ANALYSIS OF INTRINSIC MOTIVATION AND EFFICIENCY OF ADMINISTRATIVE PROCEDURES FOR PROMOTION OF FUNCTIONAL LECTURERS FROM LECTURER TO SENIOR LECTURER AT THE STATE CHRISTIAN INSTITUTE OF KUPANG

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Abstract:

This study will discuss the factors that influence the intrinsic motivation of lecturers in the process of functional promotion from Lecturer to Associate Lecturer in the State Christian Religious College (PTKKN) under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia, namely the State Christian Institute (IAKN) Kupang. In addition, this study will also analyze the efficiency of the administrative procedures applied in the process, including the obstacles faced and efforts to improve them. The method used is a qualitative research method with a case study research type. The findings and analysis of the intrinsic motivation of lecturers at IAKN Kupang in applying for functional promotion from Lecturer to Associate Lecturer are driven by the need to achieve recognition and self-actualization as described in Maslow's theory. The lecturers' desire to develop academically, gain recognition for scientific performance, and contribute more broadly to the tridharma are the main driving forces. However, this motivation cannot always be implemented optimally due to obstacles in the efficiency of administrative procedures. Irregular flow, minimal mentoring, and lack of clarity of technical information lead to feelings of insecurity, confusion, and psychological exhaustion, which directly reduce the lecturers' intrinsic motivation. Low administrative efficiency not only impacts individual productivity but also has implications for the overall development of the institution. Therefore, the success of the lecturer promotion process is inextricably linked to the integration of the lecturer's intrinsic motivation and an efficient and supportive institutional administrative system.

Keywords: Intrinsic Motivation, Efficiency of Administrative Procedures, Promotion of Lecturer Functional Positions.

INTRODUCTION

Higher education institutions play a strategic role in human resource development, particularly in academics, research, and community service. Universities are not only responsible for producing quality graduates, but also must ensure the availability of competent and professional educators. The quality of graduates is highly dependent on the quality of their lecturers as educators and researchers, who play a role in knowledge transfer, research development, and community service. Therefore, universities need to pay serious attention to developing lecturers' career paths to improve the overall quality of education.

A functional promotion from Lecturer to Associate Lecturer, for example, reflects an increase in academic competence, research contributions, and dedication to the Tri Dharma of Higher Education. However, in practice, not all lecturers can easily reach higher levels. Various challenges, both related to intrinsic factors such as lecturer motivation and administrative factors such as the efficiency of application procedures, often hinder the promotion process. Obstacles to functional promotion can stem from a lack of intrinsic motivation, while administrative factors also play a

crucial role in determining the smoothness of the promotion process. Complex administrative procedures, a lack of transparency in credit score assessment, and slow file verification processes are often obstacles faced by lecturers. If the administrative system is inefficient, lecturers can feel burdened and less motivated to apply for promotions.

The combination of low intrinsic motivation and inefficient administrative procedures has the potential to slow the number of lecturers reaching the position of Associate Lecturer. Promotion to functional positions impacts not only the individual lecturer's career but also the overall quality of the institution. However, challenges in higher education are increasingly complex, with increasing demands on the quality of teaching staff and academic output. One key challenge is ensuring lecturers remain motivated to develop their competencies and contribute to the Tri Dharma of Higher Education. The quality of education depends not only on the curriculum but also on the professionalism of educators, who continue to develop through higher functional positions.

Based on the latest data, the number of active students at the State Christian Institute (IAKN) Kupang has reached 5,538, spread across three faculties and one postgraduate program. IAKN Kupang has the largest student population among the seven other state Christian religious universities under the auspices of the Directorate General of Christian Community Guidance of the Indonesian Ministry of Religious Affairs. However, this high student population is not matched by an adequate number of lecturers. Currently, IAKN Kupang has only 131 permanent lecturers, with only one holding the rank of Associate Lecturer, and no Professors.

This high student population results in a roughly 1:42 lecturer-to-student ratio, meaning one lecturer serves an average of 42 students. This imbalance results in the average lecturer workload at IAKN Kupang reaching 40 credits or more, a ratio far from ideal by higher education standards, especially for institutions seeking to maintain and improve the accreditation status of their study programs and the institution as a whole. This imbalance not only impacts the increasing workload of lecturers but also the quality of academic services, the mentoring process, and research productivity, which are key requirements for academic promotion. In this context, the low number of lecturers successfully promoted to Associate Lecturer and Professor positions is not solely an individual issue, but rather an indication of systemic barriers related to lecturers' intrinsic motivation and the efficiency of administrative procedures in the functional promotion process.

If the number of lecturers reaching Associate Lecturer positions remains low, universities may face obstacles in producing quality research, increasing scientific publications, and strategically managing academic programs. At the Kupang State Christian Institute (IAKN Kupang), this situation remains a real challenge. The number of lecturers holding Associate Lecturer positions remains very limited. This is evidenced by data on ASN Lecturers at IAKN Kupang as of January 2025:

Table 1. Profile of ASN Lecturers at IAKN Kupang as of January 2025

Functional Position	Total Lecturers	S2	S3	PNS	PPPK
Expert Assistant	100	91	9	50	50
Lecturer	13	0	13	10	3
Associate Professor	1	0	1	1	0
Professor	0	0	0	0	0
Total	**114**	**91**	**23**	**86**	**28**

Source: IAKN Kupang Personnel Data (2025)

The majority of IAKN Kupang lecturers, totaling 100, are still at the Assistant Expert level. Of these, 91 have a Master's degree, while 9 have completed their doctoral degrees. Meanwhile, only 13

have reached the Lecturer level, all of whom have completed their doctoral degrees. Furthermore, the low number of lecturers holding the functional position of Associate Lecturer or Professor can hamper the opening of new study programs, particularly at the postgraduate level. The existence of postgraduate programs is a crucial indicator of a university's academic quality and capability. Given the current situation, IAKN Kupang needs to develop specific strategies, such as accelerating the doctoral degree process, providing support for accelerated promotion to functional positions, and encouraging research collaborations with other universities, both domestically and internationally.

In terms of employment status, the total of 114 lecturers at IAKN Kupang consists of 86 civil servants and 28 PPPK (Permanent Personnel Assistance Programs). At the Lecturer level, the majority are civil servant lecturers (60 compared to 3 PPPK), while at the Associate Lecturer level, there is only one person with civil servant status. This data indicates that the number of lecturers with high-ranking positions is still very limited, necessitating strategic efforts to encourage promotion, both through improving educational qualifications, accelerating administrative procedures, and providing support in the form of training and academic mentoring. However, to achieve this, a better understanding of the obstacles lecturers face in the promotion process is needed.

The limited number of Lecturers and Associate Lecturers also significantly impacts research productivity. Lecturers with higher academic positions generally have more experience writing and publishing scientific papers in reputable journals and in accessing research grants. Therefore, their limited number hinders the growth of a research culture at IAKN Kupang and has the potential to weaken the institution's academic reputation and competitiveness in producing scientific innovation. Furthermore, this condition also slows the academic development of lecturers themselves. To address this challenge, strategic steps are needed to accelerate lecturers' functional promotion, particularly from Assistant Expert to Lecturer and from Lecturer to Associate Lecturer. Universities must provide greater support in the form of providing access to academic training, mentoring for scientific publications, and simplifying the administrative process for promotions. Furthermore, internal policies that encourage increased research and teaching productivity must be strengthened to encourage lecturers further to develop their competencies. By increasing the number of Associate Professors and Associate Professors, the quality of education at IAKN Kupang can be better assured, students will receive a better learning experience, and the academic environment will become more conducive to scientific development.

METHODS

In this study, the researcher used a qualitative research design with a case study approach. Data were obtained through interviews with informants, observations, and document analysis. Informants were selected purposively, including university leaders, faculty leaders, and academics who had the ability and knowledge of information related to the research problem. Data sources consisted of primary data (interview results and direct observation) and secondary data (documents, official reports, and academic literature). To ensure the validity of the findings, triangulation techniques were used, including data sources, techniques, and collection time. Data analysis was carried out through a process of categorization, thematic interpretation, and inductive reasoning, in order to formulate collaboration patterns so that the results of this study were presented systematically and could be scientifically accounted for.

RESULT AND DISCUSSION

Intrinsic Motivation. Intrinsic motivation is the drive that arises from within an individual to act due to a sense of satisfaction, pleasure, or personal achievement, rather than solely due to external rewards. This motivation is closely related to the fulfillment of basic human needs that drive individuals to continue developing. The following are several forms of intrinsic motivation based on the hierarchy of needs:

A. Physiological Needs. This condition indicates that lecturers' intrinsic motivation will be stronger if their physiological needs are properly met. However, this is not sufficient to rely solely on individual awareness; it also requires institutional support in the form of balanced workload management, dedicated time for research, and the provision of adequate health facilities and administrative support. By paying attention to these factors, lecturers will not only be able to carry out their teaching duties well but also improve the quality of their research and publications, contributing to accelerated promotion and the institution's academic reputation.

Although lecturers at IAKN Kupang have a strong internal drive to work, which is essentially driven by physiological needs such as well-being, health, and security, their promotion in functional positions is still hampered, particularly in the research field. This intrinsic motivation is often insufficient to overcome practical challenges, such as high teaching loads, mentoring duties, and time- and energy-consuming administrative work. As Ezra Tari noted, research often takes a backseat because concentration is already drained from teaching and mentoring students. Lerry Manuaian echoed this sentiment, noting that maintaining health and a work-life balance is difficult enough, let alone having to divide focus on research that requires dedicated attention.

B. Security Needs. While the security needs of lecturers at IAKN Kupang have been met in terms of stable employment and sufficient income, the reality on the ground shows that their promotion to functional positions remains hampered. This obstacle is primarily caused by a lack of support for research and scientific publications, which are key requirements for academic promotion. Although intrinsic motivation and a sense of financial security motivate them to work diligently, the heavy workload of teaching, student mentoring, and administrative activities often makes research a secondary priority.

The main obstacle for IAKN Kupang lecturers in reaching higher functional levels lies not in a lack of motivation, but rather in limited time, support, and facilities for research. In other words, financial security alone is insufficient to guarantee career advancement if it is not balanced with an adequate research support system. This situation creates stagnation at the functional level of lecturers, with many remaining in the position of Assistant Professor or Lecturer for extended periods due to their inability to produce the necessary scientific publications.

C. Social Needs. Social needs include a sense of belonging, acceptance, and recognition within a professional group. The drive to build good relationships, collaborate, and feel part of a mutually supportive academic community is a powerful form of intrinsic motivation. When these social needs are met, lecturers tend to feel more comfortable, confident, and more open to scientific collaboration. Emotional and professional support from colleagues can also serve as a buffer during high workloads, making it easier to maintain productivity, including research. In the context of IAKN Kupang, social experiences among lecturers are a crucial factor influencing whether research can be consistently conducted or is delayed, ultimately impacting the acceleration or delay of functional promotions. Fulfilling social needs is not a peripheral issue; it is a key strategy for strengthening academic productivity. Building a cross-program research community, holding regular forums for sharing article drafts, appreciating peer publications, and organizing collaborative mentoring among lecturers can be simple mechanisms that strengthen a sense of community and accelerate the production of research outputs. When lecturers feel socially supported, the pressure of the workload

becomes more bearable, intrinsic motivation is strengthened, and opportunities for promotion increase. Although the social needs of lecturers at IAKN Kupang are adequately met in the form of harmonious working relationships and a sense of community, these factors have not yet fully accelerated their promotion. The main obstacle remains the lack of scientific publications, a mandatory requirement for academic promotion.

D. Self-Esteem Needs. The need for self-esteem among IAKN Kupang lecturers is quite high, but its realization is often hampered by a lack of support for research and scientific publications, which are the main benchmarks for promotion. Although they have a strong motivation to be recognized and respected through academic achievements, obstacles in the research aspect, complicated administrative procedures, and a heavy teaching load make it difficult for many lecturers to achieve the recognition they desire. As a result, promotion, which should be a form of professional recognition and validation, is a slow process.

E. Actualization Needs. The actualization needs of IAKN Kupang lecturers are actually high. They have a desire to develop, write, research, and make significant contributions to the institution. However, obstacles such as high teaching loads, limited research facilities, a lack of academic mentoring, and a complex promotion system make it difficult to realize this need fully. As a result, many lecturers are stuck at the same functional level because their scientific work and publications do not meet the credit requirements, despite their strong intrinsic motivation for self-actualization.

Administrative Procedure Efficiency. Administrative procedure efficiency is an organization's ability to run its administrative system effectively, quickly, and with minimal obstacles. Efficient administrative procedures can improve employee/lecturer performance because work runs smoothly, clearly, and without confusion. From the perspective of Maslow's hierarchy of needs theory, the efficiency or inefficiency of administrative procedures directly influences lecturer motivation, both at the basic and higher-order levels.

A. Motivating Factors. Institutional recognition of lecturer performance at IAKN Kupang remains fragmented: most energy is spent on document preparation, while mechanisms for rapid feedback, integration of achievement data, and moral rewards are not yet optimal. As a result, despite lecturers' hard work teaching, mentoring, and researching, many achievements are not immediately translated into formally recognized academic value (credit points, promotion recommendations) or symbolic appreciation (announcements, certificates, scientific forums). When recognition is delayed, the drive to produce new outputs weakens, and this directly slows down the accumulation of documents and points required for functional promotions. In other words, administrative delays at IAKN Kupang are not simply technical issues; It has a strategic impact on lecturers' careers and the academic quality of the institution.

B. Social Needs. The efficiency of administrative procedures also impacts social interactions in the workplace. When procedures are perceived as complex and unaccommodating, lecturers tend to feel like they are working alone, without structural support. Conversely, the presence of a functional position support team, guidance from superiors, and coordination between units are factors that support the fulfillment of social needs in the form of a sense of belonging and togetherness within the academic environment. Lecturers' achievement is measured not only by teaching, but also by scientific publications, community service activities, and success in obtaining credit points for promotion to functional positions. The administrative system at IAKN Kupang does not fully support lecturer achievement. Unclear procedures, slow verification, and the lack of consistent technical guidelines make it difficult for lecturers to achieve performance targets, particularly in research and publications. This situation slows the accumulation of credit points

required for promotion to functional positions. However, if administration were simpler and more coordinated, lecturers could allocate more time and energy to more substantive academic activities.

C. Esteem Needs. The need for esteem is one of the higher-level psychological needs in Maslow's hierarchy of needs theory. These needs encompass two main aspects: external esteem, such as recognition, prestige, and reputation; and self-esteem, such as self-confidence, competence, and personal success (Maslow, 1954). Research has shown that inefficient administrative procedures can hinder the fulfillment of esteem needs, both internally and externally.

D. Self-Actualization Needs. Efficiency in administrative procedures indirectly allows lecturers to focus more on achieving self-actualization, namely, becoming productive, innovative, and meaningful individuals through publications, research, and scientific development. When administrative processes are not hindered, lecturers have the opportunity to realize their full potential in higher positions. Maslow (1954) stated that self-actualization is the highest form of motivation and can only be achieved when other basic needs are met. Responsive administrative support is crucial to opening up opportunities for lecturers' self-development. IAKN Kupang has not fully provided adequate administrative support for lecturers' self-development. A cumbersome and slow system actually reduces lecturers' motivation to assume professional responsibilities optimally. A direct impact of this condition impedes improving academic performance, particularly publications and research, which are key requirements for promotion to functional positions. Suppose IAKN Kupang can implement an effective administrative system, for example, by implementing administrative digitization, expediting the approval process, and providing clear guidance. In that case, lecturers will have more room to develop their academic and managerial skills. This will indirectly increase their intrinsic motivation and accelerate the achievement of their academic career goals.

Analysis of Findings Using Maslow's Theory. Maslow's theory states that human motivation is driven by five levels of basic needs, ranging from physiological needs to self-actualization. In the context of IAKN Kupang lecturers seeking promotion from Lecturer to Associate Lecturer, their intrinsic motivation is strongly influenced by the fulfillment of these needs, particularly when it comes to the efficiency of the administrative procedures they experience.

Table 2. Analysis of Findings Using Maslow's Theory

Maslow's Hierarchy of Needs	Meaning in the Context of Lecturer Promotion	Field Findings (Interview Results)	Implications for Intrinsic Motivation
1. Physiological (basic needs)	Work-time balance; not being overburdened with technical administrative procedures	Lecturers complained of fatigue due to the repeated file submission and revision process.	Motivation decreases due to administrative pressures that consume time and energy.
2. Safety needs	Procedural certainty, a clear and consistent flow	Many lecturers felt confused because procedures were not transparent and changed frequently.	Lecturers feel anxious and hesitant to continue the promotion process.
3. Social needs (belongingness)	Support from leadership, colleagues, and the administrative team	Some lecturers felt alone, lacked support, and had minimal communication.	Lecturers lose a sense of community and feel alienated from the institutional system.
4. Esteem needs	Recognition of scientific work, experience, and academic performance	Lecturers expressed a lack of appreciation despite meeting the requirements.	Lecturers feel unappreciated, which weakens their self-

			confidence and enthusiasm.
5. Self-actualization	Desire to develop academic capacity, mentor, and contribute more broadly	Lecturers wanted promotions for their scientific contributions, but were hampered by administrative processes.	Inefficient procedures hinder the realization of lecturers' potential and personal goals.

Source: Processed Researcher Data, 2025

Implications for Institutional Development. The shortage of Associate Lecturers not only impacts individual lecturers' careers but also impacts institutional strengthening. The position of Associate Lecturer is crucial for program accreditation, academic leadership, research and publication development, and improving the quality of higher education services. Therefore, a reorientation of lecturer career development strategies within the Ministry of Religious Affairs is urgent, especially for institutions like IAKN Kupang.

Table 3. Implications for Institutional Development

Aspects	Suggestions for Improvement
Administrative Structure	Develop a digitally accessible, functional position information system to facilitate lecturers' monitoring of the process and completion of documents.
Mentoring and Guidance	Establish a dedicated team or coordinator tasked with assisting lecturers in preparing DUPAK (Regional Academic Position Report), portfolio development, and other administrative tasks.
Procedural Transparency	Provide a digital guidebook and standard operating procedures (SOPs) that explain the steps for applying for functional positions in detail and interactively.
Non-Material Appreciation	Provide internal recognition for lecturers who successfully achieve promotion, both through institutional media and internal academic forums.
Evaluation and Monitoring	Conduct an annual evaluation of the performance of the personnel system in facilitating lecturer promotions, including through a lecturer satisfaction survey.

Source: Researcher's Analysis, 2025.

By considering Maslow's hierarchy of needs, religious higher education institutions like IAKN Kupang can build a system that not only meets formal administrative requirements but also fosters the enthusiasm, integrity, and dedication of lecturers during the promotion process. Integrating intrinsic motivation and procedural efficiency will be key to sustainably and efficiently increasing the number of Associate Lecturers.

CONCLUSION

The intrinsic motivation of lecturers at IAKN Kupang in applying for functional promotions from Lecturer to Associate Lecturer is driven by the need for recognition and self-actualization as outlined in Maslow's theory. Lecturers' desire to develop academically, gain recognition for their scientific performance, and contribute more broadly to the Tridharma (Three Pillars of Excellence) is the main driving force. However, this motivation cannot always be optimally implemented due

to obstacles in the efficiency of administrative procedures. Irregular flow, minimal mentoring, and a lack of clear technical information lead to feelings of insecurity, confusion, and psychological exhaustion, which directly reduce lecturers' intrinsic motivation. Low administrative efficiency not only impacts individual productivity but also has implications for the overall development of the institution. Thus, the success of the lecturer promotion process cannot be separated from the integration between the lecturer's intrinsic motivation and an efficient and supportive institutional administration system.

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