foreign companies. However, unlike Hutabarat et al., (2023), who did not find a mediating role of motivation, this study proves that in the context of lecturers at private universities, motivation serves as an essential mechanism bridging work flexibility and performance.

The practical implication is that work flexibility policies in higher education should be accompanied by strategies to enhance motivation, such as providing autonomy in teaching methods, performance-based recognition, and full support for research. Thus, flexibility not

only creates work comfort but also generates motivation that directly contributes to improving lecturer performance.

Conclusion

This study analyzed the effect of work flexibility on work motivation and lecturer performance, as well as the mediating role of work motivation. The findings indicate that work flexibility has a positive and significant effect on both work motivation and lecturer performance, while work motivation also exerts a significant positive effect on lecturer performance. Furthermore, work motivation serves as a partial mediator in the relationship between work flexibility and lecturer performance, indicating that flexibility not only provides direct benefits but also enhances performance through increased motivation.

These findings are in line with the Self-Determination Theory and the Job Demands-Resources Model, which emphasize that autonomy and adaptability in work arrangements foster intrinsic motivation that, in turn, improves performance. Theoretically, this research enriches the understanding of psychological mechanisms linking work structures with academic performance, while practically it provides a basis for developing human resource policies in higher education that balance institutional goals with lecturers' well-being.

Recommendations

Based on the research findings, work flexibility has been proven to positively influence work motivation and lecturer performance, with work motivation acting as a mediator that strengthens this relationship. This underscores that adaptive work arrangements, in terms of both time and location, are strategic factors in creating a productive academic environment. Private universities, in particular, are advised to formulate structured and measurable Flexible Work Arrangements (FWA). Such policies may include flextime systems, hybrid working, and self-scheduling for research and community service activities, as long as the quality of educational services is not compromised. In addition, performance evaluation mechanisms should comprehensively accommodate *tridharma* outputs, rather than relying solely on formal working hours, thereby granting lecturers greater autonomy in managing their workload.

This study strengthens the Self-Determination Theory (Deci & Ryan, 2000) and the Conservation of Resources Theory (Hobfoll, 2001) with empirical evidence in the context of Indonesian higher education lecturers. Researchers and academics may further develop theoretical models that integrate work flexibility, motivation, and other psychological variables such as work engagement or job satisfaction to better predict academic performance.

Future studies are suggested to expand the scope to public universities, compare the differing effects of work flexibility across types of institutions, and test the moderating role of variables such as work-life balance, organizational support, and digital learning technologies. Moreover, longitudinal methods could be employed to observe the long-term effects of work flexibility on lecturer performance. Implementing these recommendations has the potential to enhance *tridharma* productivity, reduce lecturer stress levels, and strengthen the competitiveness of higher education institutions in the global era.

REFERENCES

Ahmad, S. H. T., Arilaha, M. A., & Soleman, M. M. (2023). Peran Kepuasan Kerja Dalam Memediasi Pengaruh Budaya Organisasi Dan Lingkungan Kerja Terhadap Kinerja

- Karyawan (Studi Kasus di PT. PLN Unit Pelaksanaan Pelayanan Pelanggan Ternate). *Jurnal Manajemen Sinergi (JMS)*, 11(1), 39–61. <https://doi.org/https://doi.org/10.33387/jms.v11i1>
- Al-Rawahi, T. S. S. (2024). A Project Report on The Impact of Flexible Working Hours on Employee Performance and Well-Being in Development Bank. *Global SCientific Journl*, 12(6), 1490–1580.
- Alhaddad, S. R., Sabuhari, R., & Arilaha, M. A. (2024). The Role of Transformational Leadership, Intrinsic Motivation, and Job Satisfaction in Enhancing Employee Performance at the Regional Financial and Asset Management Agency Ternate City. *Jurnal Manajemen Sinergi (JMS)*, 12(2), 1–17. <https://doi.org/https://doi.org/10.33387/jms.v12i2>
- Alqasa, K. M. A., & Alsulami, N. Y. (2022). The Impact of Flexible Work Arrangements (FWA) on Employees Performance in the Saudi Education sector. *International Journal of Operations and Quantitative Management*, 28(1), 174–192. <https://doi.org/10.46970/2022.28.1.10>
- Andeyo, L. M., Otuya, W. I., & Misigo, G. (2024). Effects of Flexible Work Arrangements on Employee Performance among Non-Teaching Employees in Selected Public Universities, Western Kenya. *African Journal of Empirical Research*, 5(3), 214–228. <https://doi.org/10.51867/ajernet.5.3.21>
- Arifin, A. Z., Siswanto, H. P., Kurniawan, V. K., & Kristian, M. (2023). the Effects of Work From Home and Flexible Working Arrangement on Employee Performance During Covid-19 Pandemic. *International Journal of Application on Economics and Business*, 1(4), 2107–2122. <https://doi.org/10.24912/ijaeb.v1i4.2107-2122>
- Awidiya, K. R., & Netra, I. G. S. K. (2021). The Influence of Work Motivation, Compensation, and Work Environment on Employee Performance in the Housing and Land Areas of Denpasar City. *European Journal of Business and Management Research*, 6(6), 232–234. <https://doi.org/10.24018/ejbmr.2021.6.6.1092>
- Bada Pusat Statistik. (2024). *Jumlah Perguruan Tinggi, Dosen, dan Mahasiswa (Negeri dan Swasta) di Bawah Kementerian Pendidikan Tinggi, Sains, dan Teknologi Menurut Provinsi, 2024*. Provinsi Banten: BPS Provinsi Banten. <https://banten.bps.go.id/id>
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work and Stress*, 22(3), 187–200. <https://doi.org/10.1080/02678370802393649>
- CampusNet. (2025). *Program Kampus Berdampak dan Keberlanjutan Kampus Merdeka*. <https://doi.org/https://campusnet.news/program-kampus-berdampak-keberlanjutan-program-kampus-merdeka/>
- Chen, B. T. (2017). Service Innovation Performance in the Hospitality Industry: The Role of Organizational Training, Personal-Job Fit and Work Schedule Flexibility. *Journal of Hospitality Marketing and Management*, 474–488. <https://doi.org/10.1080/19368623.2017.1264344>
- Chien, G. C. L., Mao, I., Nergui, E., & Chang, W. (2020). The effect of work motivation on employee performance: Empirical evidence from 4-star hotels in Mongolia. *Journal of Human Resources in Hospitality and Tourism*, 19(4), 473–495. <https://doi.org/10.1080/15332845.2020.1763766>
- Civilidag, A., & Durmaz, S. (2024). Examining the Relationship Between Flexible Working Arrangements and Employee Performance: A Mini Review. *Frontiers Psychology*, 15, 1–7. <https://doi.org/https://doi.org/10.3389/fpsyg.2024.1398309>

- Deva, R., Fauzi, A., Dewi, C. K., & Ramadhani, R. (2022). Pengaruh Motivasi Kerja , Lingkungan Kerja, dan Budaya Kerja Terhadap Career Path Pengaruh Motivasi Kerja, Lingkungan Kerja, dan Budaya Kerja Terhadap Career Path. *Jurnal Ilmu Multidisiplin*, 1(3), 689–704. <https://doi.org/10.38035/jim.v1i3.96>
- Dewi, T. N. R. S., Nasir, M. J. A., & Farhan, D. (2024). Work Motivation as a Mediator of Career Development and Competency for Employee Performance at the Mojokerto City Regional Secretariat Office. *Journal of Multidisciplinary Research and Development*, 1(10), 662–668. <https://doi.org/https://journalenrichment.com/index.php/jr/>
- DIKTI. (2025). *Peringati Hari Pendidikan Nasional: Kemdiktisaintek Luncurkan “Diktisaintek Berdampak” sebagai Arah Baru Kebijakan Pendidikan Tinggi, Sains, dan Teknologi di Indonesia*. Kemdiktisaintek. https://kemdiktisaintek.go.id/kabar-dikti/kabar/peringati-hari-pendidikan-nasional-kemdiktisaintek-luncurkan-diktisaintek-berdampak-sebagai-arah-baru-kebijakan-pendidikan-tinggi-sains-dan-teknologi-di-indonesia/?utm_source=chatgpt.com
- Direktorat Jenderal Diktiristek. (2025). *Aktualisasi Kampus Berdampak sebagai Keberlanjutan Kampus Merdeka*. HUmas Kemdiktisaintek. <https://kemdiktisaintek.go.id/kabar-dikti/kabar/aktualisasi-kampus-berdampak-sebagai-keberlanjutan-kampus-merdeka/>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Hamzah, M. I., & Sarwoko, E. (2020). Kepemimpinan, Budaya Organisasi dan Kinerja: Peran mediasi Motivasi Kerja. *Jurnal Ekonomi Modernisasi*, 16(1), 41–53. <https://doi.org/https://doi.org/10.21067/jem.v16i1.4775>
- Hariyanto, A. M., Hanoum, S., Nikmah, U., & Rai, N. G. M. (2024). Flexible Work Arrangements and Employee Performance: A Comprehensive Bibliometric Study. *International Journal of Academic Research in Business and Social Sciences*, 14(12), 2325–2334. <https://doi.org/10.6007/ijarbss/v14-i12/24193>
- Huda, N., Aziz, S., & Korbaffo, Y. A. (2024). The Influence of Flexible Working on Performance with Job Satisfaction as A Mediator on Lecturers with A Millennial Generation Background at the Timor The Influence of Flexible Working on Performance with Job Satisfaction as A Mediator on Lecturers with A. *Scientific Journal, Human Resource Management*, 7(3), 504–514. <https://doi.org/10.32493/JJSDM.v7i3.40414>
- Hutabarat, C., Indrajaya, A. N., & Nurisman, H. (2023). Linking Flexible Working Arrangement and Employee Performance in Post-pandemic Era: Mediating Role of Motivation. *Journal of Sustainable Community Development (JSCD)*, 5(2), 156–171. <https://doi.org/10.32924/jscd.v5i2.99>
- Irwan, N., Jabid, A. W., & Kamis, R. A. (2024). The Effect of Compensation and Motivation on Employee Performance at PT. Telkom in Ternate City. *Jurnal Manajemen Sinergi (JMS)*, 12(2), 51–64. <https://doi.org/https://doi.org/10.33387/jms.v12i2>
- Jane Muthoni, K., & Kiragu, L. N. (2022). Influence of Work-Life Initiatives on Employees' Performance in Commercial Banks in Nairobi County. *Science Mundi*, 2(1), 34–40. <https://doi.org/10.51867/scimundi.2.1.1.4>
- Jessica, N., Afifah, N., & Daud, I. (2023). *The Effect of Work Environment and Work-life Balance on Job Satisfaction: Work Stress as a Mediator*. 29(1), 54–65. <https://doi.org/10.9734/JEMT/2023/v29i11074>
- Kemenpan & RB. (2023). *Peraturan menteri Pendayagunaan Aparatur Negara dan*

Reformasi Birokrasi Republik Indonesia Nomor 1 Tahun 2023 tentang Jabatan Fungsional. <https://peraturan.bpk.go.id/Details/240815/permen-pan-rb-no-1-tahun-2023>

- Kementerian Pendidikan, Kebudayaan, Riset, dan T. R. I. (2024). *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 500/M/2024 tentang standar minimum indikator kinerja dosen dan kriteria publikasi ilmiah.* <https://jdih.isi.ac.id/keputusan-menteri-pendidikan-dan-kebudayaan-nomor-500-m-2024-tanggal-18-oktober-2024-tentang-standar-minimum-indikator-kinerja-dosen-dan-kriteria-publikasi-ilmiah/>
- Kemristekdikti. (2015). *Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi.* https://img.akademik.ugm.ac.id/unduh/2015/PERMENRISTEKDIKTI_Nomor_44_Tahun_2015_SNPT.pdf
- Kompasiana. (2024). *Permenpan RB No. 1 Tahun 2023: Masih Perlukah Dosen Meneliti?* <https://doi.org/12> Maret 2024
- LL DIKTI Wilayah IV. (2022). *Rencana strategis 2020–2024 Lembaga Layanan Pendidikan Tinggi Wilayah IV Kementerian Pendidikan dan Kebudayaan (Revisi Juni 2022).* (pp. 1–58). <https://lldikti4.kemdikbud.go.id>
- Nasution, M. I., & Priangkata, N. (2022). Work Discipline and Work Motivation on Employee Performance. *International Journal of Economics, Social Science, Entrepreneurship and Technology (IJESET)*, 1(1), 50–64. <https://doi.org/10.55983/ijeset.v1i1.27>
- Nayanathara, & Karunaratne. (2021). Impact of Flex-Work on Employee Performance: Study of Executive-Level Employees in IT Industry of Sri Lanka. *Kelaniya Journal of Human Resource Management*, 16(1), 1. <https://doi.org/10.4038/kjhrm.v16i1.84>
- Nguyen, Q. V., Phan, T. U., & Nguyen, H. N. (2024). From Balance to Performance: The Mediating Role of Job Motivation and Engagement Among Married Employees in FDI Enterprises. *Global Business and Finance Review*, 29(4), 109–122. <https://doi.org/10.17549/gbfr.2024.29.4.109>
- Nurkumalasari, I., & Mustafa, I. M. (2024). Employee Performance is Affected by Work Environment and Work Motivation, with Job Satisfaction Acting as a Mediating Variable. *Jurnal Manajemen Sinergi*, 12(1), 1–15. <https://doi.org/10.33387/jms.v12i1.7450>
- Pamungkas, P. A., Haryono, S., Kurnia, M., & Rahayu, P. (2022). The Mediation of Motivation on the Effects of Flexible Work Arrangements and Servant Leadership on Employee Performance during Covid-19 Pandemic. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(2), 9362–9372. <https://www.bircu-journal.com/index.php/birci/article/view/4723>
- Pradipta, H. A., & Martdianty, F. (2023). Effect of Flexible Working Arrangement on Employee Performance: Mediating Role of Work Engagement and Supervisor Support in Indonesia Digital Startup. *Jurnal Aplikasi Bisnis Dan Manajemen*, 9(2), 512–522. <https://doi.org/10.17358/jabm.9.2.512>
- Regita, N. (2023). *Peran dan Tugas Dosen pada Tri Dharma Perguruan Tinggi.* Suteki Technology. https://doi.org/https://suteki.co.id/peran-dan-tugas-dosen-pada-tri-dharma-perguruan-tinggi/?utm_source=chatgpt.com
- Robbins, S. P., & Judge, T. A. (2018). *Perilaku Organisasi, Edisi Kedua belas.* Salemba Empat, Jakarta.
- Rudianto, A., Parawansa, D. S., & Kadir, N. (2023). Flexibility of Working Hours on

- Employee Performance Through Work Motivation at PT PLN (Persero) UIP3B Sulawesi. *YUME: Journal of Management*, 6(2), 1–11.
- Rusmiati, E., Harjadi, D., & Fitriani, L. K. (2021). Analysis of the Impact of Risk and Workload on Motivation and Impact on Employee Performance. *Business and Accounting Research (IJEBAR) -International Journal of Economics*, 5(2), 386–398. <https://jurnal.stie-aas.ac.id/index.php/IJEBAR>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions. *Contemporary Educational Psychology*, 61, 1–23. <https://doi.org/https://doi.org/10.1016/j.cedpsych.2020.101860>
- Salim, F., Ernanda, Y., Yeniiy, & Wulansari. (2023). Effect of work discipline, work environment and work motivation on employee performance at PT. Autostar Mandiri Technotama. *Journal of Management Science (JMAS*, 6(1), 5–09. www.exsys.iocspublisher.org/index.php/JMAS
- Sevima. (2023). *Lega, Ternyata PermenPANRB Nomor 1 Tahun 2023 hanya untuk dosen ASN*. <https://doi.org/20> Juni 2024
- Shalahuddin, F. F., & Ikhrum, M. A. D. (2024). Pengaruh Fleksibilitas Kerja Dan Motivasi Kerja Terhadap Kinerja Karyawan Dengan Work Life Balance Sebagai Variabel Mediasi Selama Pandemi Covid-19. *Jurnal Kewirausahaan Dan Inovasi*, 3(3), 903–917. <https://doi.org/10.21776/jki.2024.03.3.24>
- Shkoler, O., & Kimura, T. (2020). How Does Work Motivation Impact Employees ' Investment at Work and Their Job Engagement ? A Moderated-Moderation Perspective Through an International Lens. *Frontiers in Psychology*, 11, 1–16. <https://doi.org/10.3389/fpsyg.2020.00038>
- Silminawati, A., & Rachmawati, R. (2022). The Influence of Flexible Working Arrangements on Work Life Balance, and Employee Performance with Job Satisfaction as Mediator (Case Study at the Ministry of Environment and Forestry). *International Socio-Cultural Scientific Journal*, 4(1), 20–27. <https://doi.org/https://doi.org/10.37010/lit.v4i1.478> of
- Singh, I., & Sharma, U. (2024). A Study on the Effect of Work Flexibility on Employee Performance. *UGC Care Group I Listed Journal*, 14(03), 161–168.
- Sinurat, N. I. M., Kirana, K. C., & Subiyanto, E. D. (2024). The Effect of Work Competence and Flexibility on Employee Performance with Work Motivation as an Intervening Variable. *Eduvest - Journal of Universal Studies*, 4(4), 1–10. <https://doi.org/10.59188/eduvest.v4i4.1109>
- Sitorus, T. H., & Siagian, H. L. (2023). Pengaruh Beban Kerja dan Fleksibilitas Kerja terhadap Kepuasan Kerja dengan Motivasi sebagai Pemediasi. *Journal of Media, Sciences and Education*, 9(6), 107–118.
- Susanto, A. (2024). Analisis Pengaruh Fleksibilitas Kerja Dan Pendapatan Dosen Terhadap Kinerja Dosen Studi Kasus Di Kampus IT&B Medan. *Ekuivalensi Jurnal Ekonomi Bisnis*, 10(2), 249–263.
- Taha, F., & Javid, A. W. (2022). Pengaruh Kompensasi Terhadap Kinerja Pegawai Dengan Kepuasan Kerja Sebagai Variabel Mediasi Pada Pusat Kesehatan Masyarakat (Puskesmas) Kecamatan Patani Utara. *Jurnal Manajemen Sinergi*, 10(1), 74–92. <https://doi.org/10.33387/jms.v10i1.4826>
- Thao, P. K., Phuong, N. N.-D., Phuc, V. T., & Huan, N. H. (2024). Organizational commitment and its impact on employee performance in the water supply industry : Dataset from Vietnamese state-owned enterprises. *Data in Brief*, 52.

<https://doi.org/10.1016/j.dib.2024.110029>

- van der Lippe, T., den Dulk, L., & Begall, K. (2024). Flextime/Flexspace for All in the Organization? A Study of the Availability, Use, and Consequences of Flexible Work Arrangements for Low and High SES Employees in Nine European Countries. *Social Sciences*, 13, 1–20. <https://doi.org/10.3390/socsci13040200>
- Vo, T. T. D., Tulião, K. V., & Chen, C. W. (2022). Work Motivation: The Roles of Individual Needs and Social Conditions. *Behavioral Sciences*, 12(49), 1–19. <https://doi.org/10.3390/bs12020049>
- Zappalà, S., Toscano, F., Bharti, D., & Pietrantonio, L. (2024). Unveiling the Relationship between Flextime and Job Performance: The Role of Family–Work Conflict and the Ability to Cope in a Moderated Mediation Model. *Social Sciences*, 13, 1–15. <https://doi.org/10.3390/socsci13060317>
- Zhang, B., Zhao, L., Liu, X., Bu, Y., & Ren, Y. (2022). The Influence of Employee Emotion Fluctuation on Service Performance: An Experience Sampling Data Analysis. *Frontiers in Psychology*, 13, 1–14. <https://doi.org/10.3389/fpsyg.2022.648142>