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# MODERATING STRUCTURAL EQUATION MODELING ON TRAINING TRANSFER TO THE PERFORMANCE OF REMUNERATION UNDER THE LECTURER PERCEPTION OF UNIVERSITY BATAM

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## ABSTRACT

*The college is a bureaucratic institution that is required to always be able to adapt to the needs of the community, state and nation.In several public and private universities, the remuneration system is considered unfair, because it still relies on class, rank and years of service, resulting in not much difference between lecturers performing well with regular lecturers. University Batam build quality of human resources through the learning process is evaluated through the performance, so that the expected academic process efficiently and effectively. Therefore, there should be a measurable performance standards lecturer of each activity on an ongoing basis. To improve the performance of lecturers, one of the remuneration policy to be used remuneration systems. Based on the lecturers' perception in the University of Batam environment, identification of indicators and factors influencing the remuneration system by transferring training as moderating using structural equation modeling was identified. Results showed that achievement motivation and work environment have a significant effect on the performance of lecturers and remuneration, and performance of lecturers significant effect on remuneration. Transfer Training moderating influence performance that are strengthening against remuneration. The remuneration system according to Batam University lecturer perception should be based on indicators of working life or work experience of lecturers, the workload in the waistband, the remuneration of each (grade) according to the load position, and the determination of grade considering unsur- competence or ability of lecturers.*

**Keywords**: Transfer of Training, Remuneration, Performance, MSEM

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# 1. INTRODUCTION

The college is one part of the bureaucracy that is expected to implement a system that can easily adapt to the needs of the community, nation, and state (Ratnawatie, 1998). This means that universities should improve the performance of range or the academic community to be more professional and qualified, including the performance of lecturers. Faculty performance can be interpreted as a real behavior displayed a lecturer on the resulting performance corresponding energy functional role as an academic. One of the bureaucratic reform policies of the government to establish good governance and is expected to improve faculty performance by implementing a remuneration system at colleges-universities in Indonesia.

Remuneration is received by an employee welfare in accordance with the work he has done and can be used as motivation for achievement (Hasibuan, 2012). Batam university's mission is to build high quality human resources through quality teaching and learning process to produce quality human resources and be able to compete in the global era; Faithful, devoted and high ethical; Mastering the art knowledge; Have an attitude of self-contained and able to create jobs. To produce the human resources disclosed above, the academic atmosphere should be built to a more conducive, so as to build faculty and students to be creative. Built academic process is expected to build self-learning for faculty and students. University academic process run Batam should always be able to evaluate which can be adversely affected. Academic at the University of Batam process must also be efficient and effective. Therefore, there needs to be a standard of performance either faculty, staff and students were measured for each activity. To improve the performance of lecturers, the government implemented a policy, namely payroll remuneration system. It became the background of research on faculty perceptions about remuneration. namely payroll remuneration system. It became the background of research on faculty perceptions about remuneration. namely payroll remuneration system. It became the background of research on faculty perceptions about remuneration.

Some studies that discuss the remuneration has been done by Palagia, Brasit, and Amar (2010), which discusses the influence of remuneration, motivation and job satisfaction on the performance of employees at the Tax Office in Makassar using regression. The study concludes that all three of these factors affect employee performance. Fitria et.al., (2014), which examines the influence of remuneration, motivation and job satisfaction on the performance of employees in the Office of the High Religious Court of Samarinda. Otok et.al., (2015) used analysis of the gap between importance and satisfaction with regard to the performance-based remuneration of educators who applied in ITS. According to Wibisono et.al., (2018), motivation as a moderating variable emotional intelligence dominant influence on the performance of lecturers. Emotional intelligence is influenced by the Organizational Citizenship Behavior, and further affect the workload and performance of lecturers.

Methods associated with latent variables namely Confirmatory Factor Analysis (CFA) (Brown, 2006; N. Rusdi et. al., 2014)) and Structural Equation Modeling (SEM) (Mulaik 2009; Raykov & Marcoulides, 2006; Hair et. al., 2006; Bollen, 1989). SEM-related research, among others: Bryman, (2007), to obtain conditions memadahi faculty performance, so it needed a stimulus to motivate lecturers to be able to carry out their duties properly. While moderating SEM related to, among other things: Wibisono et.al., (2018), Management information system as a moderating variable Total Quality Management Provides a strengthening effect on performance. Dominant influence organizational culture of Total Quality Management and subsequently affect study program performance (Rusdi et.al., 2018; Mangkoedihardjo, 2010).

In this research will be the identification of employee achievement motivation factors, and characteristics of the work environment on the performance of teachers and its influence on remuneration at the University of Batam by using SEM. It also wants to identify the moderator variables influence the transfer of training, workshops, and seminars that strengthen or weaken

the effect of the performance of an employee using methods Moderated Structural Equation Modeling (MSEM). This research is expected to help the University of Batam in applying the remuneration policies effectively and efficiently for all parties in the coming years.

## 2. METHODOLOGY

The data used in this research is the primary data of perception surveys Batam University lecturer on the remuneration system. The unit of analysis is a lecturer at the University of Batam. Sampling was obtained from the formula Slovin the sampling technique is simple random sampling (Levy & Stanley, 2010; Razif et al., 2006). Exogenous latent variables namely Achievement Motivation, Work Environment, intervening latent variable is the performance, and endogenous latent variables namely the Remuneration and Transfer Training as moderating variables. Questionnaires were distributed statement contains some items related to the study variables. There are 5 alternative answers given in accordance with the Likert scale, namely: 1 = strongly disagree; 2 = disagree; 3 = less Agree; 4 = agree; 5 = strongly agree. Conceptual study is presented as follows.

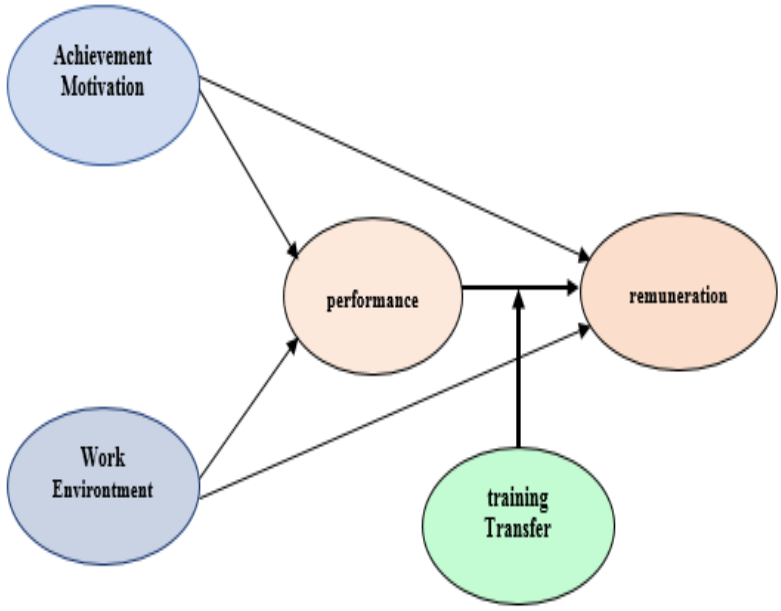


**Figure 1**

Conceptual Model of Achievement Motivation, Work Environment Against Remuneration Transfer Through Training For Performance with Variable Moderating

Stages of the analysis carried out in achieving the goal of research is as follows.

Evaluation of the measurement model, namely:

1. Convergent validity
2. Convergent validity is used to determine the correlation between each indicator with latent variables. Convergent validity can be seen from the value standardize loading factor (λ). Value standardize loading factor above 0.5 is acceptable, while values below 0.5 standardize loading factor can be removed from the model (Mondy & Noe, 1993).
3. Composite reliability (C-R)
4. Composite reliability a block indicator that measures a construct and can be evaluated by the size of the internal consistency. Composite reliability can be calculated with the following formula:

$$C-R=\frac{\left(\sum_{k=1}^{K_j}\lambda_{jk}\right)^2}{\left(\sum_{k=1}^{K_j}\lambda_{jk}\right)^2+\sum_{k=1}^{K_j}(1-\lambda_{jk})^2} \quad (1)$$

These sizes are acceptable levels of reliability when the latent variable coefficients greater than 0.7.

Structural Equation Modeling have a direct or indirect relationship and allow the relationship between a latent variable exogenous to endogenous latent variables that influenced other latent variables (moderating). The method can be used to assess the effect of moderating one is the Ping method. Ping method, there are two stage:

- The first stage:
- Estimate without entering the variable interactions that we only estimate the model with two exogenous variables ξ1 and ξ2 are used to predict the endogenous variables η
- The output of this model is used to calculate the value of the interaction latent variable loading factor (λ interaction) and error variance values of the latent variable indicator interaction.
- Stage Two:
- After the value λ interaksi and θq value obtained from the first stage, then these values are incorporated into the model with latent variable interaction
- The results of the manual calculation of the loading factor of interaction is used to set the value of the interaction parameter loading value, while the result of the calculation error variance manual interaction variables used to define an error variance interaction variables.
- The general model of structural equation moderating, $\eta = \gamma_{11}\xi_1 + \gamma_{12}\xi_2 + \omega_{12}\xi_1\xi_2 + \zeta$

## 3. RESULTS AND DISCUSSION

Measurement models consist of validity and reliability test. In detail, the validity and reliability in each of the latent variables are presented in Table 1.

**Table 1**

Validity and Reliability Indicator Value at Latent Variables

| Latent variables | Indicators | p variance error | Loading (λ) | $\lambda^2$ | $1 - \lambda^2$ | Composite Reliability (C-R) |
|---|---|---|---|---|---|---|
| Achievement motivation (X1) | Tasks with full responsibility (X1.1) | 0.000 | 0.881 | 0.776 | 0.224 | 0.871 |
| | Always looking for new ways to accomplish the task as effectively as possible (X1.2) | 0.013 | 0.788 | 0.621 | 0.379 | |
| | Trying to get the job done faster than usual (X1.3) | 0.000 | 0.542 | 0.294 | 0.706 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Trying to work hard so that my achievement is increasing regardless of the rewards (X1.4) | 0.021 | 0.926 | 0.857 | 0.143 | |
| Working Environment (X2) | The tasks I had to accomplish relative according to ability (X2.1) | 0.017 | 0.995 | 0.990 | 0.010 | 0.912 |
| | Love the job in my field elaborated now (X2.2) | 0.015 | 0.981 | 0.962 | 0.038 | |
| | Bosses are always discussing the division of tasks (X2.3) | 0.000 | 0.642 | 0.412 | 0.588 | |
| | Lecturers seek to get a good performance (X2.4) | 0.000 | 0.737 | 0.543 | 0.457 | |
| Transfer Training (Z) | The amount of training that followed can support the ability to complete the job (Z1.1) | 0.004 | 0.824 | 0.679 | 0.321 | 0.915 |
| | By following the training program, I can do a job with an easier way (Z1.2) | 0.011 | 0.902 | 0.814 | 0.186 | |
| | The spirit of my work increased after training program (Z1.3) | 0.019 | 0.864 | 0.746 | 0.254 | |
| | I gained knowledge and ability to work better (Z1.4) | 0.001 | 0.823 | 0.677 | 0.323 | |
| Performance (Y1) | Meet face to face (lectures) in accordance with the schedule, including present and on time (Y1.1) | 0.009 | 0.914 | 0.835 | 0.165 | 0.877 |
| | Obligations in providing guidance and counseling to students (Y1.2) | 0.000 | 0.724 | 0.524 | 0.476 | |
| | Active in research and publication of journals (Y1.3) | 0.000 | 0.823 | 0.677 | 0.323 | |
| | Active in community service (Y1.4) | 0.000 | 0.730 | 0.533 | 0.467 | |
| Remuneration (Y2) | Remuneration based on the workload (grade / rank) in waistband (Y2.1) | 0.000 | 0.832 | 0.692 | 0.308 | 0.908 |
| | Determination (grade / rank) to consider the elements of competence or ability of lecturers (Y2.2) | 0.000 | 0.768 | 0.590 | 0.410 | |
| | Determination (grade / rank) to consider elements of working life or work experience lecturer (Y2.3) | 0.034 | 0.959 | 0.920 | 0.080 | |
| | The amount of remuneration of each (grade / rank) corresponding to the load position (Y2.4) | 0.000 | 0.809 | 0.654 | 0.346 | |

Table 1 shows that the latent variables of achievement motivation (X1), work environment (X2), the transfer of training (Z), performance (Y1) and remuneration (Y2) gives the loading factor and CR values above the cut-off so that it can be said valid and reliable. Similarly, in each indicator all error variance p value less than 0.05 then virtually all reliable indicators. Achievement motivation (X1) formed by the Working indicators duties with full responsibility (X1.1) (0.881), Always looking for new ways to accomplish the task as effectively as possible (X1.2) (0.788), Trying to get the job done faster than usually (X1.3) (0.542), and Trying to work hard so that my achievement is increasing regardless of the reward (X1.4) (0.926). The working environment is formed by the indicator tasks I had to accomplish relative according to ability (X2.1) (0.995), Love job in my field elaborated now (X2.2) (0.981), Tops are always

discussing the division of tasks (X2 .3) (0.642), and lecturers working to get a good performance (X2.4) (0.737). Transfer of training (Z) is formed by a number of training followed indicators can support the ability to complete the job (Z1.1) (0.824), By following the training program, I can do a job with an easier way (Z1.2) (0.902), The spirit of my work increased after training program (Z1.3) (0.864), and the knowledge I gained and the ability to work better (Z1.4) (0.823). Performance (Y1) is formed by the indicator Meet face to face (lectures) in accordance with the schedule, including present and on time (Y1.1) (0.914), Meet the obligation to provide guidance and counseling to students (Y1.2) (0.724), active in research and publication of journals (Y1.3) (0.823), and is active in community service (Y1.4) (0.730). Remuneration (Y2) is formed by a Granting indicator remuneration is based on the workload (grade / rank) in the waistband (Y2.1) (0.832), Determination (grade / rank) to consider the elements of competence or ability of lecturers (Y2.2) ( 0.768), Determination (grade / rank) to consider elements of working life or work experience lecturer (Y2.3) (0.959), and the amount of remuneration of each (grade / rank) corresponding to the load position (Y2.4) (0.809).

Having tested the validity and reliability on each of the latent variables, some of the prerequisites that must be met in structural modeling is a multivariate normal assumption, assuming the absence of multicollinearity or singularity and outliers. Results of testing the normality of the data on all study variables give multivariate Critical Ratio of -0510 and this value lies outside the 1.96 up to 1.96, so that it can be said that the data normal multivariate ditribution. The singularity can be seen through the determinant of the covariance matrix. The results of the research value of the sample covariance matrix Determinant of 0.019. This value is almost medekati of zeros so that it can be said that there is a singularity problem on the analyzed data. Multikolinearitas can be seen through the correlation between exogenous latent variables. Correlation values between the latent variables Achievement Motivation (X1) with the working environment (X2) of 0.339 with p = 0.191 is greater than the significance level ($\alpha$ = 0.05), it can be said does not happen multicollinearity. Outlier is an observation that appears with extreme values are uniariate and multivariate analysis. Outlier test results in this study are presented in the Mahalanobis distance or Mahalanobis d-squared. Mahalanobis value greater than Chi-square table or value p1 <0.001 say outlier observations. In this study, there are three data outliers, because it is still under 5 percent of the observation, it can be said does not happen outlier.

Having tested the validity and reliability on all latent variables are valid and reliable results, normal multivariate data, nothing happens multicollinearity and outliers below 5 percent, then the latent variables can be continued in the form of path analysis diagram is presented as follows:

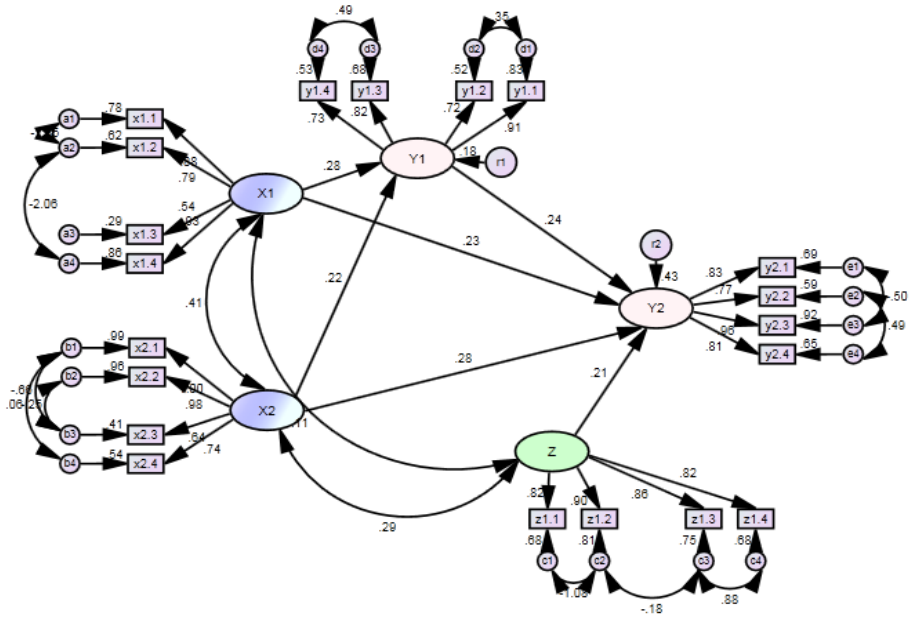


**Figure 2**

Model of Achievement Motivation, Work Environment Against Remuneration Transfer Through Training For Performance with Variable Moderating (Stage 1)

Testing the path coefficients in Figure 2 and the above equation in detail presented in the following table:

Table 2.

Test Results Coefficient Path Model of Achievement Motivation, Work Environment Against Remuneration Transfer Through Training for Performance with Variable Moderating (Stage -1)

| variables | Coefficient | Critical Ratio (CR) | Prob. | Information |
|---|---|---|---|---|
| Achievement motivation (X1)→ Performance (Y1) | 0.278 | 3.032 | 0.002 | Significant |
| Working Environment (X2)→ Performance (Y1) | 0.219 | 2.278 | 0.023 | Significant |
| Achievement motivation (X1)→ Remuneration (Y2) | 0.232 | 2.942 | 0.003 | Significant |
| Working Environment (X2)→ Remuneration (Y2) | 0.280 | 3.190 | 0.001 | Significant |
| Transfer Training (Z)→ Remuneration (Y2) | 0.207 | 2.791 | 0.005 | Significant |
| Performance (Y1)→ Remuneration (Y2) | 0.241 | 2.744 | 0.006 | Significant |

Based on Table 2, it can be interpreted directly influence moderating variables (transfer training (Z)) on remuneration (Y2). Transfer training (Z) positive and significant impact on remuneration (Y2). It is seen from the path marked positive coefficient of 0.207 with a value of T-Statistic of 2.791 larger than t-table = 1.96. Thus transfer training (Z) have an effect directly on remuneration (Y2) of 0.207, which means that every increment training transfer (Z) will raise remuneration (Y2) of 0.207. This indicates that the Transfer Training (Z) is suspected as a moderating variable that is amplified the effect of the performance of the remuneration (Y2).

**Table 3**

Lamda Interaction and Error Variance

| Z Moderation Y1 to Y2 | Z | | Y1 | |
|---|---|---|---|---|
| | Loading | variance | Loading | variance |
| Indicator | 0.824 | 0.163 | 0.914 | 0.116 |
| | 0.902 | 0.252 | 0.724 | 0.367 |
| | 0.864 | 0.226 | 0.823 | 0.204 |
| | 0.823 | 0.280 | 0.730 | 0.289 |
| variance | 0.588 | | 0.481 | |
| Lamda_Interaction (Z_Y1) | 10.8909 | | | |
| Variance Error_(Z_Y1) | 12.0947 | | | |

**Table 3 the moderator latent variables can be continued in the form of path analysis diagram is presented as follows:**

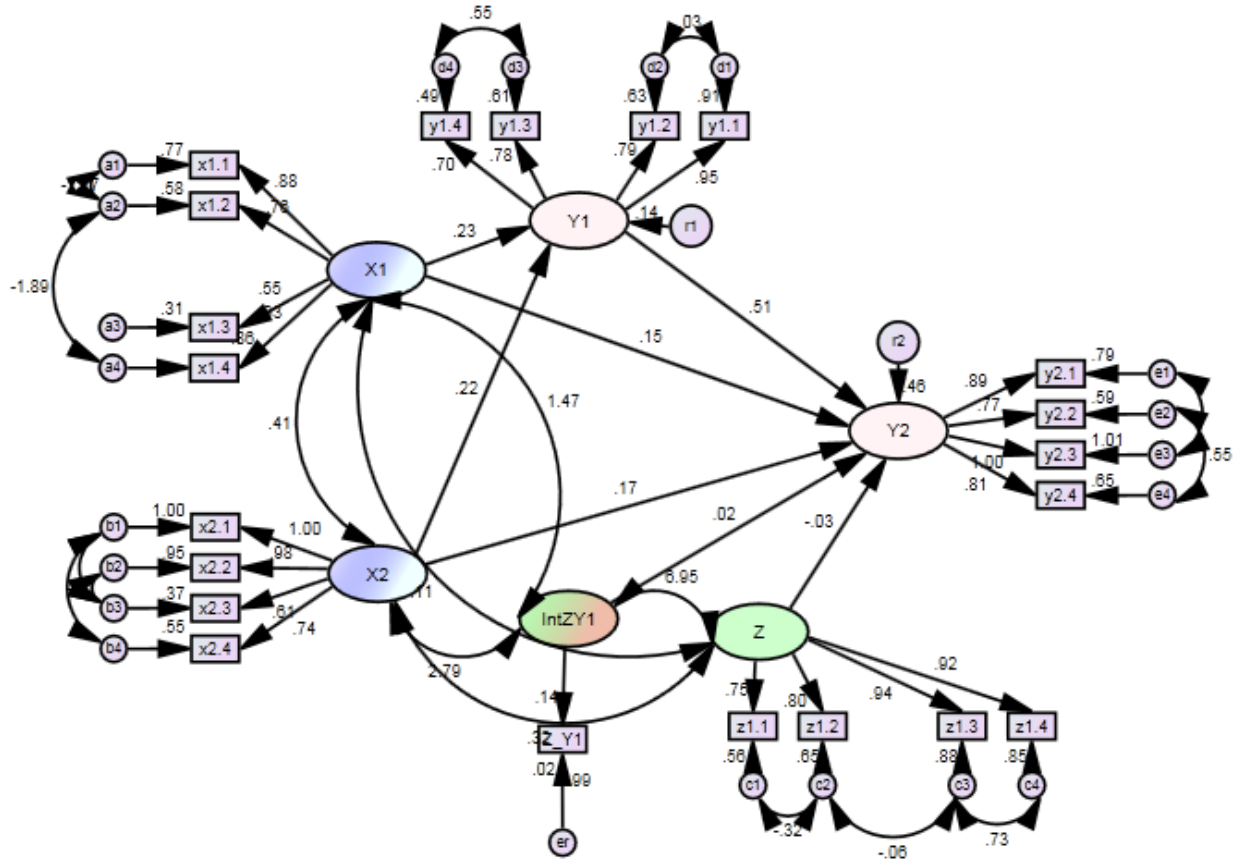


**Figure 3**

Model of Achievement Motivation, Work Environment Against Remuneration Transfer Through Training For Performance with Variable Moderating (Stage 2)

Results of testing the measurement model with AMOS complete program can be seen in the following Table 4.

**Table 4**

Goodness of Fit Model of Achievement Motivation, Work Environment Against Remuneration Transfer Through Training for Performance with Variable Moderating (Stage -2)

| Goodness of Fit (GoF) | Value Cut - Off | The calculation results | Information |
|---|---|---|---|
| Chi - Square | expected to be small | 167.805 | $\chi^2$ with df = 165 is 195.973 Good |
| significance probability | ≥ 0.05 | 0.425 | Good |
| RMSEA | ≤ 0.08 | 0.073 | Good |
| GFI | ≥ 0.90 | 0.904 | Good |
| AGFI | ≥ 0.90 | 0.828 | Good |
| CMIN / DF | ≤ 2.00 | 1.017 | Good |
| TLI | ≥ 0.90 | 0.913 | Good |
| CFI | ≥ 0.90 | 0.927 | Good |

Of a suitable model, it can be interpreted in each structural path coefficients through the following equation:

Y1 = 0.230 X1 + 0.215 X2

Y2 = 0.147 X1 + 0.171 X2 – 0.032 Z + 0.509 Y1 + 0.016 IntZ_Y1

Where:

X1 : Achievement motivation

X2 : Work environment

Y1 : performance

Y2 : Remuneration

Z : Transfer Training

Testing the path coefficients in Figure 3 and the above equation in detail presented in the following Table 5.

**Table 5**

Test Results Coefficient Path Model of Achievement Motivation, Work Environment Against Remuneration Transfer Through Training for Performance with Variable Moderating (Stage -2)

| Variables | Coefficient | Critical Ratio (C.R.) | Probablity | Information |
|---|---|---|---|---|
| Achievement motivation (X1) → performance (Y1) | 0.230 | 2.585 | 0.010 | Significant |
| Work environment (X2)→ performance (Y1) | 0.215 | 2.287 | 0.022 | Significant |
| Achievement motivation (X1) → Remuneration (Y2) | 0.147 | 2.131 | 0.033 | Significant |
| Work environment (X2) → Remuneration (Y2) | 0.171 | 2.191 | 0.028 | Significant |
| Transfer Training (Z) → Remuneration (Y2) | -0.032 | -0.460 | 0.645 | Not significant |
| performance (Y1) → Remuneration (Y2) | 0.509 | 5.695 | 0.000 | Significant |

| | | | | |
|---|---|---|---|---|
| Training Transfer Performance (IntZ_Y1)→ Remuneration (Y2) | 0.016 | 3.480 | 0.000 | Significant |

**Note: → : Influence**

Table 5, the interpretation of each path coefficient is as follows:

1. Achievement motivation (X1) has a positive and significant effect on Performance (Y1). This can be seen from the positive path coefficient of 0.230 with the value of C.R. amounting to 2.585 and obtained a significance probability (p) of 0.010 which is smaller than the significance level (α) determined at 0.05. Thus achievement motivation (X1) directly affects Performance (Y1) of 0.230, which means that every increase in achievement motivation (X1) will increase performance (Y1) by 0.230.
2. Working environment (X2) positive and significant impact on the performance (Y1). It is seen from the path marked positive coefficient of 0.215 with a value of C.R. for 2.287 and gained significance probability (p) of 0.022 which is smaller than the significance level (α) which is set at 0.05. Thus the working environment (X2) direct effect on performance (Y1) of 0.215, which means that every increase in the working environment (X2) will increase the performance (Y1) of 0.215.
3. Achievement motivation (X1) positive and significant impact on remuneration (Y2). It is seen from the path marked positive coefficient of 0.147 with C.R. values of 2.131 and gained significance probability (p) of 0.033 which is smaller than the significance level (α) which is set at 0.05. Thus achievement motivation (X1) direct effect on remuneration (Y2) of 0.147, which means that every increase in achievement motivation (X1) will raise remuneration (Y2) of 0.147.
4. Working environment (X2) positive and significant impact on remuneration (Y2). It is seen from the path marked positive coefficient of 0.171 with a value of C.R. for 2.191 and gained significance probability (p) of 0.028 which is smaller than the significance level (α) which is set at 0.05. Thus the working environment (X2) have an effect directly on remuneration (Y2) of 0.171, which means that every increase in the working environment (X2) will raise remuneration (Y2) of 0.171.
5. Transfer training (Z) is not significant in influencing remuneration (Y2). This can be seen from the path coefficient which has a negative sign of -0.032 with the value of C.R. amounting to -0.460 and obtained a significance probability (p) of 0.645 which is greater than the significance level (α) which is determined by 0.05. Thus transfer training (Z) directly affects remuneration (Y2), which means that every time there is an increase in transfer training (Z) it will increase or decrease remuneration (Y2).
6. Performance (Y1) has a positive and significant effect on remuneration (Y2). This can be seen from the path coefficient which is positively marked by 0.148 with the value of C.R. amounting to 2.421 and obtained a significance probability (p) of 0.015 smaller than the significance level (α) which is set at 0.05. Thus performance (Y1) direct effect on remuneration (Y2) of 0.148, which means that every increase in performance (Y1) will raise Remuneration (Y2) of 0.148. Transfer training*performance (IntZ_Y1) positive and significant impact on remuneration (Y2). It is seen from the path marked positive coefficient of 0.007 with C.R. values of 5.141 and gained significance probability (p) of 0.000 which is smaller than the significance level (α) Which is set at 0.05. Thus transfer training (Z) moderate the performance (Y1) on remuneration (Y2) that is strengthen by 0.007, which means

that every increase in transfer training (Z) followed performance (Y1) will strengthen the influence of remuneration (Y2) of 0.007.

The above shows that performance (Y1) is influenced by achievement motivation (X1) and work environment (X2). Transfer training (Z) which moderate performance (Y1) which is strengthening in influencing remuneration (Y2). Remuneration (Y2) is influenced by achievement motivation (X1), work environment (X2) and performance (Y1). These results are as stated by Sopiah (2008) stating that the work environment can also affect a person's performance. Favorable, will create separate comfort and will spur better performance. Instead, the atmosphere uncomfortable work environment for infrastructure is inadequate, lack of support from superiors, and a conflict would have a negative impact resulting in deterioration in the performance of a person. The working environment is everything that exists around employees who can influence him in carrying out the tasks entrusted (Nitisemitro, 2000). Training transfer identifying the extent to which employees become participants can apply what is gained from the training so that it can change its behavior in the execution of their work. Sulistiyani (2003), a person's performance is a combination of ability, effort, and opportunity can be judged from their work. Thus, the performance is the willingness of a person or group of persons to perform an activity and completed in accordance with his responsibilities with the expected results. According Sedarmayanti (2009) measurement of performance is one factor that is very important for the company, because the measurement is used as a basis to construct a system of remuneration for employees, which can affect the behavior of government decision-makers in the organization. Surya (2004) states that the remuneration received by an employee is something in return for the contribution he has given to the organization of the working place. Remuneration has a broader meaning than the salary, because it covers all forms of remuneration, in cash or goods provided directly or indirectly, and routine and non-routine. The same thing also expressed by Ruky (2006), which explains that the reward or remuneration has wider coverage than wages or salary. Rewards include all expenses incurred by the organization's employees and received or enjoyed by employees, either directly, routine, or indirectly. In the Ministry of Education and Culture, lecturers are entitled to get remuneration payments according to their position based on the Chancellor's Decree in accordance with the results of the job evaluation. The amount of remuneration received is determined based on class of position, position value, and performance achievement. The basic principles of the remuneration policy are fair and proportionate. This means that past policies apply a generalized pattern. So with the remuneration policy, the amount of income (reward) received by a lecturer will be largely determined by the weight and price of the position that he holds and the results of the performance assessment.

## 4. CONCLUSION

The modeling results show that the indicators of achievement motivation, work environment, transfer of training, performance and remuneration are valid and reliable. Achievement motivation is formed by indicators trying to work hard in order to achievement is always increasing, and tasks with full responsibility. The working environment is formed by the indicator relative duties according to his ability, and loves the work in the areas occupied. Transfer of training is formed by the indicator following the training program can do a job in a way that is easier and morale increased after the training program. Meets the performance indicators established by the face in accordance with the scheduled lectures, present on time, and active in research and journal publications. Determination of the remuneration established by the indicator (grade) to consider elements of working life or work experience lecturers, remuneration is based on the workload at the waistband, Remuneration models with transfer moderating based training as university lecturer perception Batam SEM approach is a model

that fit based on the criteria of Goodness of Fit (GoF). Lecturer performance influenced motivasi achievement and working environment, and further affect the remuneration. Transfer training moderating influence performance that are strengthening against remuneration.

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