

Lecturers as Workers? Legal Justice in Performance Allowances and Academic Welfare in Indonesian Universities

Rizal Maula¹, Dhanni Azier Nanda Dwi Jendra^{2*}, Vela Retna Widyastuti³

¹ Universitas Indonesia, Indonesia. E-mail: rizalmaulapmii.bidikmisi@gmail.com

² Universitas Indonesia, Indonesia. E-mail: dhanniazier@gmail.com

³ Nalanda University, India. E-mail: velaretna.sms23@nalandauniv.edu.in

|| Submitted: August 22, 2025 || Accepted: October 12, 2025 || Published: December 13, 2025 ||

Abstract: This study examines whether the government's failure to disburse performance allowances to lecturers in Indonesian public universities violates principles of legal justice and undermines the academic welfare rights of lecturers as professional workers. Using normative legal research, the study employs statutory, conceptual, and case approaches by analyzing Law No. 20 of 2023 on Civil Servants, Minister of Administrative and Bureaucratic Reform Regulation No. 6 of 2022, and documented statements from affected lecturers and government officials reported in credible media outlets. The findings reveal three issues. First, the government's failure to allocate budgets and issue the required Presidential Regulation violated the principle of legality and created structural discrimination between ministries. Second, despite lecturers fulfilling BKD and SKP performance requirements, the state failed to implement the mandated pay-for-performance system, contrary to merit system principles under the Civil Servants Law. Third, this negligence constituted unlawful government conduct (*onrechtmatige overheidsdaad*) and maladministration under Law No. 37 of 2008, thereby opening legal remedies through administrative and civil proceedings. The study concludes that lecturers should be recognized as workers entitled to equitable remuneration, legal certainty, and protection of their economic rights. Academically, this research contributes to administrative justice scholarship by integrating labour rights and higher education governance perspectives to explain state accountability in lecturer remuneration policies and academic welfare protection.

Keywords: Academic Welfare, Indonesian Universities, Labour Rights, Legal Justice, State Accountability

1. Introduction

The controversy surrounding the non-payment of performance allowances to civil servant lecturers in Indonesian universities has become one of the most significant governance issues in the country's higher education sector.¹ Lecturers occupy a strategic position in producing knowledge,² educating future generations, conducting research, and providing community services that support national development. Despite these responsibilities,³ thousands of lecturers under the Ministry of Education,⁴ Culture,⁵ Research, and Technology experienced prolonged uncertainty regarding their economic rights during the 2020–2024 period. Although they fulfilled performance obligations established through official performance instruments, the remuneration promised within the public service framework was not

¹ Ali Idrus et al., "Implementation of Minister of Education and Culture Policy Number 84 of 2013 Article 11," *Munaddhomah* 3, no. 2 (2022): 175–82, <https://doi.org/10.31538/munaddhomah.v3i2.248>.

² D W Reed et al., "Challenges of Higher Education in the US – What Will Horticulture of the Future Look Like?," ed. Stanley J. et al., *Acta Horticulturae* 1126 (2016): 205–17, <https://doi.org/10.17660/ActaHortic.2016.1126.27>.

³ Juan Albarrán Diego, "On Expulsions and Amnesties. Notes for a History of the Movement of Non-Tenured Professors (PNN) in (and from) the Universidad Autónoma de Madrid, 1968-1980," *CIAN-Revista de Historia de Las Universidades* 28, no. 1 (2025): 187–214, <https://doi.org/10.20318/cian.2025.9608>.

⁴ Bui Hong Phuong et al., "Assessing the Impact of Motivational Factors on the Job Performance of Lecturers at Vietnam National University, Hanoi," *Multidisciplinary Science Journal* 7, no. 2 (2025), <https://doi.org/10.31893/multiscience.2025070>.

⁵ Grace Nwamaka Osakwe et al., "Job Frustration and Coping Strategies among Lecturers," *Journal of Education and Training Studies* 14, no. 2 (2026): 94–105, <https://doi.org/10.11114/jets.v14i2.8196>.

consistently implemented. The unequal treatment became increasingly visible when lecturers under different ministerial authorities continued receiving comparable allowances, generating perceptions of structural discrimination within the state bureaucracy. Public debates, protests, and statements from academic associations reflected growing dissatisfaction with the state's handling of the issue and intensified concerns regarding the welfare of academic personnel. The controversy therefore extends beyond a technical budgeting matter and raises broader questions concerning legal justice, administrative responsibility, equality before the law, and the extent to which the state recognizes lecturers as workers entitled to economic protection. Understanding this phenomenon is crucial because academic welfare influences not only individual well-being but also institutional effectiveness, educational quality, and public trust in higher education governance.⁶ Consequently, examining the legal dimensions of this dispute provides an important avenue for evaluating the relationship between state obligations and the protection of academic workers' rights.

Existing scholarship addressing lecturer remuneration and welfare has predominantly approached the issue from organizational, managerial, and psychological perspectives. Previous studies have explored the relationship between compensation and job satisfaction, the influence of financial incentives on motivation and performance, and the contribution of remuneration systems to organizational commitment and employee retention.⁷ Research within higher education has also examined how reward mechanisms affect productivity and institutional competitiveness, particularly within the context of educational reforms and performance-based management. Nevertheless, these studies rarely investigate remuneration disputes through the lens of administrative justice and legal accountability. The implementation of performance allowances has often been discussed as a policy instrument rather than a legal entitlement whose denial may generate consequences under public law.⁸ Likewise, emerging international discussions concerning academic labour increasingly frame lecturers as workers whose employment conditions shape educational sustainability and social justice, yet this perspective remains underdeveloped within Indonesian legal scholarship.⁹ Consequently, limited attention has been given to understanding how failures in implementing remuneration policies intersect with legality principles, merit systems, and the state's obligation to protect economic rights.¹⁰ This gap is particularly important because unresolved legal ambiguities surrounding lecturer compensation may perpetuate inequality and weaken confidence in public institutions responsible for governing higher education personnel.

The limitations of previous studies provide the basis for positioning the present research. Existing analyses of administrative law frequently focus on procedural legality, disciplinary sanctions, promotion mechanisms, and judicial review of administrative decisions without adequately addressing the substantive implications of bureaucratic inaction on the welfare of public employees. Studies evaluating remuneration systems often prioritize efficiency and policy effectiveness while neglecting questions of justice arising from unequal implementation across institutions.¹¹ As a result, insufficient attention has been directed toward whether the failure to provide performance allowances constitutes unlawful government conduct and maladministration under prevailing legal standards. Moreover, discussions concerning lecturers' rights tend to emphasize professional status and academic autonomy without explicitly recognizing lecturers as workers entitled to equitable remuneration and legal protection. This

⁶ Enjin Su et al., "Exploring Factors Influencing Job Satisfaction Among Higher Education Lecturers in Hainan, China: A Delphi Approach," *Cogent Education* 13, no. 1 (2026), <https://doi.org/10.1080/2331186X.2026.2657730>.

⁷ Mercy A Igere, "Publication Output of Lecturers in Library Schools, Nigeria," *Journal of Education for Library and Information Science* 63, no. 3 (2022): 260–76, <https://doi.org/10.3138/JELIS-2020-0068>.

⁸ Marilyn Leask, *Contracts, Accountability, Roles, and Funding Your Salary, Pathways to Professorship: A Toolkit for Success* (Taylor and Francis, 2023), <https://doi.org/10.4324/9781003217596-3>.

⁹ Muner Daliman, Hanna Suparti, and David Ming, "Transformational Leadership in the Personality, Performance and Commitments of Theological High School Organizations," *Academy of Entrepreneurship Journal* 27, no. 4 (2021): 1–12, <https://www.scopus.com/pages/publications/85115621440?origin=resultlist>.

¹⁰ Roberto Bergami, "Australian Public Universities Vice-Chancellor Salaries and Workforce Casualisation: Ethical Tension?," *DETUROPE* 13, no. 3 (2021): 130–41, <https://doi.org/10.32725/det.2021.023>.

¹¹ Lee-Anne C Johenness and Gareth Pressley, "Emotional Intelligence and Job Satisfaction in Tertiary Education: The Case of University Lecturers in Taiwan," *Organizatsionnaya Psikhologiya* 14, no. 1 (2024): 30–54, <https://doi.org/10.17323/2312-5942-2024-14-1-30-54>.

conceptual separation limits scholarly understanding of how labour rights perspectives may enrich debates on higher education governance. The present study addresses these shortcomings by integrating legality, merit principles, labour rights, administrative justice, and academic welfare into a unified analytical framework.¹² By examining a specific remuneration controversy affecting lecturers in Indonesian universities, the study seeks to bridge the divide between normative legal expectations and administrative realities. Such positioning enables a more comprehensive evaluation of state accountability and contributes to a deeper understanding of justice within contemporary higher education systems.

The objective of this study is to examine whether the government's failure to disburse performance allowances violates principles of legal justice governing public administration and undermines the academic welfare rights of lecturers as workers within Indonesian universities. Specifically, this study investigates whether such failure can be characterized as unlawful government action and maladministration under the applicable legal framework. This study argues that the prolonged non-payment of performance allowances represents more than administrative inefficiency or policy delay. Rather, it reflects a failure to uphold legality, merit principles, and state accountability, thereby producing structural injustice that affects the welfare and dignity of academic personnel. The study further contends that recognizing lecturers solely as professional educators is insufficient to address the realities of their economic vulnerability. Lecturers should also be acknowledged as workers entitled to equitable remuneration, legal certainty, and effective protection of their economic rights. Through this argument, the research seeks to contribute conceptually to administrative justice scholarship, theoretically to discussions on the intersection between labour rights and higher education governance, and practically to policy debates concerning fair and accountable remuneration systems. Ultimately, the study aims to encourage legal and institutional reforms that place academic welfare at the center of state responsibility in Indonesian universities.

2. Method

This study employed a normative-legal (doctrinal) approach combined with a case study design to examine legal justice issues arising from the non-payment of performance allowances and their implications for the academic welfare of lecturers in Indonesian universities. The doctrinal approach was selected because the research focused on assessing the consistency of positive legal norms governing lecturer remuneration, state administrative accountability, and the protection of economic rights within higher education institutions. The case study design enabled an in-depth analysis of the performance allowance dispute involving civil servant lecturers under the Ministry of Education, Culture, Research, and Technology during the 2020–2024 period. Data collection was conducted through documentary research from January to June 2026. Primary legal materials included legislation and regulations governing civil service management, performance management, performance allowances, maladministration, and unlawful government conduct. Secondary materials comprised academic publications addressing legality, merit systems, administrative justice, labour rights, and state accountability. Tertiary materials consisted of documented statements from affected lecturers and government officials reported in nationally accredited media outlets. Media sources were selected according to four criteria: direct relevance to the performance allowance controversy, publication by credible national media organizations, inclusion of verifiable statements from identifiable sources, and coverage corresponding to the 2020–2024 period. These materials were treated as contextual evidence to complement the doctrinal examination of legal norms and their practical implications for lecturers' welfare.

All collected materials were analyzed qualitatively using content analysis and legal interpretation techniques to establish connections between documented facts and the applicable legal framework. The analysis employed statutory, conceptual, and systematic interpretation to evaluate whether the existing

¹² K Ramya and S Subramanian, "An Empirical Analysis of Employees' Job Satisfaction and Intention to Quit," *Indian Journal of Public Health Research and Development* 9, no. 9 (2018): 233–38, <https://doi.org/10.5958/0976-5506.2018.01001.X>.

remuneration framework complied with principles of legality, equality, merit, and legal justice. Rather than merely identifying relevant provisions, the study examined the coherence between regulatory design and administrative practice in implementing performance-based compensation for lecturers. Methodological rigor was strengthened through source triangulation across legal documents, academic literature, and media reports, as well as consistency checks among regulatory provisions and documented events. The transparency of data selection criteria and analytical procedures was intended to enhance the reliability and replicability of the findings. Nevertheless, this study relied primarily on documentary evidence and did not include fieldwork, interviews, or access to internal administrative records, thereby limiting its ability to capture the lived experiences of lecturers and the internal dynamics of bureaucratic decision-making. Despite these limitations, the approach provided a comprehensive basis for evaluating state accountability and the legal protection of lecturers' economic rights within Indonesian higher education.

3. Result and Discussion

3.1. Administrative Justice and Performance Allowance Disputes in Indonesian Universities

The legal framework governing lecturer performance allowances in Indonesia reflects the intersection of civil service law, higher education governance, and public administrative obligations. As civil servants, lecturers are subject to regulations requiring the implementation of merit-based personnel management and performance-oriented remuneration. The introduction of performance management instruments sought to establish a system in which compensation corresponded with measurable achievements, thereby strengthening accountability and encouraging institutional effectiveness. Within this framework, performance allowances were designed not merely as discretionary incentives but as components of a broader remuneration structure linked to the fulfillment of professional responsibilities. The regulatory architecture consequently imposed reciprocal obligations upon both lecturers and the state. Lecturers were required to document their performance through established assessment mechanisms, while public authorities were obligated to ensure the availability of the legal, administrative, and financial arrangements necessary for the realization of remuneration rights. However, the controversy surrounding lecturer performance allowances demonstrates that legal norms alone do not guarantee effective implementation.¹³ The coexistence of multiple regulations administered by different institutions created complexity and uncertainty regarding authority,¹⁴ coordination, and procedural responsibility. This situation illustrates that the effectiveness of remuneration policies depends not only on substantive legal provisions but also on coherent administrative arrangements capable of translating normative commitments into practical outcomes. Understanding this framework is therefore essential for evaluating whether existing governance mechanisms adequately protect the economic rights of lecturers within Indonesian universities.

The findings reveal that the implementation of performance allowance policies generated structural inequalities among lecturers operating within the same national civil service system. Although lecturers across ministerial institutions performed comparable academic functions involving teaching, research, and community engagement, the realization of remuneration rights differed substantially depending on administrative affiliation. Such disparities challenge the principle of equality that underpins modern public administration and raise concerns regarding the consistency of state obligations toward its employees. The unequal distribution of economic benefits cannot be explained solely through variations in institutional contexts because the underlying professional responsibilities remained substantially similar. Instead, the differences reflect asymmetries in administrative capacity, regulatory execution, and inter-

¹³ Zulkifli et al., "Reinterpreting Al-Faḍlu Al-Hawā'ij Through the Lens of Maqāṣid Al-Sharī'ah: Zakat Practices Among Employees at UIN Suska Riau," *Samarah* 10, no. 1 (2026): 682–706, <https://doi.org/10.22373/sjhk.v10.i1.33679>.

¹⁴ Manuel Au-Yong-Oliveira and Ramiro Gonçalves, "Academic Cheating: An Exploratory Study on How Using Case Studies to Engage Students Has Led to More Honest Coursework," in *Proceedings of the European Conference on Research Methods in Business and Management Studies*, ed. Lawlor K. and Buckley A.P., vol. 2017-June (Academic Conferences Limited, 2017), 17–25, <https://www.scopus.com/pages/publications/85054002626?origin=resultlist>.

agency coordination.¹⁵ Structural inequality of this nature extends beyond material consequences and shapes perceptions of fairness among academic personnel. When employees performing equivalent duties receive different treatment without transparent justification, confidence in the legitimacy of public institutions may erode. The controversy therefore exposes how bureaucratic fragmentation can unintentionally reproduce discriminatory outcomes despite the existence of universal legal norms. By highlighting these disparities, the present study demonstrates that legal justice requires more than the formal recognition of rights; it also demands equal implementation across administrative settings. Without consistency in policy execution, remuneration frameworks risk reinforcing institutional divisions rather than promoting fairness and cohesion within the national higher education system.

The principle of merit occupies a central position within contemporary civil service reforms and serves as the normative foundation of performance-based remuneration systems. In theory, employees who satisfy predetermined performance indicators should receive compensation corresponding to their documented achievements. The lecturer performance allowance scheme reflected this logic by requiring the completion of workload reports and performance targets as evidence of professional accountability. Nevertheless, the findings indicate a substantial disconnect between evaluation and reward. Lecturers fulfilled the administrative requirements imposed upon them and demonstrated compliance with established performance standards, yet the anticipated remuneration failed to materialize. This contradiction undermines the credibility of pay-for-performance systems because merit loses practical significance when recognition is not accompanied by material fulfillment. Rather than functioning as an instrument of motivation and fairness, performance measurement risks becoming a bureaucratic exercise devoid of reciprocal commitment from the state. The controversy therefore reveals a paradox embedded within public sector governance: institutional emphasis on accountability may coexist with neglect of the rights generated through that accountability. Such inconsistencies weaken trust in administrative processes and diminish the legitimacy of performance-oriented reforms. The findings suggest that merit principles cannot be reduced to mechanisms of evaluation alone but must encompass the consistent realization of obligations arising from documented achievements. Otherwise, the promise of meritocracy remains unfulfilled within higher education institutions.

Administrative law traditionally focuses on reviewing decisions and actions undertaken by public authorities. However, the present case demonstrates that governmental inaction may also produce significant legal consequences when it prevents the realization of rights guaranteed within the regulatory framework. The prolonged failure to disburse performance allowances raises important questions regarding whether omissions by administrative institutions may constitute unlawful government conduct. The findings indicate that delays and failures in fulfilling obligations cannot automatically be characterized as neutral administrative events when they generate foreseeable harm to affected individuals.¹⁶ Instead, prolonged inaction may represent a departure from the principles of legality, good governance, and responsible administration. Recognizing inaction as a potential source of legal liability broadens understandings of state accountability by emphasizing that governments are judged not only by what they do but also by what they fail to do. Such an approach is particularly relevant in contexts involving economic rights dependent upon timely administrative implementation. By examining the controversy through this perspective,¹⁷ the study illustrates that legal responsibility extends beyond the issuance of defective decisions to include failures to execute duties mandated by law. Consequently, administrative silence should not be insulated from scrutiny when its effects undermine justice, welfare, and confidence in public institutions responsible for implementing remuneration policies.

¹⁵ Rosdiana Rosdiana, Irma Tahar, and Mukramin Mukramin, "Development of an E-Reminder System for Data Collection of Employee Working Time," in *AIP Conference Proceedings*, ed. Irwansyah F.S. et al., vol. 2572 (American Institute of Physics Inc., 2023), <https://doi.org/10.1063/5.0118334>.

¹⁶ Taylan Budur, Halil Demirer, and Chnar Abdullah Rashid, "The Effects of Knowledge Sharing on Innovative Behaviour of Academicians: The Mediating Effect of Innovative Organisational Culture and Quality of Work Life," *Journal of Applied Research in Higher Education* 16, no. 2 (2024): 405–26, <https://doi.org/10.1108/JARHE-08-2022-0257>.

¹⁷ Anne Suryani, "I Chose Teacher Education Because...: A Look Into Indonesian Future Teachers," *Asia Pacific Journal of Education*, 2020, 1–19, <https://doi.org/10.1080/02188791.2020.1783202>.

The persistence of unresolved remuneration disputes also invites examination through the concept of maladministration. Bureaucratic negligence characterized by delay, procedural inconsistency, and ineffective coordination may compromise the quality of public services and undermine citizens' trust in administrative institutions. In the context of lecturer performance allowances, maladministration becomes particularly significant because it affects the realization of economic rights linked to professional obligations already fulfilled by academic personnel.¹⁸ The identification of maladministration highlights that the controversy is not merely a political disagreement concerning resource allocation but also a governance problem requiring institutional accountability. Legal systems provide various mechanisms through which individuals may challenge administrative failures, including oversight bodies, administrative adjudication, and judicial review. The availability of such remedies reinforces the principle that public authorities remain accountable for the consequences of their conduct and omissions. Nevertheless, reliance upon corrective mechanisms after disputes arise may impose additional burdens upon affected individuals and prolong uncertainty regarding their rights. Preventive approaches emphasizing transparency,¹⁹ responsiveness, and procedural integrity therefore remain equally important. The findings underscore the necessity of cultivating administrative cultures committed to protecting rights proactively rather than reacting only after grievances have escalated into legal controversies. Strengthening accountability mechanisms consequently becomes essential for maintaining legitimacy and ensuring justice within higher education governance.

Addressing the weaknesses revealed by this controversy requires reforms that move beyond temporary solutions and focus on strengthening institutional capacity and legal certainty. Administrative reform should prioritize clearer coordination among agencies responsible for budgeting, personnel management, and regulatory implementation to reduce ambiguity regarding roles and responsibilities. Harmonization of remuneration policies across ministerial institutions is equally necessary to prevent disparities that undermine equality and generate perceptions of injustice among lecturers. Greater transparency throughout administrative processes would enhance public confidence and enable stakeholders to monitor compliance with legal obligations more effectively.²⁰ In addition, oversight mechanisms should be reinforced to facilitate early identification of procedural failures before they evolve into prolonged disputes affecting economic rights. From a broader perspective, reforms should recognize that protecting lecturer welfare constitutes an investment in the sustainability and quality of higher education rather than a discretionary expenditure subject to administrative uncertainty.²¹ Conceptually, the controversy invites policymakers to reposition lecturers as both professionals and workers entitled to fair treatment within the civil service system. Restoring legality therefore requires a governance model grounded in accountability, reciprocity,²² and respect for economic rights. By ensuring that performance expectations are matched by institutional commitment to remuneration obligations, administrative reform can contribute to more just, transparent, and credible higher education governance in Indonesia.

3.2. Reframing Academic Welfare through Labour Rights Perspectives

The controversy surrounding the non-payment of performance allowances invites a fundamental reconsideration of how lecturers are positioned within Indonesian higher education governance. Traditionally, lecturers have been perceived primarily as professionals entrusted with academic

¹⁸ Thi Thu Thuy Hoang et al., "The Mediating Role of Job Satisfaction in the Relationship Between Multidimensional Compensation and Faculty Commitment in Vietnamese Private Universities," *Decision Science Letters* 15, no. 2 (2026): 431–46, <https://doi.org/10.5267/j.dsl.2026.1.007>.

¹⁹ Tania Janaudis-Ferreira et al., "Perspectives of Canadian Final-Year Physiotherapy Students on Cardiorespiratory Physiotherapy as a Career Choice," *Physiotherapy Canada* 68, no. 3 (2016): 282–89, <https://doi.org/10.3138/ptc.2015-39E>.

²⁰ Tommaso Duranti, "Professors' Salaries at Bologna Studium in the Fifteenth Century and the Salary Quartironi," *Annali Di Storia Della Università Italiana*, no. 1 (2023): 19–30, <https://doi.org/10.17396/107417>.

²¹ S Boisbouvier et al., "Survey by SFRO, SNRO and AFPPE about the Evolution of the Radiation Therapist Profession in France," *Cancer/Radiotherapie* 27, no. 8 (2023): 712–17, <https://doi.org/10.1016/j.canrad.2023.07.013>.

²² Josef Malach and Veronika Švrčinová, "Theoretical and Methodological Basis of Assessment of Pedagogical Digital Competences," in *Proceedings of the European Conference on E-Learning, ECEL*, ed. Andreatos A., Sgourpoulou C., and Ntalianis K., vol. 2018-Novem (Academic Conferences Limited, 2018), 354–60, <https://www.scopus.com/pages/publications/85057957566?origin=resultslst>.

autonomy, intellectual leadership,²³ and the fulfillment of the *Tri Dharma* of higher education. This professional identity has emphasized ethical obligations, scholarly contributions, and public service commitments while often overlooking the material conditions necessary to sustain academic work. The findings of this study suggest that such a perspective is insufficient for understanding the realities experienced by lecturers whose livelihoods are directly affected by remuneration policies implemented by the state. Recognizing lecturers as workers does not diminish the dignity, prestige, or social value associated with the academic profession. Rather, it broadens the analytical framework through which academic employment is understood by acknowledging that lecturers simultaneously possess professional responsibilities and economic rights. Their contributions to teaching, research, and community engagement occur within institutional arrangements that rely upon reciprocal obligations between employees and the state. Failure to acknowledge this dual status risks normalizing the expectation that lecturers continue to perform professional duties despite uncertainty regarding the fulfillment of their economic entitlements. By reconceptualizing lecturers as workers within higher education systems, discussions of academic welfare become more closely aligned with principles of social justice, labour protection, and state accountability. This perspective therefore strengthens arguments advocating equitable treatment and meaningful legal safeguards for academic personnel.

Professional recognition and economic entitlements should not be treated as separate or competing dimensions of academic employment. Within performance-based governance frameworks, the recognition of lecturers' achievements is operationalized through evaluation systems designed to assess teaching effectiveness, research productivity, and community service contributions. These mechanisms reflect institutional acknowledgment of lecturers' professional efforts and establish expectations regarding accountability and quality assurance. However, the findings demonstrate that symbolic recognition loses credibility when it is not accompanied by the fulfillment of corresponding material rights. Lecturers may satisfy performance standards and receive formal validation of their achievements, yet remain deprived of the remuneration associated with those accomplishments. Such inconsistencies create a disconnect between institutional expectations and governmental responsibilities, transforming recognition into an incomplete process lacking substantive meaning.²⁴ Economic entitlements should therefore be understood as integral components of professional respect rather than discretionary rewards granted at the convenience of administrative authorities. Fair compensation affirms the value of academic labour and communicates that institutional commitments extend beyond demands for productivity. Moreover, linking professional recognition with material fulfillment reinforces the legitimacy of merit-based systems by ensuring that obligations imposed upon lecturers are matched by reciprocal responsibilities on the part of the state.²⁵ The realization of economic rights consequently becomes essential not only for individual welfare but also for preserving confidence in governance arrangements intended to reward performance fairly and transparently.

Economic insecurity resulting from delayed or uncertain remuneration has consequences extending far beyond financial inconvenience. Academic life depends upon conditions that enable lecturers to perform their responsibilities effectively while maintaining personal well-being and professional dignity. Persistent uncertainty regarding economic entitlements may generate stress, frustration, and perceptions of institutional neglect among lecturers who have fulfilled their prescribed obligations. Such circumstances can undermine morale and weaken the sense of reciprocity that should characterize relationships between academic personnel and the institutions they serve. Economic vulnerability may also affect long-term career planning, professional commitment, and confidence in the fairness of public sector

²³ S R Deepa and R Thenmozhi, "Impact of Motivational Factors Towards Career Development of Faculty with Respect to Maritime Universities," *International Journal of Mechanical Engineering and Technology* 9, no. 2 (2018): 382–88, <https://www.scopus.com/pages/publications/85042781151?origin=resultslist>.

²⁴ Sharif Uddin Ahmed Rana and Adrian D Cheok, *The Barriers to the Career Progression of Women Employees in Malaysian University, The Economics of Talent Management and Human Capital* (IGI Global, 2024), <https://doi.org/10.4018/978-1-6684-6641-4.ch016>.

²⁵ Nguyen Thi Thuy Hanh, "Organizational Factors Affecting Lecturer Performance in HEIs in the Context of Blended Learning: An Empirical Study in Vietnam," *Journal of Higher Education Policy and Leadership Studies* 4, no. 4 (2023): 32–49, <https://doi.org/10.61186/johepal.4.4.32>.

employment. Although many lecturers continue to demonstrate dedication despite these challenges, reliance upon personal resilience cannot substitute for systemic protections designed to support academic welfare. The quality of higher education is closely linked to the well-being of those responsible for delivering it, and sustained neglect of economic rights risks eroding the foundations upon which educational excellence is built. Furthermore, insecurity concerning remuneration may contribute to broader concerns regarding the attractiveness of academic careers and the capacity of universities to retain talented professionals. The findings therefore suggest that academic welfare should be regarded as a central component of higher education governance rather than a peripheral concern. Protecting economic security ultimately supports institutional sustainability, educational quality, and the integrity of the academic profession.

The findings of this study offer an important departure from previous scholarship on lecturer welfare and remuneration. Existing studies have predominantly examined compensation through organizational and behavioural lenses, emphasizing its relationship with job satisfaction, work motivation, organizational commitment, employee retention, and institutional productivity. Such studies generally conclude that fair remuneration contributes positively to performance and enhances the effectiveness of higher education institutions. While these insights remain valuable, they tend to conceptualize compensation primarily as a managerial instrument designed to improve efficiency rather than as a legal entitlement whose denial may trigger questions of justice and accountability.²⁶ Consequently, insufficient attention has been devoted to examining how the unequal implementation of remuneration policies affects the realization of economic rights within public institutions. The present study extends this body of knowledge by demonstrating that disputes concerning lecturer compensation cannot be adequately understood solely through human resource management frameworks. Instead, they should also be interpreted through the perspectives of administrative justice and labour protection. Unlike previous studies that focus on the outcomes of compensation policies, this research interrogates the legal implications arising from the state's failure to fulfil its reciprocal obligations after lecturers have complied with prescribed performance requirements.²⁷ By shifting analytical attention from organizational effectiveness toward legal responsibility, the study contributes a more comprehensive understanding of remuneration as both a governance mechanism and a matter of rights protection within higher education.

A significant contribution of this study lies in its effort to integrate labour rights perspectives into discussions of higher education governance. Academic governance has traditionally emphasized institutional autonomy, quality assurance, and professional ethics, often treating welfare concerns as secondary matters to be addressed through administrative arrangements. However, the findings indicate that such separation is increasingly difficult to sustain in contexts where lecturers experience uncertainty regarding the fulfilment of their economic rights. Incorporating labour rights perspectives does not diminish the distinctive characteristics of academic work. Rather, it acknowledges that professional autonomy and economic security are mutually reinforcing dimensions of sustainable higher education systems. Lecturers who enjoy adequate legal protection and fair treatment are better positioned to exercise academic freedom,²⁸ maintain professional integrity, and contribute meaningfully to institutional development. The integration of labour rights also expands prevailing understandings of administrative justice by recognizing that state accountability encompasses obligations to protect the material conditions necessary for professional practice. This perspective encourages policymakers and scholars to reconsider the assumptions underlying public sector employment, particularly the expectation that dedication to educational missions should compensate for deficiencies in welfare protection. By bringing

²⁶ Muhammad Imanullah and Yuza Reswan, "Randomized QR-Code Scanning for a Low-Cost Secure Attendance System," *International Journal of Electrical and Computer Engineering* 12, no. 4 (2022): 3762–69, <https://doi.org/10.11591/ijece.v12i4.pp3762-3769>.

²⁷ Luu Huu Van et al., "Assessing the Priority Levels of Motivational Factors for Lecturers: A Case Study at Vietnam National University, Hanoi," *Multidisciplinary Science Journal* 7, no. 2 (2025), <https://doi.org/10.31893/multiscience.2025059>.

²⁸ Liang Zhang, Ronald Ehrenberg, and Xiangmin Liu, "The Increasing Stratification of Faculty Employment at Colleges and Universities in the United States," *Advances in Industrial and Labor Relations* 26 (2021): 73–97, <https://doi.org/10.1108/S0742-618620210000026003>.

together concepts of legality, merit, accountability, and labour rights, this study offers a broader theoretical framework for understanding the governance of academic personnel. Such an approach enriches contemporary debates on higher education by highlighting the inseparability of justice, welfare, and institutional legitimacy.

The findings of this study underscore the urgency of developing academic welfare policies grounded in principles of justice, transparency, and accountability. From a policy perspective, remuneration frameworks should be harmonized across ministerial institutions to prevent disparities that generate unequal treatment among lecturers performing comparable professional functions. Clearer coordination among agencies responsible for budgeting, personnel management, and regulatory implementation is equally necessary to ensure that legal obligations are translated into timely administrative action. Strengthening oversight mechanisms and complaint procedures may also facilitate early intervention when failures in implementation emerge, thereby reducing the likelihood of prolonged disputes affecting economic rights.²⁹ Conceptually, policymakers should move beyond narrow interpretations of lecturer welfare that focus exclusively on productivity incentives and instead recognize welfare as an essential element of educational quality and institutional sustainability.³⁰ Methodologically, future studies should employ socio-legal approaches combining doctrinal analysis with empirical inquiry to capture the experiences of affected lecturers and evaluate the effectiveness of accountability mechanisms in practice. Comparative research across ministries and institutional contexts would further illuminate structural patterns influencing remuneration disputes within the public sector. Ultimately, advancing justice-oriented academic welfare policies requires a governance model that respects the reciprocal nature of rights and obligations.³¹ Lecturers who are expected to uphold high standards of professionalism deserve legal certainty, equitable compensation, and effective protection of their economic rights.³² Such reforms are indispensable for strengthening public trust and ensuring the long-term resilience of Indonesian higher education systems.

3.3. The Paradox of Legal Justice in Performance Recognition without Economic Compensation

The findings of this study reveal that the prolonged non-payment of performance allowances to civil servant lecturers in Indonesian universities reflects a multidimensional problem involving legality, merit principles, and the protection of academic welfare.³³ The analysis demonstrates that the government's failure to allocate the necessary budget and establish the legal basis required for disbursement resulted in unequal treatment among lecturers employed under different ministerial authorities. Although lecturers had fulfilled their documented performance obligations through officially mandated assessment mechanisms,³⁴ the promised performance-based compensation was not implemented consistently.³⁵ This inconsistency undermined the integrity of the remuneration system and generated uncertainty regarding the state's commitment to safeguarding the economic rights of academic personnel.³⁶ Furthermore, the study identified that such administrative inaction may satisfy the characteristics of

²⁹ Maureen Dollard et al., "Why Workers Rate Vice-Chancellor Salaries as They Do: Psychosocial Safety Climate, Industrial Relations, and Worker Wellbeing in Australian Universities," *Safety Science* 203 (2026), <https://doi.org/10.1016/j.ssci.2026.107301>.

³⁰ Ngo Sy Trung, Nguyen Duc Hai, and Nguyen Van Tuyen, "Motivation to Improve Quality of University Lecturers in Vietnam," *Edelweiss Applied Science and Technology* 8, no. 6 (2024): 100–108, <https://doi.org/10.55214/25768484.v8i6.1961>.

³¹ Christiana E Hilmer and Michael J Hilmer, "On the Labor Market for Full-Time Non-Tenure-Track Lecturers in Economics," *Economics of Education Review* 78 (2020), <https://doi.org/10.1016/j.econedurev.2020.102023>.

³² Patrick Ayi Ewah et al., "The Factors Influencing Psychological Distress Among Striking Workers in Nigeria in the Post-COVID Pandemic Era," *Iranian Rehabilitation Journal* 21, no. 4 (2023): 751–65, <https://doi.org/10.32598/irj.21.4.2055.1>.

³³ Bernd Zinn, Kevin Raisch, and Jennifer Reimann, "Analysing Training Needs of TVET Teachers in South Africa: An Empirical Study," *International Journal for Research in Vocational Education and Training* 6, no. 2 (2019): 174–97, <https://doi.org/10.13152/IJRVET.6.2.4>.

³⁴ Long Kim et al., "How to Make Employees Happy: Evidence from Thai University Lecturers," *Problems and Perspectives in Management* 21, no. 1 (2023): 482–92, [https://doi.org/10.21511/ppm.21\(1\).2023.41](https://doi.org/10.21511/ppm.21(1).2023.41).

³⁵ Amina Seguya et al., "Are Open Access Article Processing Charges Affordable for Otolaryngologists in Low-Income and Middle-Income Countries?," *Current Opinion in Otolaryngology and Head and Neck Surgery* 31, no. 3 (2023): 202–7, <https://doi.org/10.1097/MOO.0000000000000892>.

³⁶ Efthymia Tsiatsiou, Anastasia Chaitidou, and Konstantinos Spinthiropoulos, "The Impact of the Debt Crisis on the Salaries of Teaching and Research Staff in National Higher Education Institutions in Greece: A Case Series Study and Literature Review," *Cogent Social Sciences* 10, no. 1 (2024), <https://doi.org/10.1080/23311886.2023.2294555>.

unlawful government conduct and maladministration under the applicable legal framework.³⁷ Consequently, the controversy surrounding performance allowances should not be understood merely as a technical issue of budgeting or policy implementation but as a manifestation of broader governance failures affecting justice, accountability, and equality in Indonesian higher education.³⁸ The overall findings therefore reinforce the argument that the welfare of lecturers cannot be detached from the effectiveness of administrative institutions responsible for implementing public policies governing remuneration.

Reflecting on these findings, several factors appear to explain the emergence and persistence of the controversy.³⁹ The first concerns fragmentation within bureaucratic coordination, particularly the disconnection between institutions responsible for budgeting, personnel management, and regulatory formulation. The absence of timely administrative action illustrates how legal entitlements may become ineffective when implementation mechanisms fail to operate coherently.⁴⁰ A second factor relates to the predominance of procedural considerations over substantive justice in public administration.⁴¹ Performance evaluation instruments were implemented and monitored rigorously,⁴² yet equivalent attention was not directed toward ensuring that the corresponding rights attached to those evaluations were fulfilled.⁴³ Third, the controversy reveals an enduring tendency to position lecturers primarily as public servants obligated to meet institutional targets rather than as workers possessing economic rights that require equal legal protection.⁴⁴ Such a perspective risks normalizing inequalities within higher education governance by treating welfare concerns as secondary to administrative convenience.⁴⁵ These factors collectively suggest that the controversy cannot be attributed solely to isolated bureaucratic errors but instead reflects structural weaknesses in policy design and implementation that allowed discrepancies between legal commitments and administrative realities to persist over an extended period. The effects arising from these circumstances extend beyond the immediate issue of delayed remuneration and influence broader dimensions of higher education governance.⁴⁶ The denial of performance allowances has implications for lecturers' perceptions of fairness,⁴⁷ professional recognition,⁴⁸ and trust in state institutions responsible for protecting their rights. Persistent uncertainty regarding economic entitlements may weaken morale and contribute to feelings of marginalization

³⁷ Sophie E Acton et al., "A Survey of New PIs in the UK," *ELife* 8 (2019), <https://doi.org/10.7554/eLife.46827>.

³⁸ Peter Eshioke Egielewa, "Town and Gown Convergence: Does Journalism Education Meet 21st Century Media Industry Expectations in Nigeria?," *Communitas* 30 (2025): 204–19, <https://doi.org/10.38140/com.v30i.10054>.

³⁹ Yen-Hsiang Huang, Mao-Chiao Chi, and Tzu-Bin Lin, "Respect and Trust: A Case Study of Higher Education Pay Scales in the United Kingdom," *Journal of Research in Education Sciences* 67, no. 2 (2022): 63–93, [https://doi.org/10.6209/JORIES.202206_67\(2\).0003](https://doi.org/10.6209/JORIES.202206_67(2).0003).

⁴⁰ Anastasia Kulachinskaya, Zuzana Dvorakova, and Andrei Bogatyrev, *Career Development of Academic Staff in the Russian Federation and the Czech Republic: From Migration to Integration, Borderlands: The Internationalisation of Higher Education Teaching Practices* (Springer International Publishing, 2022), https://doi.org/10.1007/978-3-031-05339-9_10.

⁴¹ Yulia V Dolzhenkova, Alexander L Safonov, and Anna A Chub, "Faculty Salary Structure for Publicly Funded Higher Education Institutions of the Russian Federation," *Vysshee Obrazovanie v Rossii* 31, no. 7 (2022): 25–41, <https://doi.org/10.31992/0869-3617-2022-31-7-25-41>.

⁴² A Adilo, "Utilization of Student-Centered Instructional Methods by Home Economics Lecturers in Tertiary Institutions in Anambra State," *Journal of Home Economics Research* 29, no. 1 (2022): 141–50, <https://www.scopus.com/pages/publications/85139993358?origin=resultslist>.

⁴³ Hilary Gallagher, Liuqing Yang, and Jianqiang Liang, "'I Respect You but I Am Not Willing to Be You': Critical Reflections of Western Teaching of Social Work to Students in China—What Can Be Learned Both Ways?," *Social Sciences* 8, no. 10 (2019), <https://doi.org/10.3390/socsci8100272>.

⁴⁴ Corinna S Sabitova, "Salaries of Teachers and Lecturers and the Material Base of Pedagogical Technical Colleges and Pedagogical Schools in Uzbekistan in 1925–1939," *Istoriya i Arkhiv* 7, no. 1 (2025): 27–42, <https://doi.org/10.28995/2658-6541-2025-7-1-27-42>.

⁴⁵ Amarilis Putri Yanuarifiani, Fang-Fang Chua, and Gaik-Yee Chan, "Rule-Based Ontology Framework (ROF) for Auto-Generating Requirements Specification: A Case Study," ed. Fujita H. and Selamat A., *Frontiers in Artificial Intelligence and Applications* 318 (2019): 347–60, <https://doi.org/10.3233/FAIA190062>.

⁴⁶ Wafa Zekri, Yiqian Yan, and Madhubala Bava Harji, "Exploring the Nexus between English Teacher Identity and Socio-Demographic Background: Evidence from Algeria," *Language Teaching Research Quarterly* 42 (2024): 243–58, <https://doi.org/10.32038/ltrq.2024.42.14>.

⁴⁷ Olga V Rogach, Elena V Frolova, and Tatyana M Ryabova, "Trajectories of Building a Career of a Teacher Within Academic Competition," *European Journal of Contemporary Education* 8, no. 2 (2019): 338–47, <https://doi.org/10.13187/ejced.2019.2.338>.

⁴⁸ Rosa Pérez Garijo, "Two Years After the Approval of the LOSU: Have the Working Conditions of Adjunct Lecturers Improved?," *Trabajo y Derecho* 2025, no. 132 (2026): 1–28, <https://doi.org/10.32029/2386-8112.03.132.2026>.

among academic personnel who have fulfilled their professional obligations.⁴⁹ More importantly, the findings challenge assumptions underlying performance-based management systems by demonstrating that merit principles lose normative legitimacy when rewards are not distributed consistently and transparently.⁵⁰ The controversy also highlights the interconnected nature of legality and welfare, illustrating that administrative failures can generate substantive social consequences affecting dignity, institutional commitment,⁵¹ and the sustainability of academic professions.⁵² From a legal perspective, recognizing such failures as potential forms of unlawful government conduct broadens understanding of state accountability by emphasizing that inaction may be as consequential as improper action. The case therefore illustrates how deficiencies in administrative implementation can undermine both individual rights and the credibility of governance arrangements within public higher education systems.

Compared with previous studies, this research offers a distinct perspective on lecturer remuneration by shifting attention from organizational effectiveness and motivational outcomes toward questions of legal justice and state responsibility.⁵³ Earlier studies generally examined compensation as an instrument for enhancing job satisfaction, productivity,⁵⁴ organizational commitment, or institutional competitiveness. Although these contributions remain valuable,⁵⁵ they rarely addressed whether the unequal implementation of remuneration policies constitutes a violation of legality principles or an infringement of economic rights.⁵⁶ Research on administrative law has similarly concentrated on procedural review and formal decision-making processes without adequately exploring the consequences of bureaucratic inaction for academic welfare.⁵⁷ In contrast,⁵⁸ the present study integrates labour rights perspectives with administrative justice frameworks to evaluate the legal implications of denying performance allowances to lecturers.⁵⁹ By conceptualizing lecturers simultaneously as professional educators and workers, the analysis extends existing scholarship beyond managerial and procedural concerns to encompass substantive dimensions of justice and equality.⁶⁰ This approach contributes a more comprehensive understanding of how remuneration disputes within higher education intersect with broader debates concerning accountability, welfare protection,⁶¹ and the obligations of the modern administrative state.

⁴⁹ Esen Sucuoğlu and Wisdom Ambulai Karnley, "An Assessment of Job Satisfaction Among Faculty Members of the Universities," *Pegem Eğitim ve Öğretim Dergisi* 13, no. 1 (2022): 334–48, <https://doi.org/10.47750/pegegog.13.01.37>.

⁵⁰ Irina Bogatyreva, Larisa Ilyukhina, and Alexey Bogatyrev, "Optimization of University Teachers' Remuneration as a Tool for Sustainable Development of Higher Education," in *E3S Web of Conferences*, ed. Kovacevic S. and Kamyshev K.V., vol. 376 (EDP Sciences, 2023), <https://doi.org/10.1051/e3sconf/202337603010>.

⁵¹ Ngoni Courage Shereni, "The Role of Technical and Vocational Education and Training (TVET) in Restoring Hospitality Sector Specific Skills in Zimbabwe: A Students' Perspective," *Journal of Hospitality and Tourism Education* 32, no. 3 (2020): 133–41, <https://doi.org/10.1080/10963758.2019.1655434>.

⁵² Arifuddin Muda Harahap et al., "Social Justice in the Welfare of Private Lecturers: A Legal Review of Salaries, Certification, and BPJS Ketenagakerjaan in Indonesia," *Jurnal IUS Kajian Hukum Dan Keadilan* 12, no. 3 (2024): 650–74, <https://doi.org/10.29303/ius.v12i3.1428>.

⁵³ Sylvestre Munyengabe et al., "Factors and Levels Associated with Lecturers' Motivation and Job Satisfaction in a Chinese University," *Eurasia Journal of Mathematics, Science and Technology Education* 13, no. 10 (2017): 6415–30, <https://doi.org/10.12973/ejmste/77946>.

⁵⁴ Yanuarifiani, Chua, and Chan, "Rule-Based Ontology Framework (ROF) for Auto-Generating Requirements Specification: A Case Study."

⁵⁵ Munyengabe et al., "Factors and Levels Associated with Lecturers' Motivation and Job Satisfaction in a Chinese University."

⁵⁶ Adiam Nega et al., "Experience of Research Undertaking among Women Academia at Addis Ababa University: A Qualitative Study," *Ethiopian Journal of Health Development* 35, no. Special Issue 2 (2021): 22–29, <https://www.scopus.com/pages/publications/85112849648?origin=resultslist>.

⁵⁷ Winanti et al., "Integrating QR Code to E-Class System for Managing Attendance Lecture Services in Higher Education," *International Journal of Information Engineering and Electronic Business* 16, no. 4 (2024): 93–104, <https://doi.org/10.5815/ijieeb.2024.04.06>.

⁵⁸ Fatwa Tentama, "Construct Validity of Job Satisfaction Among Lecturers: An Analysis of Confirmatory Factors," *International Journal of Scientific and Technology Research* 9, no. 2 (2020): 2298–2303, <https://www.scopus.com/pages/publications/85079632745?origin=resultslist>.

⁵⁹ Adebayo Saheed Adewale and Abdurraheem Abdul Ganiyi Zubaedy, "Islamic Finance Instruments as Alternative Financing to Sustainable Higher Education in Nigeria," *Global Journal Al-Thaqafah* 9, no. 1 (2019): 35–48, <https://www.scopus.com/pages/publications/85087018416?origin=resultslist>.

⁶⁰ Clement Ajidahun, "The Academic Status of Librarians in the University Libraries in Nigeria: Myth or Reality?," *Library Philosophy and Practice* 2021 (2021): 1–22, <https://www.scopus.com/pages/publications/85116914494?origin=resultslist>.

⁶¹ Levi U Akah et al., "Occupational Stress and Academic Staff Job Performance in Two Nigerian Universities," *Journal of Curriculum and Teaching* 11, no. 5 (2022): 64–78, <https://doi.org/10.5430/jct.v11n5p64>.

The findings of this study suggest several recommendations at conceptual, methodological, and policy levels.⁶² Conceptually, higher education governance should recognize lecturers not only as agents responsible for achieving institutional performance targets but also as workers entitled to equitable remuneration and meaningful protection of their economic rights.⁶³ Methodologically, future research should adopt socio-legal approaches that combine doctrinal analysis with interviews,⁶⁴ surveys, and access to administrative records to capture the experiences of affected lecturers and the internal dynamics of bureaucratic decision-making.⁶⁵ Comparative studies across ministries and institutional settings may further illuminate patterns of inequality and accountability in public sector remuneration. From a policy perspective,⁶⁶ regulatory harmonization is necessary to eliminate disparities in the implementation of performance allowances and ensure consistency across governmental institutions. Transparent coordination among agencies responsible for budgeting, personnel management, and regulatory formulation should be strengthened to prevent similar disputes from recurring. In addition, accessible complaint and oversight mechanisms should be reinforced to guarantee effective remedies when administrative failures jeopardize economic rights. These measures are essential for promoting legal justice,⁶⁷ protecting academic welfare, and restoring public confidence in the governance of Indonesian universities.

4. Conclusion

This study concludes that the prolonged non-payment of performance allowances to civil servant lecturers in Indonesian universities represents a significant failure of legal justice and administrative accountability in higher education governance. Three findings emerge from the analysis. First, the government's failure to submit the required budget allocations and establish the necessary legal basis for disbursement violated the principle of legality and created structural discrimination among lecturers employed under different ministerial authorities, despite comparable professional responsibilities and workloads. Second, although lecturers had fulfilled their documented performance obligations through officially mandated performance instruments, the state failed to implement the promised pay-for-performance mechanism, thereby undermining merit principles embedded within the civil service framework and weakening confidence in performance-based remuneration policies. Third, this administrative negligence satisfies the characteristics of unlawful government conduct and maladministration, indicating that the denial of lecturers' economic rights extends beyond a policy problem into the domain of legal responsibility and accountability. The findings reinforce the argument that lecturers should not be treated merely as bureaucratic instruments for measuring institutional performance but should be recognized as workers entitled to equitable remuneration, legal certainty, and effective protection of their economic rights. Ensuring justice in lecturer compensation is therefore essential not only for safeguarding academic welfare but also for preserving trust in public institutions and strengthening the legitimacy of state policies governing higher education personnel.

The significance of this study lies in its effort to reposition lecturers within the discourse of higher education governance as both professional educators and workers whose economic rights deserve equal legal recognition and protection. Conceptually, the study contributes to administrative justice scholarship

⁶² Suparjo, "Professional Competence and Service Innovation in Higher Education Institutions in Central Java, Indonesia," *European Research Studies Journal* 20, no. 4 (2017): 622–36, <https://doi.org/10.35808/ersj/916>.

⁶³ Peter S Cohan, *Startup Cities: Why Only a Few Cities Dominate the Global Startup Scene and What the Rest Should Do About It*, *Startup Cities: Why Only a Few Cities Dominate the Global Startup Scene and What the Rest Should Do about It* (Apress Media LLC, 2018), <https://doi.org/10.1007/978-1-4842-3393-1>.

⁶⁴ Nuran Yildirim, "Physiology in Istanbul Faculty of Medicine from Tiphane-i Âmire to Dârülfünun, 1827-1933," *Osmanlı Bilimi Araştırmaları* 25, no. 2 (2024): 289–367, <https://doi.org/10.26650/oba.1408402>.

⁶⁵ S O Zhabin et al., "Professional and Social Problems of Young Researchers and Lecturers Based on the Opinion Poll Results (Case Study of Igor Sikorsky Kyiv Polytechnic Institute)," *Science and Innovation* 13, no. 5 (2017): 19–36, <https://doi.org/10.15407/scine13.05.019>.

⁶⁶ Suguna Sinniah et al., "Talent Retention in Private Universities of Malaysia," *International Journal of Engineering and Advanced Technology* 8, no. 6 Special Issue 3 (2019): 233–39, <https://doi.org/10.35940/ijeat.F1038.0986S319>.

⁶⁷ Amir Mahmud, Nurdian Susilowati, and Jariyah, "The Relationship Between Self-Efficacy Knowledge and Organisational Justice in Attitudes Toward Remuneration," *International Journal of Innovation, Creativity and Change* 13, no. 3 (2020): 287–300, <https://www.scopus.com/pages/publications/85085911150?origin=resultslist>.

by integrating labour rights and academic welfare perspectives into analyses of public sector remuneration, thereby expanding discussions that have traditionally focused on procedural legality alone. Theoretically, it demonstrates that legality, merit principles, and welfare considerations are interconnected dimensions of state accountability and should be assessed collectively when evaluating the implementation of remuneration policies affecting academic personnel. Methodologically, the combination of doctrinal legal analysis and case study design offers a framework for bridging the gap between normative legal expectations and administrative realities documented in the public domain. This approach provides a more contextual understanding of how legal norms operate in practice and highlights the consequences of bureaucratic inaction on the realization of economic rights. By framing lecturers as workers without diminishing their professional identity, this study offers a broader analytical perspective for future research on higher education governance, social justice, and public administration while encouraging the development of more equitable and accountable remuneration systems within Indonesian universities.

Declarations

Author Contribution Statement

Rizal Maula contributed to the conceptualization of the study, data analysis, and manuscript drafting. Dhanni Azier Nanda Dwi Jendra contributed to the research design, data collection, and critical revision of the manuscript. Vela Retna Widyastuti contributed to data interpretation, manuscript editing, and final approval of the version to be published. All authors have read and approved the final manuscript.

Funding Statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request. No publicly archived datasets were used or generated during the current research.

Declaration of Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional Information

Correspondence and requests for materials should be addressed to rizalmaulapmii.bidikmisi@gmail.com

ORCID

Rizal Maula  <https://orcid.org/0009-0001-1584-2783>

Dhanni Azier Nanda Dwi Jendra  <https://orcid.org/0009-0004-4309-2416>

Vela Retna Widyastuti  <https://orcid.org/0009-0002-4106-8151>

References

- Acton, Sophie E, Andrew Jd Bell, Christopher P Toseland, and Alison Twelvetreets. "A Survey of New PIs in the UK." *ELife* 8 (2019). <https://doi.org/10.7554/eLife.46827>.
- Adewale, Adebayo Saheed, and Abdurraheem Abdul Ganiyi Zubaedy. "Islamic Finance Instruments as Alternative Financing to Sustainable Higher Education in Nigeria." *Global Journal Al-Thaqafah* 9, no. 1 (2019): 35–48. <https://www.scopus.com/pages/publications/85087018416?origin=resultslist>.
- Adilo, A. "Utilization of Student-Centered Instructional Methods by Home Economics Lecturers in Tertiary Institutions in Anambra State." *Journal of Home Economics Research* 29, no. 1 (2022): 141–50. <https://www.scopus.com/pages/publications/85139993358?origin=resultslist>.

- Ajidahun, Clement. "The Academic Status of Librarians in the University Libraries in Nigeria: Myth or Reality?" *Library Philosophy and Practice* 2021 (2021): 1–22. <https://www.scopus.com/pages/publications/85116914494?origin=resultslist>.
- Akah, Levi U, Valentine J Owan, Peter O Aduma, Eridiong O Onyenweaku, Martin A Olofu, David A Alawa, Ajigo Ikutal, and Abosede A Usoro. "Occupational Stress and Academic Staff Job Performance in Two Nigerian Universities." *Journal of Curriculum and Teaching* 11, no. 5 (2022): 64–78. <https://doi.org/10.5430/jct.v11n5p64>.
- Au-Yong-Oliveira, Manuel, and Ramiro Gonçalves. "Academic Cheating: An Exploratory Study on How Using Case Studies to Engage Students Has Led to More Honest Coursework." In *Proceedings of the European Conference on Research Methods in Business and Management Studies*, edited by Lawlor K. and Buckley A.P., 2017-June:17–25. Academic Conferences Limited, 2017. <https://www.scopus.com/pages/publications/85054002626?origin=resultslist>.
- Bergami, Roberto. "Australian Public Universities Vice-Chancellor Salaries and Workforce Casualisation: Ethical Tension?" *DETUROPE* 13, no. 3 (2021): 130–41. <https://doi.org/10.32725/det.2021.023>.
- Bogatyreva, Irina, Larisa Ilyukhina, and Alexey Bogatyrev. "Optimization of University Teachers' Remuneration as a Tool for Sustainable Development of Higher Education." In *E3S Web of Conferences*, edited by Kovacevic S. and Kamyshev K.V., Vol. 376. EDP Sciences, 2023. <https://doi.org/10.1051/e3sconf/202337603010>.
- Boisbouvier, S, É Bayart, J Chamois, P Clavère, S Corbin, A De Oliveira, C Geffroy-Hulot, et al. "Survey by SFRO, SNRO and AFPPE about the Evolution of the Radiation Therapist Profession in France." *Cancer/Radiotherapie* 27, no. 8 (2023): 712–17. <https://doi.org/10.1016/j.canrad.2023.07.013>.
- Budur, Taylan, Halil Demirer, and Chnar Abdullah Rashid. "The Effects of Knowledge Sharing on Innovative Behaviour of Academicians: The Mediating Effect of Innovative Organisational Culture and Quality of Work Life." *Journal of Applied Research in Higher Education* 16, no. 2 (2024): 405–26. <https://doi.org/10.1108/JARHE-08-2022-0257>.
- Cohan, Peter S. *Startup Cities: Why Only a Few Cities Dominate the Global Startup Scene and What the Rest Should Do About It*. Startup Cities: Why Only a Few Cities Dominate the Global Startup Scene and What the Rest Should Do about It. Apress Media LLC, 2018. <https://doi.org/10.1007/978-1-4842-3393-1>.
- Daliman, Muner, Hanna Suparti, and David Ming. "Transformational Leadership in the Personality, Performance and Commitments of Theological High School Organizations." *Academy of Entrepreneurship Journal* 27, no. 4 (2021): 1–12. <https://www.scopus.com/pages/publications/85115621440?origin=resultslist>.
- Deepa, S R, and R Thenmozhi. "Impact of Motivational Factors Towards Career Development of Faculty with Respect to Maritime Universities." *International Journal of Mechanical Engineering and Technology* 9, no. 2 (2018): 382–88. <https://www.scopus.com/pages/publications/85042781151?origin=resultslist>.
- Diego, Juan Albarrán. "On Expulsions and Amnesties. Notes for a History of the Movement of Non-Tenured Professors (PNN) in (and from) the Universidad Autónoma de Madrid, 1968-1980." *CIAN-Revista de Historia de Las Universidades* 28, no. 1 (2025): 187–214. <https://doi.org/10.20318/cian.2025.9608>.
- Dollard, Maureen, Daniel Naser, Kurt Lushington, Amy Zadow, and Fran Baum. "Why Workers Rate Vice-Chancellor Salaries as They Do: Psychosocial Safety Climate, Industrial Relations, and Worker Wellbeing in Australian Universities." *Safety Science* 203 (2026). <https://doi.org/10.1016/j.ssci.2026.107301>.
- Dolzhenkova, Yulia V, Alexander L Safonov, and Anna A Chub. "Faculty Salary Structure for Publicly Funded Higher Education Institutions of the Russian Federation." *Vysshee Obrazovanie v Rossii* 31, no. 7 (2022): 25–41. <https://doi.org/10.31992/0869-3617-2022-31-7-25-41>.
- Duranti, Tommaso. "Professors' Salaries at Bologna Studium in the Fifteenth Century and the Salary Quartironi." *Annali Di Storia Delle Universita Italiane*, no. 1 (2023): 19–30. <https://doi.org/10.17396/107417>.
- Egielewa, Peter Eshioke. "Town and Gown Convergence: Does Journalism Education Meet 21st Century

- Media Industry Expectations in Nigeria?" *Communitas* 30 (2025): 204–19. <https://doi.org/10.38140/com.v30i.10054>.
- Ewah, Patrick Ayi, Idoo Womboh, Peter Agba Awhen, and Felicia Agbor-Obun Dan. "The Factors Influencing Psychological Distress Among Striking Workers in Nigeria in the Post-COVID Pandemic Era." *Iranian Rehabilitation Journal* 21, no. 4 (2023): 751–65. <https://doi.org/10.32598/irj.21.4.2055.1>.
- Gallagher, Hilary, Liuqing Yang, and Jianqiang Liang. "I Respect You but I Am Not Willing to Be You': Critical Reflections of Western Teaching of Social Work to Students in China—What Can Be Learned Both Ways?" *Social Sciences* 8, no. 10 (2019). <https://doi.org/10.3390/socsci8100272>.
- Garijo, Rosa Pérez. "Two Years After the Approval of the LOSU: Have the Working Conditions of Adjunct Lecturers Improved?" *Trabajo y Derecho* 2025, no. 132 (2026): 1–28. <https://doi.org/10.32029/2386-8112.03.132.2026>.
- Hanh, Nguyen Thi Thuy. "Organizational Factors Affecting Lecturer Performance in HEIs in the Context of Blended Learning: An Empirical Study in Vietnam." *Journal of Higher Education Policy and Leadership Studies* 4, no. 4 (2023): 32–49. <https://doi.org/10.61186/johepal.4.4.32>.
- Harahap, Arifuddin Muda, Hisam Ahyani, Miftakhul Huda, Naeli Mutmainah, Naelul Azmi, and Sérgio António Neves Lousada. "Social Justice in the Welfare of Private Lecturers: A Legal Review of Salaries, Certification, and BPJS Ketenagakerjaan in Indonesia." *Jurnal IUS Kajian Hukum Dan Keadilan* 12, no. 3 (2024): 650–74. <https://doi.org/10.29303/ius.v12i3.1428>.
- Hilmer, Christiana E, and Michael J Hilmer. "On the Labor Market for Full-Time Non-Tenure-Track Lecturers in Economics." *Economics of Education Review* 78 (2020). <https://doi.org/10.1016/j.econedurev.2020.102023>.
- Hoang, Thi Thu Thuy, Thi Hong Diep Dang, Thi Thu Thuy Duong, Thi Diep Tuyen Tran, Hong Nhung Pham, and Thi Thanh Thao Nguyen. "The Mediating Role of Job Satisfaction in the Relationship Between Multidimensional Compensation and Faculty Commitment in Vietnamese Private Universities." *Decision Science Letters* 15, no. 2 (2026): 431–46. <https://doi.org/10.5267/j.dsl.2026.1.007>.
- Huang, Yen-Hsiang, Mao-Chiao Chi, and Tzu-Bin Lin. "Respect and Trust: A Case Study of Higher Education Pay Scales in the United Kingdom." *Journal of Research in Education Sciences* 67, no. 2 (2022): 63–93. [https://doi.org/10.6209/JORIES.202206_67\(2\).0003](https://doi.org/10.6209/JORIES.202206_67(2).0003).
- Idrus, Ali, Dindin Abidin, Nanda Saputra, Azhariah Rahman, and Muwafiqus Shobri. "Implementation of Minister of Education and Culture Policy Number 84 of 2013 Article 11." *Munaddhomah* 3, no. 2 (2022): 175–82. <https://doi.org/10.31538/munaddhomah.v3i2.248>.
- Igere, Mercy A. "Publication Output of Lecturers in Library Schools, Nigeria." *Journal of Education for Library and Information Science* 63, no. 3 (2022): 260–76. <https://doi.org/10.3138/JELIS-2020-0068>.
- Imanullah, Muhammad, and Yuza Reswan. "Randomized QR-Code Scanning for a Low-Cost Secure Attendance System." *International Journal of Electrical and Computer Engineering* 12, no. 4 (2022): 3762–69. <https://doi.org/10.11591/ijece.v12i4.pp3762-3769>.
- Janaudis-Ferreira, Tania, Tamara Araujo, Julia Marie Romano, Pat G Camp, Mark Hall, Sunita Mathur, and Dina Brooks. "Perspectives of Canadian Final-Year Physiotherapy Students on Cardiorespiratory Physiotherapy as a Career Choice." *Physiotherapy Canada* 68, no. 3 (2016): 282–89. <https://doi.org/10.3138/ptc.2015-39E>.
- Johennesse, Lee-Anne C, and Gareth Pressley. "Emotional Intelligence and Job Satisfaction in Tertiary Education: The Case of University Lecturers in Taiwan." *Organizatsionnaya Psikhologiya* 14, no. 1 (2024): 30–54. <https://doi.org/10.17323/2312-5942-2024-14-1-30-54>.
- Kim, Long, Siwarit Pongsakornrunsilp, Ngachonpam Horam, and Savoeun Suong. "How to Make Employees Happy: Evidence from Thai University Lecturers." *Problems and Perspectives in Management* 21, no. 1 (2023): 482–92. [https://doi.org/10.21511/ppm.21\(1\).2023.41](https://doi.org/10.21511/ppm.21(1).2023.41).
- Kulachinskaya, Anastasia, Zuzana Dvorakova, and Andrei Bogatyrev. *Career Development of Academic Staff in the Russian Federation and the Czech Republic: From Migration to Integration. Borderlands: The Internationalisation of Higher Education Teaching Practices*. Springer International Publishing,

2022. https://doi.org/10.1007/978-3-031-05339-9_10.
- Leask, Marilyn. *Contracts, Accountability, Roles, and Funding Your Salary. Pathways to Professorship: A Toolkit for Success*. Taylor and Francis, 2023. <https://doi.org/10.4324/9781003217596-3>.
- Mahmud, Amir, Nurdian Susilowati, and Jariyah. "The Relationship Between Self-Efficacy Knowledge and Organisational Justice in Attitudes Toward Remuneration." *International Journal of Innovation, Creativity and Change* 13, no. 3 (2020): 287–300. <https://www.scopus.com/pages/publications/85085911150?origin=resultslist>.
- Malach, Josef, and Veronika Švrčinová. "Theoretical and Methodological Basis of Assessment of Pedagogical Digital Competences." In *Proceedings of the European Conference on E-Learning, ECEL*, edited by Andreatos A., Sgouropoulou C., and Ntalianis K., 2018-Novem:354–60. Academic Conferences Limited, 2018. <https://www.scopus.com/pages/publications/85057957566?origin=resultslist>.
- Munyengabe, Sylvestre, He Haiyan, Zhao Yiyi, and Shan Jiefei. "Factors and Levels Associated with Lecturers' Motivation and Job Satisfaction in a Chinese University." *Eurasia Journal of Mathematics, Science and Technology Education* 13, no. 10 (2017): 6415–30. <https://doi.org/10.12973/ejmste/77946>.
- Nega, Adiam, Seble Assefa, Hanna Demisse, Meron Awararis, Bezawit Ketema, Berhan Tassew, Meaza Gezu, et al. "Experience of Research Undertaking among Women Academia at Addis Ababa University: A Qualitative Study." *Ethiopian Journal of Health Development* 35, no. Special Issue 2 (2021): 22–29. <https://www.scopus.com/pages/publications/85112849648?origin=resultslist>.
- Osakwe, Grace Nwamaka, Vinella Okonta, Victor Chukwubueze Nkedishu, and Odiri E Onoshakpokaiye. "Job Frustration and Coping Strategies among Lecturers." *Journal of Education and Training Studies* 14, no. 2 (2026): 94–105. <https://doi.org/10.11114/jets.v14i2.8196>.
- Phuong, Bui Hong, Nguyen Duy Nhien, Luu Huu Van, and Nguyen Thi Thu Hoai. "Assessing the Impact of Motivational Factors on the Job Performance of Lecturers at Vietnam National University, Hanoi." *Multidisciplinary Science Journal* 7, no. 2 (2025). <https://doi.org/10.31893/multiscience.2025070>.
- Ramya, K, and S Subramanian. "An Empirical Analysis of Employees' Job Satisfaction and Intention to Quit." *Indian Journal of Public Health Research and Development* 9, no. 9 (2018): 233–38. <https://doi.org/10.5958/0976-5506.2018.01001.X>.
- Rana, Sharif Uddin Ahmed, and Adrian D Cheok. *The Barriers to the Career Progression of Women Employees in Malaysian University. The Economics of Talent Management and Human Capital*. IGI Global, 2024. <https://doi.org/10.4018/978-1-6684-6641-4.ch016>.
- Reed, D W, M A Arnold, R D Lineberger, and T D Davis. "Challenges of Higher Education in the US – What Will Horticulture of the Future Look Like?" Edited by Stanley J., Batt P., Jones B., Drew R., and McConchie R. *Acta Horticulturae* 1126 (2016): 205–17. <https://doi.org/10.17660/ActaHortic.2016.1126.27>.
- Rogach, Olga V, Elena V Frolova, and Tatyana M Ryabova. "Trajectories of Building a Career of a Teacher Within Academic Competition." *European Journal of Contemporary Education* 8, no. 2 (2019): 338–47. <https://doi.org/10.13187/ejced.2019.2.338>.
- Rosdiana, Rosdiana, Irma Tahar, and Mukramin Mukramin. "Development of an E-Reminder System for Data Collection of Employee Working Time." In *AIP Conference Proceedings*, edited by Irwansyah F.S., Nurhayati Null, Kariadinata R., Rochman C., Sa'adah S., and Maylawati D.S., Vol. 2572. American Institute of Physics Inc., 2023. <https://doi.org/10.1063/5.0118334>.
- Sabitova, Corinna S. "Salaries of Teachers and Lecturers and the Material Base of Pedagogical Technical Colleges and Pedagogical Schools in Uzbekistan in 1925–1939." *Istoriya i Arkhivy* 7, no. 1 (2025): 27–42. <https://doi.org/10.28995/2658-6541-2025-7-1-27-42>.
- Seguya, Amina, Valerie Salano, Samuel Okerosi, Eric K Kim, Mark G Shrim, Gerrit Viljoen, and Johannes J Fagan. "Are Open Access Article Processing Charges Affordable for Otolaryngologists in Low-Income and Middle-Income Countries?" *Current Opinion in Otolaryngology and Head and Neck Surgery* 31, no. 3 (2023): 202–7. <https://doi.org/10.1097/MOO.0000000000000892>.

- Shereni, Ngoni Courage. "The Role of Technical and Vocational Education and Training (TVET) in Restoring Hospitality Sector Specific Skills in Zimbabwe: A Students' Perspective." *Journal of Hospitality and Tourism Education* 32, no. 3 (2020): 133–41. <https://doi.org/10.1080/10963758.2019.1655434>.
- Sinniah, Suguna, Ramesh Kumar Moona Haji Mohamed, Wan Rozima Mior, Ahmad Harith, Wan Nur Izni, and Zainab Ali Rawshdeh. "Talent Retention in Private Universities of Malaysia." *International Journal of Engineering and Advanced Technology* 8, no. 6 Special Issue 3 (2019): 233–39. <https://doi.org/10.35940/ijeat.F1038.0986S319>.
- Su, Enjin, Mxsin Tee, Walton Wider, Liangyan Lu, Yi Sern Lim, and Baoxin Le. "Exploring Factors Influencing Job Satisfaction Among Higher Education Lecturers in Hainan, China: A Delphi Approach." *Cogent Education* 13, no. 1 (2026). <https://doi.org/10.1080/2331186X.2026.2657730>.
- Sucuoğlu, Esen, and Wisdom Ambulai Karnley. "An Assessment of Job Satisfaction Among Faculty Members of the Universities." *Pegem Egitim ve Ogretim Dergisi* 13, no. 1 (2022): 334–48. <https://doi.org/10.47750/pegegog.13.01.37>.
- Suparjo. "Professional Competence and Service Innovation in Higher Education Institutions in Central Java, Indonesia." *European Research Studies Journal* 20, no. 4 (2017): 622–36. <https://doi.org/10.35808/ersj/916>.
- Suryani, Anne. "'I Chose Teacher Education Because...': A Look Into Indonesian Future Teachers." *Asia Pacific Journal of Education*, 2020, 1–19. <https://doi.org/10.1080/02188791.2020.1783202>.
- Tentama, Fatwa. "Construct Validity of Job Satisfaction Among Lecturers: An Analysis of Confirmatory Factors." *International Journal of Scientific and Technology Research* 9, no. 2 (2020): 2298–2303. <https://www.scopus.com/pages/publications/85079632745?origin=resultslst>.
- Trung, Ngo Sy, Nguyen Duc Hai, and Nguyen Van Tuyen. "Motivation to Improve Quality of University Lecturers in Vietnam." *Edelweiss Applied Science and Technology* 8, no. 6 (2024): 100–108. <https://doi.org/10.55214/25768484.v8i6.1961>.
- Tsiatsiou, Efthymia, Anastasia Chaitidou, and Konstantinos Spinthiropoulos. "The Impact of the Debt Crisis on the Salaries of Teaching and Research Staff in National Higher Education Institutions in Greece: A Case Series Study and Literature Review." *Cogent Social Sciences* 10, no. 1 (2024). <https://doi.org/10.1080/23311886.2023.2294555>.
- Van, Luu Huu, Bui Hong Phuong, Nguyen Duy Nhien, Le Thi Hong Diep, and Nguyen Thi Hue. "Assessing the Priority Levels of Motivational Factors for Lecturers: A Case Study at Vietnam National University, Hanoi." *Multidisciplinary Science Journal* 7, no. 2 (2025). <https://doi.org/10.31893/multiscience.2025059>.
- Winanti, Adi Nugroho, Budi Haryanto, Nana Supiana, and Erick Fernando. "Integrating QR Code to E-Class System for Managing Attendance Lecture Services in Higher Education." *International Journal of Information Engineering and Electronic Business* 16, no. 4 (2024): 93–104. <https://doi.org/10.5815/ijieeb.2024.04.06>.
- Yanuarifiani, Amarilis Putri, Fang-Fang Chua, and Gaik-Yee Chan. "Rule-Based Ontology Framework (ROF) for Auto-Generating Requirements Specification: A Case Study." Edited by Fujita H. and Selamat A. *Frontiers in Artificial Intelligence and Applications* 318 (2019): 347–60. <https://doi.org/10.3233/FAIA190062>.
- Yildirim, Nuran. "Physiology in Istanbul Faculty of Medicine from Tiphane-i Âmire to Dârülfünun, 1827-1933." *Osmanli Bilimi Arastirmalari* 25, no. 2 (2024): 289–367. <https://doi.org/10.26650/oba.1408402>.
- Zekri, Wafa, Yiqian Yan, and Madhubala Bava Harji. "Exploring the Nexus between English Teacher Identity and Socio-Demographic Background: Evidence from Algeria." *Language Teaching Research Quarterly* 42 (2024): 243–58. <https://doi.org/10.32038/ltrq.2024.42.14>.
- Zhabin, S O, G S Vasilyev, O P Kazmina, O S Sosnov, and O A Beletsky. "Professional and Social Problems of Young Researchers and Lecturers Based on the Opinion Poll Results (Case Study of Igor Sikorsky Kyiv Polytechnic Institute)." *Science and Innovation* 13, no. 5 (2017): 19–36. <https://doi.org/10.15407/scine13.05.019>.

- Zhang, Liang, Ronald Ehrenberg, and Xiangmin Liu. "The Increasing Stratification of Faculty Employment at Colleges and Universities in the United States." *Advances in Industrial and Labor Relations* 26 (2021): 73–97. <https://doi.org/10.1108/S0742-618620210000026003>.
- Zinn, Bernd, Kevin Raisch, and Jennifer Reimann. "Analysing Training Needs of TVET Teachers in South Africa: An Empirical Study." *International Journal for Research in Vocational Education and Training* 6, no. 2 (2019): 174–97. <https://doi.org/10.13152/IJRVET.6.2.4>.
- Zulkifli, Kemas Muhammad Gemilang, Mohammad Abdi Almaktsur, Rozi Andriani, and Fitrianto. "Reinterpreting Al-Faḍlu Al-Ḥawāʾij Through the Lens of Maqāṣid Al Sharāh: Zakat Practices Among Employees at UIN Suska Riau." *Samarah* 10, no. 1 (2026): 682–706. <https://doi.org/10.22373/sjhk.v10.i1.33679>.