Influences of Perception on Reward and Developedexpectation on Professional Responsibility and Motivation Lecturer in Private Universities Kopertis Region VII of East Java

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Abstract
The aims of this research are to verifying and analyzing the influences of perception on reward and developed expectation toward perception responsible and lecturers motivation in Private University of Kopertis Area VII of East Java. Population of this research taken from whole private university lecturers of Kopertis Area VII of East Java. Research sampling are 143 respondents of permanent lecturers of foundation/ association and 57 permanent lecturers who hired (DpK) which taken by using multi stage sampling. This research represent explanatory research which uses causality design and questionnaires method as research data sampling technique. Analysis technique that used here Structural Equation Model with computer aided software of AMOS 20. The result of the research indicating that are (1) Perception on Reward have significant influence toward profession responsibility of Private University lecturers in Kopertis Area VII of East Java; (2) developed expectation have significant influences toward profession responsibility of Private University lecturers in Kopertis Area VII of East Java; (3) Perception on reward have significant influence toward motivation of Private University lecturers in Kopertis Area VII of East Java ; (4) Developed expectation have significant influence toward motivation of Private University lecturers in Kopertis Area VII of East Java ; (5) Profession responsible have significant influences toward motivation of Private University lecturers in Kopertis Area VII of East Java.
Keywords: perception on reward, developed expectation, profession responsible and motivation.

INTRODUCTION
Human qualities needed by the Indonesian in the future are capable of facing intense competition with other nations in the world. The quality of Indonesian generated through the implementation of quality education by professional educators.

Regulation LawNo. 14 year 2005 on Teacher and Lecturers confirmed that faculty must have academic qualifications, competence, educator certificate, physical and spiritual health, and meet the other qualifications required by the unit in charge of higher education, and have the ability to achieve national education goals.

Recognition of faculty position as a professional educator in the renewal of the National Education System takes into account the implementation of legislation in the field of personneleducation, labor, finance, and local government. Granting certification for lecturer certification through portfolio assessment by considering education and research experience as well as academic or other professional activities acquired during on duty. It is based on the consideration that the lecturer as professional educators and scientists on the acquisition of the experience was an integral part of the process of establishing the competence of lecturers as learning agent.

Other settings of the lecturers are certified for faculty who do not meet the academic qualifications but structural positions, the equivalence between teaching experience with cumulative credit score, as well as age restrictions for lecturer based functional position. This particular arrangement is based on the consideration to motivate and appreciate the dedication Lecturer in performing professional duties as an educator and a dignify scientist.

A profession is a job assistance or career have services expertise with a high level of accuracy for the happiness of the user based on the prevailing norms (LPTK, 2004:5). The existence of a regulated profession in accordance with the rules or certain norms so-called code of professional conduct. Ethics is an assessment of the merits of the relationship between human beings. Code of ethics is a guideline that substance values and inwardlyneed to be understood in order to be a guide for someone in performing professional duties in particular and life in general (Barnadin, 2002).

Lately, professional ethics into question, especially professional educators.Koesoema (2007:6) describes school and lecturer is no longer believed and trusted as educators and lecturers. Their task has been replaced with lesson tutoring or learning guidance. According to him, the phenomenon of learning guidance in school, student interest has been manipulated for the sake of others, especially for the sake of business. Professional ethics pawned it for money. Task for educate and teach as the rights and duties became a monopoly of the lecturer. When a task is submitted by another party who do not have the profession authority, then professionethics began not on track. In this case the task of educating and teaching of lecturers are not professionally done.

Cases likethis as the impact of intense social change. This change provide challengesemerge a values shift in society sometimes brings a values crises. Therefore, it is important to improve education, because education essentially involves an integral part of the formation of character, attitude and personality. Education is not only aimed at generating personnel intelligent and skilled, but also virtuous like ordered by Ki Hajar Dewantara (Hanum, 2002: 6). Without accompanied with personal integrity, intelligence and skills likely to be abused.

Diversion of professional ethics as a form of unprofessional behavior. In this case the behavior of a profession or professional ethics commit fraud does not already have a personal integrity that can be accounted for. The developing efforts with any profession just is not done anymore due to certain interests. For that, it is very easy for them to pawn professional ethics with something more appealing to them.

Predicate profession as a lecturer currently getting great attention, in which chance or good and valuable opportunity for them to obtain a teaching certificate, it is a requirement to get a professional allowance lecturer.

Responsibility to the profession realized or not now is a lecturer faced with a paradigm competitionchange from the previous more Physical Asset nature toward Knowledge Based Competition paradigm. The paradigm change requires efficient and effective use of resources for faculty lecturers are agents of change and renewal agent so that they can compete and have a competitive advantage. Stabilization of faculty resources as Intellectual Capital must be followed by the development and renewal of the capabilities and expertise possessed so that they are able and sensitive to the direction of the changes that going on. It said Fasli Jalal (2007:1) that education, quality is highly dependent on the presence of qualified lecturers are professional prosperous lecturers and dignified. Therefore, the existence of qualified lecturers is an absolute requirement the presence of qualified system and practice education.

Professional responsibility of the lecturer will influence faculty motivation, the results of research conducted by Sergiovanni (in Mantja, 2002) that professionalism assumption of post-certification lecturer should be a motivation for them to continue to make improvements in order to increase competence.

Based on the above discussion, the government has been providing various facilities to increase the presence of faculty to be able to increase the responsibilities of his profession as an educator and a lecturer. Many facilities are not utilized by the faculty include funding research, community service and scholarships for further studies to a higher level. This condition indicates that the weak motivation of lecturers.

Grounded the number private faculties of Kopertisregion VII Directory which is a region coordination Kopertis region VII in 2009 amounted to 325 Private Higher Educationsconsists of 16.522 people, as reflected in the following table:

Table 1 Number of Private Lecturers in Kopertis region VII East Java Academic Title-Based

No	Year	Academic title					
		Faculty	Assistance Expert	Lector	Chief of Lector	Professor	Quantity
1	2006	3856	2817	2801	1420	142	11036
2	2007	5153	2974	2850	1437	145	12559
3	2008	7521	3140	3002	1627	177	15467
4	2009	8454	3142	3104	1645	177	16522

Sources: EPSBED Higher Education of Department of National Education, Adapted by Author (2009).

Motivation of lecture inseparable from its association with the responsibility of his or her profession as a lecturer. This is reflected in the academic positions held lectures still not supports yet optimal operational plans of private university. Under these conditions the researchers believe there is a problem of the professional responsibility and motivation.

Based on the abovedepiction, this research is to reveal and analyze the influence of perceptions of reward and developed expectations of the professional responsibility and motivation on the private university faculties in Kopertisregion VIII of East Java.

Research objectives to be achieved in this study are:
1. To prove and analyze the influence of perceptions on reward to lecturer professional responsibility
2. To prove and analyze the influence of developed expectations for lecturer professional responsibility.
3. To prove and analyze the influence of the perception on reward to motivate lecturer.
4. To prove and analyze the influence of developed expectations for lecturer motivation.
5. To prove and analyze the influence of professional responsibility to lecturer motivation.

THEORETICAL BACKGROUND
Perception on Reward
Perception is the process used by individuals to manage and interpret their sensory impressions in order to give meaning to their environment (Robbins ,2006:169-170). Nonetheless what is one's perceived differently from

the objective reality. It does not always have to be different, but often there are disagreements. For example, it is possible that all employees in a particular company looked the company as the place for work, pleasant working conditions, with interesting work, good wages, wise management and responsible.

Remuneration or compensation is an important factor affecting how and why people work in an organization and not on other organizations. Companies should be quite competitive with some kind of compensation to hire, retain, and reward the performance of each individual in the organization. Compensation systems in the organization must be linked to organizational goals and strategies as well as the balance between benefits and costs of the employer with expectations from his employees.

Based on Government Regulation No. 3 of 1996, remuneration includes all expenses incurred by the company for employees and received or enjoyed by workers either directly, routine or indirectly. Thus undoubted that money is still the most important motivator, therefore the company is required to establish policies to reward/compensation as the most appropriate, so that the employee's performance can be improved at the same time to achieve the goals of the company.

According to Gary Dessler (1998) in the formulation plans to determine wage rates, there are four factors that must be considered, namely the legal factors, labor unions, policy and justice. To achieve external equity, companies can use the wage data from benchmark or implement surveymarket on the type and size of company to determine the relative wage policy. External reward level policy is influenced by the level of demand for and labor supply, product market, industry characteristics, the ability to provide salary.

Rewards can be given to the employee within four (4) types, namely:

a. Wages and salary
b. Incentive programs
c. Employee Benefit Programs
d. Perquisites

According to Carell, et. al (1995) remuneration/compensation aims to attract employees from outside the company, retain employees who have good quality, motivating employees, as well as efforts to meet the legislation in force. Whereas according Handoko (2000), the purpose of remuneration or compensation is to:

1. Obtain qualified personnel
2. Retain existing employees
3. Ensure fairness
4. Appreciate the desired behavior
5. Control costs
6. Meet legal regulations

Proper remuneration planning will support the company in achieving company's uniqueness strategic goal as good as that another company environment. Bernardin and Newman (1998) introduced a model of reward (a pay model) which consists of three basic components: (1) the strategic policies that form the foundation of the compensation system (the basic form of wisdom as reward systems), (2) the techniques that make up much of the mechanics or technology of management compensation (reward management techniques), and (3) the compensation objectives (goals reward).

Pay based on the model, there are four factors that must be the basis of discretion in considering the remuneration/ compensation, the internal consistency, external competitiveness, employee contributions, and administration.

Developedexpectations

Expectancy Theory expressed by Victor Vroom: This theory states that the forces that motivate a person to work diligently in their work depends on the reciprocal relationship between what he wants and needs from the results of that work. How much he believes the company will provide for the gratification of desire as reward for doing business. The fact that he hoped to obtain satisfaction large enough, then he will work hard as well, and vice versa. Three expectations expressed in this theory are: 1) Expectancy, 2) Valence, and 3) Instrumentality.

Expectancy Theory which will be used in the theoretical basis of this research that a person has the motivation because they have expectations to be achieved.

Equity Theory. In this theory of equity as the driving force that motivates the spirit of one's work, in this case the employer must act fairly towards all subordinates. Assessment and recognition of the subordinate's behavior should be conducted objectively and not based on like or dislike. Compensation should be based on an objective and fair assessment. Luthans (2002) states that the sense of inequity will appear when people feel accepted ratio of the results of its performance compared to the input (input) that receives lesser, and or also by comparing the ratio received by co-workers who are relatively unequal level , or the feeling of unfairness can be illustrated by the following formula:

Person's outcome   <   Other's outcome
Or Person's inputs   >   Other's input

$$\frac{Person's\ Outcome}{Person's\ Input} = \frac{Other's\ Outcome}{Other's\ Input}$$

But when the acceptance ratio is perceived equivalent:

$$\frac{Person's\ Outcome}{Person's\ Input} = \frac{Other's\ Outcome}{Other's\ Input}$$

Then employees tend to feel treated fairly. Equity theory is rooted in cognitive dissonancetheory and exchange theory, from Leon Festinger that affect employee satisfaction.

Profession Responsibility
In simple terms profession can be defined as a job or position that a person appropriatehis or her expertise. This means that a job or position to be done by people who are trained and prepared to perform a particular job. In other words, the profession is closely related to the specific job quality standardized and can be a source of income in accordance with professionalism award.

In relation to professionalism, profession as publicrecognition toward job characteristic that has certain properties. These characteristics indicate that expertise is concerned with the knowledge that is based on the code of ethics and emphasis on public service. Furthermore, Indra Jati Sidi (2004) explains that the characteristics of the teaching profession is a profession include intellectual abilities gained through education, specialized knowledge, practical knowledge that can be used directly by another person or client, has a working technique that can be communicated or communicable, has the capacity to organize work independently or self-organization, altruism, has a code of ethics, have sanctions and community responsibilities, have wage system and professional culture.

In this regard, WardimanDjojonegoro (Digutentis, 2004) states that professionals in a position/job is determined by three important factors, namely:
1. Have special expertise that is prepared with expertise and specialization education program,
2. Ability to improve the capability (skills and expertise) are controlled,
3. Adequate income in return for its special expertise.

Based on the description above, it should be understood that fundamentally related to the profession is a concern based on the wisdom or devotion based expertise for the benefit of learners. Thus the statement that arises is already optimum lecturer in performing their duties as professional educators?

In the academic context, emphasis on the mastery of professional knowledge or management skills along with implementation strategies (Hasan, 2003). Furthermore Maister in Hasan (2003) argued that professional knowledge is not just a technology and management but rather an attitude. Professional development than as a technician, which not only has a high skill but also has a behavior (code of conduct) are required.

Basis on the above opinion, it can be concluded that the profession is a special intellectual skills acquired through specific education, having qualified with the competency standards, has a code of ethics in the field, as public services (social-community) and the source of income recognized by the government and society .

Motivation
Definition of motivation according to Beck (1990:291) says "*Need for achievement as desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly intervening as possible"*. With this explanation it is clear that, if a person has a high motivation lecturer, he was able to overcome the difficulties arising from any learning process faced, both in the classroom and in their environment.

Lindgren opinion as quoted by Sri MulyaniMartaniah (1984:7), "Motivation is the drive to overcome obstacles and maintain high quality work, competing through efforts to exceed past actions and to outperform others". People who have high motivation, tendsto have a high confidence of yourself, have a responsibility and expect concrete results from his efforts, such as active at school and in the community as well as tenacious in her life. Naturally, motivational lecturer lecturers closely related to the desire to engage in the learning process. The motivation is necessary for the creation of the learning process in the classroom effectively. Motivation has a very important role in the learning process, both in the process and achievement of results.

Based on some of these statements, the definition of motivation is the drive to reach the level of achievement of the highest learning and aim to succeed in competition with some measure of success of previous achievements and the achievements of the other lecturers.

According to McClelland's Theory of Needs expressed by David McClelland et al. This theory addresses

three needs: achievement, affiliation, and power (Robbins, 2001: 173). The need for achievement, is the urge to surpass, excel in connection with a set of standards for a successful grapple. High success of their distinguishing characteristics with other people.The characteristics of high employee motivation by McClelland (1987) in Mangkunagara (2002: 68).

a. Has a personal responsibility
b. Willing to take risks
c. Have realistic goals
d. Have a thorough work plan
e. Utilizing feedback
f. Looking for an opportunity to realize the programmed plan

The need for power is the desire to have an impact, influence and control others. Individuals who will need high power:

a. Like to beburdened with responsibilities
b. Trying to influence others
c. More like challenging jobs
d. Tend to be status oriented
e. Need for affiliation.

      With regard to the factors that influence motivation, according Hezberg (1987: 99) that influence motivation: intrinsic factor ¸ include:

1. Achievement
2. Recognition
3. Competence
4. Responsibility
5. The work itself
6. Growth
7. Progress

Hypotheses

1. Perceptions on reward have significant effect to the professional responsibility lecturer at private universities in KopertisRegion VII East Java.
2. Developed expectations have significant effect on professional responsibility lecturer at private universities in KopertisRegion VII East Java.
3. Perceptions on reward have significant effect on the lecturer motivation at private universities in KopertisRegion VII East Java.
4. Developed expectations have significant effect on the lecturersmotivation at private universitiesin Kopertis VII East Java.
5. Professional responsibility havesignificant effect on the lecturer motivation at private universities in Kopertis VII East Java.
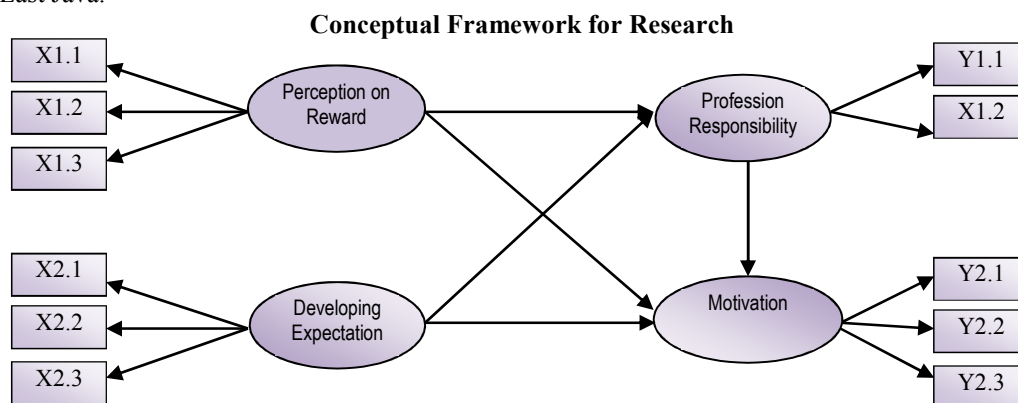
Conceptual Framework for Research

Figure 1. Conceptual Framework

RESEARCH METHODS
Research Design
This research use causal design, as it aims to measure the causal relationship between several variables, namely perception variable on reward and perception variable on developed expectations for professional responsibility and motivation of lecturerson Private Universities in KopertisRegion VII East Java.

Types of research considered explanatory research, as it explains the causal relationships between variables through hypothesis testing. The method used was a survey method because the information collected from the respondents using a questionnaire and data obtained from the sample population to represent the entire population (Singarimbun and Effendi, 1989: 3-5).]

Population and Sample

Population is a generalization region consisting of the objects or subjects that have a certain quantity and characteristics defined by the researchers to learn and then be deduced (Sugiyono, 2007: 90).

Population and samples in this study were all tenured faculties inKopertisRegion VII East Java with the status of university foundation permanent lecturers or permanent lecturer who working in various private colleges, institutes, academic, polytechnic and universities. The study population of 16,572 tenured facultiesKopertisRegion VII consisting of 14,997 permanent lecturers were appointed by the foundation or association and 1,575 civil servants lecturer who are appointed by the government (DPK).

The samples are part of the population that has the same characteristics with the population (Hadi, 2004: 7). Samples were used as the population is so large, so as to save time, effort and cost.

The sample used in this study were 200 faculties consisting of tenured faculty who are appointed by the foundation or association and tenured faculty are appointed as civil servants employed in private colleges KopertisRegion VII East Java.

Sampling techniques and Large Sample

Sampling technique is used to take samples of the Multi-Stage Sampling that is done through several specific stages (Cooper and Emory, 1995: 241).The number of samples taken 200 respondents since the researcher will analyze the data with statistical methods especially using Structural Equation Modeling (SEM), which according to Hair et al that appropriate sample size is between 100-200. When the sample is too large for instance more than 400, then the method becomes very sensitive so it is difficult to obtain correct measures of goodness of fit. Hair et al suggest that the minimum sample size is as much as 5 observations for each estimated parameter (in Ferdinand, 2002).

Of the 250 questionnaires sent back 220 after 200 selected then taken for analysis. Spread of the sample comprised 57 civil servant lecturers and 143 permanent lecturers of the foundations/associations.

Operational Definition and Measurement of Variables

Exogenous variables in this study consisted of:

1. Perception on reward (X_1)
   Perception variable on reward consists of three indicators, namely:
   a. Award ($X_{1.1}$)
   b. Better position ($X_{1.2}$)
   c. Facilities to develop themselves ($X_{1.3}$)
2. Developedexpectations (X_2)
   Developed expectation variable consists of two indicators, namely:
   a. Expectancy ($X_{2.1}$)
   b. Valence ($X_{2.2}$)
   c. Instrumentality ($X_{2.3}$)

Endogenous variables that act as an intervening variable is the responsibility of the profession (Y_1) which consists of two indicators as follows:

a. Institutional ($Y_{1.1}$)
b. Personal ($Y_{1.2}$)

Endogenous variable/dependent variable is the motivation which consists of three indicators as follows:

a. Need for achievement ($Y_{2.1}$)
b. Need for power ($Y_{2.2}$)
c. Need for affiliation ($Y_{2.3}$)

Research Instruments

This study used a questionnaire as the main instrument.The questionnaire form of Likertscale with optional answer from strongly disagree to strongly agree with the valuation range 1-5. The questionnaire used in this study to measure the five research variables.

Data Collecting Techniques

Data collecting techniques used in this study is a questionnaire. Research data will be collected by distributing

questionnaires which designed suitable to the research objectives to the faculty Kopertis region VII of East Java was chosen as the study sample. Furthermore, to obtain in-depth information more in this study was also conducted interviews with selected respondents.

Data Analysis Techniqueand Hypothesis Testing
To achieve the research objectives and hypothesis testing, the data obtained then be processed in accordance with the analysisneeds. For the sake of discussion, the data is processed and presented by descriptive statistic principles. For the purposes of analysis and hypothesis testing used inferential statistical approach.

Analysis techniques are used to address this hypothesis using Structural Equation Modeling (SEM).SEM is a set of statistical techniques that allow testing of a relatively complex set of relationships simultaneously. The steps of structural equation modeling (SEM) is (1) Development of theory-based models (2) Development path diagram (3) Convert the path diagram into equation (4) Choosing the input matrix and the estimated model (5) Possible emergence of problem identification and (6) evaluation criteria of goodness-of-fit.

DATA ANALYSIS RESULTS
Descriptive statistics description
Processing the results of descriptive statistics showed a mean value of the perception on reward variable amounted to 4.084 it can be concluded that on average, the study sampled respondents have a good perception on reward. On the dimension of the award, the largest mean of unity contained in the indicator is sufficient lecturer awarded for his or her achievements mean value 4.205. On the dimensions of a better position as third biggest mean indicator is located on the remuneration category in accordance with the functional position of the possessed with a mean of 4.040. Remuneration category in accordance with the functional position held is higher than appropriate functional capacity. This shows the remuneration category in accordance with the functional position held that support the reward granted by lecturer is still low.

Processing the results of descriptive statistics showed a mean value of developedexpectationsvariable 4.061, it can be concluded that on average, respondents were sampled from the study have developed expectation is good. In the mean largest expectancy dimension found in third indicator, namely the opportunity and development lectureship with a mean of 4.225. In the largest mean instrumentally dimension located on the second indicator of skill development opportunities and the quality of itself as a lecturer with a mean of 4.043. In the largest mean of valence dimension found on the second indicator is high productivity lectureswith 4,010. Overall indicator of developed expectations, the lowest mean value of the indicator is on compensation and awards earned at work. Low value on aspects of compensation and awards earned is caused by several things. The first intensity compensation and awards earned itself held in each of the private universities are vary. But in general compensation and rewardssuch as promotion, skills development held in each private college varies greatly.

Processing the results of descriptive statistics show professions responsibility variable mean value of 4.01, it can be concluded that on average, respondents have a good professional responsibility. Statement item has the highest valuation is "Providing education, teaching, mentoring in the classroom" with an average score of 4.24 and SA(strongly agree)category, meaning that lecturer of private university in KopertisRegion VII East Java judge strongly agreed that they have a responsibility to continue to provide education, teaching, mentoring in the classroom.

The results of the calculation of the indices of goodness of fit is generated is as follows:

Table 2. Goodness of Fit value

| Criteria	Result	Standard	Result
Prob. X2	0,000	≥ 0,05	Not good
Cmin/DF	2,811	≤ 2,00 / 2-3	Good
RMSEA	0,095	≤ 0,08	Marginal
GFI	0,916	≥ 0,90	Good
AGFI	0,850	≥ 0,90	Marginal
TLI	0,917	≥ 0,90	Good
CFI	0,944	≥ 0,90	Good
RMR	0,014	Small	Good
NFI	0,917	≥ 0,90	Good

Source: data processed by AMOS 20

Processing the results of descriptive statistics showed a motivation mean value of 3.821, then inferred the average respondent has a good motivation. Statement item has the highest valuation is "Pride of a professional

educator" with an average score of 4.32 and SS category (strongly agree), meaning that private university lecturer in KopertisRegion VII East Java judge strongly agree that they have the motivation and pride are very high to become a professional educator.

Hypothesis Testing Results
Results of structural equation modeling analysis with AMOS 20 program is presented in the following figure:
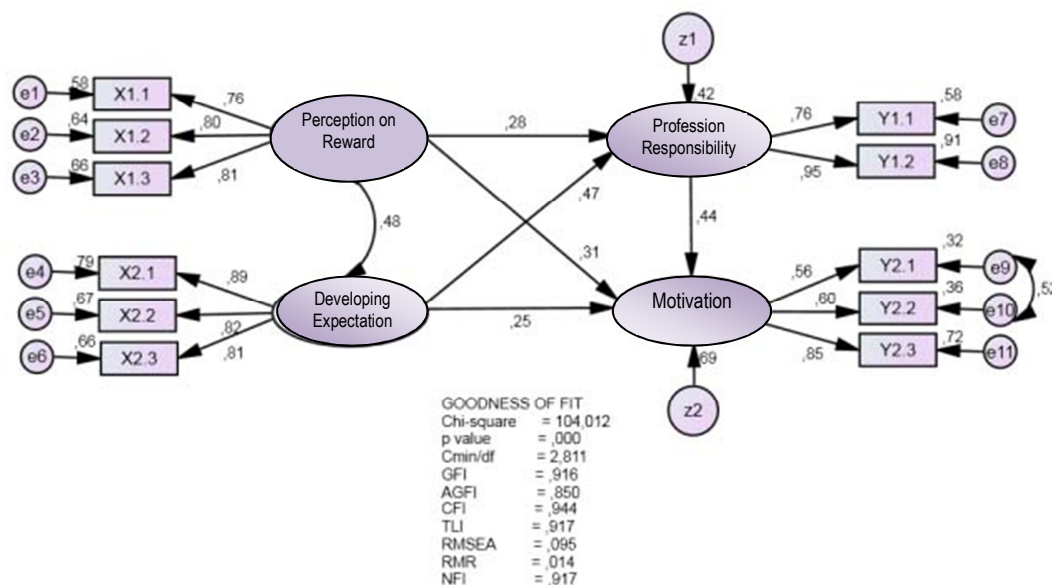
Calculation showthat he model suitability criteria already provide sufficient appropriate index than recommended. Referring Solimun opinion (2002) that states based on the rules of parsimony if the models fit most of the criteria are met then the model has been declared fit. Suitability of the various index model (goodness of fit), we can conclude that the model of a proposed modification is fit or have a good enough suitability applied already fit or have a good enough compliance.

Next will be testing the hypothesis through the Standardized Regression Weight of structural equation models:

Table 3. Regression Causality Test Weight

Path			B	P
Perception of Reward		Tanggung JawabProfesi	0,280	0,000
Developed Expectation			0,466	0,000
Perception of Reward			0,307	0,000
Developed Expectation		Motivation	0,247	0,006
Profession responsibility		Motivation	0,445	0,000

Source: Data processed by AMOS 20

DISCUSSION
The Influencesof Perception on reward of the lecturer professional responsibility
Results of research and testing by using SEM with software AMOS 20 showed positive effect and significant perceptions on reward and profession responsibilities at Private university lecturer in Kopertis Region VII East Java. This means that the better perception on reward of lecturer that will higher responsibility of his profession. Conversely the perception on reward is poor that would be lower professional responsibility. Perceptions on benefits can be increase lecturer professional responsibility as a profession to remuneration consisting of appreciation, a better job and facilities to develop themselves would support a lecturer to carry out the responsibilities of his or her profession.

Descriptive results showed that the perception on reward of lecturer into the sample in the study belong to a good level. Perceptions on benefits have a lower impact on professional responsibility than other exogenous variables are developedexpectations.

The results of CFA showed that the perception on reward is more determined by the indicator which has a large loading factor is appreciation and a better position. Perception on reward are all forms of awards that was promised to be paid to the employees as performance reward of his or her duties in achieving corporate goals

(Ivancevich, 1998). With appreciation and better position it will be able to improve the implementation of Tri Dharma University.

Results of this study do not support the idea (Ivancevich, 1998) that the reward or compensation is a financial award given to the employee. This is due to many lecturers who have dual roles other than as lecturers who have other jobs outside of work particularly greater rewards. So do the responsibilities of his profession doing Tri Dharma University is low. Results of this study emphasize that the perception on reward did not influence significantly to the responsibilities of his profession.

Effects of developed expectations for Lecturer profession responsibility
Results of the research and testing by using SEM with Software AMOS 20 showed no positive significant effect and developed expectations of the profession responsibility of the private universities lecturer in KopertisRegion VII East Java.

This means that the higher developedexpectations of a lecturer, the better it will be the responsibility on his profession. Conversely the lower developedexpectations of a lecturer, the worse responsibility on his profession.
With this result, the research hypothesis is accepted as true. Victor H. Vroom (in Hasibuan, 2001) states that the force that motivates a person to work diligently in their work depends on the reciprocal relationship between what people want and need from the results of that work. The fact that he or she hoped to obtain large enough satisfaction, then the person will work hard as well, and vice versa. If lecturers get opportunity and the development of his career, the job satisfaction is achieved and skills development opportunities of the self-quality then will improves his or her profession responsibility.

Influence the perception on reward to motivate lecturers
Results of research and testing by using SEM with software AMOS 20 showed no positive effect and significant perception on reward return at private university lecturer motivation in KopertisRegion VII East Java. This means that the better the perception on reward of a lecturer, the better the motivation. Conversely the poor perception on reward will become bad motivation.

The results of this study together with the results of previous studies conducted by Sri Mulyani M. (1982) who concluded that if lecturers were given ATM (Achievement Motivation Training) program they can have a high motivation that can be expected to achieve optimum job performance.

The results also support the idea Teevan and Smith (1964) states that the parenting styles affect the development of children's motivation. Similarly, according to Winter Bottom (in Sri Mulyani M, 1982) found that children who have a high achievement motive, apparently parents train their children to be able to standalone and to master certain skills. The results are also in line with the results of the research Le Vine (in Sri Mulayni M, 1982) found that there was the influence of cultural values on the development of motivation. Research on Japanese society to prove that the values in Japanese society and religion to guide the development of achievement motive as an attempt to realize the welfare of the group and the state.

Influence of developedexpectation on the motivation of faculty
Results of research and testing using SEM with software 20 showed no positive significant effect and developed expectations for motivation.

This means that the higher the developed expectation that desired by lecturer the higher of motivation. Conversely, the lower expectations of the development of the lower motivation. With this result, the research hypothesis is accepted as true.

Motivation developed by Mc. Clelland (in Kreitner and Kenicki, 2003) explains that of the three individual motivation is motivation to get the highest possible achievement. Individuals with motivation characterized by a high thrust to always work with calculating risk, run a challenging task, set a few goals in his abilities, emphasizing personal responsibility demanding task and have a strong urge to immediately know the real outcome of his actions.

Influence of professionresponsibility to motivate lecturers
Results of research and testing by using SEM with AMOS software 20 indicates that is no positive significant effect and professionresponsibility to motivate private university lecturer in Kopertis Region VII East Java. This means that the higher profession responsibilities of a lecturer, higher motivation of lecturers. Conversely, lower responsibilities of the profession of a lecturer, lower the motivation of a lecturer. With this result, the research hypothesis is accepted as true.

The results of this study in line with the results of previous studies conducted by AgusDairoBeke (2008) that the learning outcomes of HRM can be increased if higher motivation; students' perceptions of good teaching skills faculty and student attitudes toward HRM courses are also increasingly positive either individually or

jointly.

CONCLUSION

Based on the analysis and hypothesis testing that has been done and the goals to be achieved fromresearch, it can be concluded as follows:

1. Perceptions on reward have significant effect toward profession responsibility of private university lecturerin KopertisRegion VII East Java.
2. Developed expectations have significant effect toward profession responsibility of private university lecturerin KopertisRegion VII East Java.
3. Perceptions on benefits have significant effect toward profession responsibility of private university lecturerin KopertisRegion VII East Java.
4. Developed expectations have significant effect toward profession responsibility of private university lecturerin KopertisRegion VII East Java.
5. Profession responsibility have a significant effect on the motivation of private university lecturerin KopertisRegion VII East Java.
6. Profession responsibility variable have a highly significant effect on the motivation of lecturer, followed by perceptions on benefits and developedexpectations. Whereas the more dominant variables affect the responsibilities of the profession is developedexpectations.

These results can be generally concluded that there is significant influence perceptions on reward and developedexpectations towards profession responsibilitylecturer of private university lecturerin KopertisRegion VII East Java. While the perception on benefits and developedexpectations significantly influence motivation of private university lecturerin KopertisRegion VII East Java.

For private university, need to be planned programs that improve lecturer motivation is to carry out socialization training on motivational lecturer, besides the provision of necessary infrastructure and support are always developedto support lecturer motivation.

For Lecturers, the motivation necessary to make clear plan in accordance with the profession responsibility to bear, needs to be improved in terms of lecturer profession responsibility is to provide facilities and coordinate activities and work of the profession, need to be improved in terms of motivational lecturer is encouraging lecturers to dislike activities that are routine, just look for the activity as a professional educator, and lecturer needs and always develop themselves through activities that result in high productivity, to develop skills and qualities as well as to obtain good performance.

For KopertisRegion VII East Java, should always be monitoring the activities related to faculty workload that can support increased professional responsibility and motivation of lecturers. Kopertis also seek infrastructure necessary to provide facilities for the development models of organizational behavior to increased professional responsibility and motivation of lecturers. Additionally, Kopertis necessary and always socialize the rules and motivational lecturer professional responsibility.

Suggestions for Future Research, need to do a survey to get the accuracy of the number of tenured faculty foundations / associations and civil servant lecturer (DPK) who worked as respondents in order to determine the sample can be determined precisely. In addition, further research is needed on other variables that affect the profession responsibility variables and lecturers motivation variables examined in this study such as: variable integrity, knowledge management.

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