



International Journal of Economic Research

ISSN : 0972-9380

available at <http://www.serialsjournal.com>

© Serials Publications Pvt. Ltd.

Volume 14 • Number 7 • 2017

Effect of Social Capital to the Life Satisfaction of Academic Personnel in the Higher Education Through the Human Capital and Institutional Model

Yoyok Soesatyo¹, Priyono² and Albrian Fiky Prakoso³

^{1,3}Economic Education, Faculty of Economic, Universitas Negeri Surabaya, Indonesia

²Graduate Master of Management, University of Bina Darma Palembang, Indonesia

ABSTRACT

Purpose: The purpose of this study is to determine how the management of social capital influence life satisfaction in the university academic personnel through human capital and institutional models. In addition, this study also examines the conceptual model of research.

Design/methodology/approach: Analysis of data using Structural Equation Modeling (SEM), which aims to test the formulation of the problem and the research hypothesis.

Findings: Research suggests that; (a) factors that exist in the social capital variables, the model institutions, human capital and life satisfaction have a significant effect. Overall, scores min value is greater than 3 and are approaching a score of 5; (b) social capital influence life satisfaction has significant value of 0.037; (c) social capital with the institutional model has no effect because it has a significance value of 0.065; (d) social capital to human capital have a significance value of 0.040; (e) the institutional model has an influence on life satisfaction with a significance value of 0.045; (f) human capital on life satisfaction have influence with a significance value of 0.042 as well as the interpretation of the full models.

Research limitation/implications: There needs to be a study that the object is different, but the variables used is the same i.e., social capital, institutional models and human capital, whether the results obtained are the same or different, it would appear that the location of the similarities or differences, so that would be obtained research results can be used as a reference to carry out a research activity to come.

Originality/value: Academic personnel who have pedagogic competence and level of education of doctors, competent personality, professional and experience, it will be easier to obtain the opportunity/chance to increase

the functional position and rank, structural positions, research projects and community services, additional tasks, following scientific activities, writing of papers published as well as additional income.

Keywords: Social factors, life satisfaction.

1. INTRODUCTION

One factor that can be used to measure the satisfaction of one's life is social factors, although basically the measure of it is personally different for each person. However, the theory and previous research results can be used as a reference/referral to carry out an investigation.

The main goal is the satisfaction of everyone's life. Therefore, each person will make every effort to improve their lives for the better individually and also in groups. Life satisfaction on every person affected by a number of social factors that have to do with their efforts to carry out various activities in order to meet the needs of the life they deserved, socioeconomic status, and social facilities that support them to carry out their duties and obligations. Accordingly, in conducting these activities academic staff needs to consider various aspects that could affect their life satisfaction.

Social factors in this study include the structural dimension of social capital, cognitive, and relational related to life satisfaction. Institutional models Factors include institutional status, career facilities for professors, lecturers and working facilities. Pedagogical, personality, social, and professional competencies that they have are included in the human capital factors (Robbins, 2003). If social factors are managed properly, proper and in accordance with the moral, ethical and cultural organizations and rules/legislation in force, it will be meaningful for people, groups and institutions.

Based on the results of preliminary observations on the ground showed that the life satisfaction of the academic personnel of state universities in East Java deals with various problems occurring phenomenon either individuals, groups, and also from the institutional side. The weakness of the college is not able to follow the development of science and technology, culture, that is growing faster than the ability possessed by the college because the onset of problems in the social factor. Institutional model of factors that can cause problems, among others; their salary is not enough for living expenses, limited funds and the facilities available work for example; motivation and support seminars/workshops/training, the continuing study, laboratories, a library, a workload that exceeds the applicable provisions, the opportunity to do research and community service, promotion of functional, health, housing, transport. So that it becomes its own problems and barriers for the academic personnel to carry out the duties and obligations of higher education Tri Dharma.

Although a person is born on the same time, month and year, their social capital are different. The situation is highly influenced by social position that is around them. Social capital has actually been discussed since 1916 to build a learning centre for the community (Robbins, 2003). Fukuyama (2000) Has written two books on social capital with the title: "The social virtues and the creation of prosperity" which was published in 1995, and *The Great Depression: Human Nature and the reconstitution of Social Order* which has been published in 2000. Fukuyama also stated that social networks can be used in achieving the success of a particular purpose. Fukuyama also has made the concept of social capital become more popular. It has also been widely discussed in the article on the topic from various perspectives. However, there are lacks of writing on social capital in terms of aspects of human resource management, especially in research.

Marshall (2005) says that human capital is composed of health, education, and motivation that are important factors or determinants for the development of a person. While Segall *et. al.*, (2010) states that human capital is composed of experience and level of formal education that obtained previously.

Some of the results of previous studies that support this study include research performed by Seibert *et. al.*, (2001) which integrates the concept of social capital and life satisfaction and successful performance. Results of the research say that social capital is a significant effect on life satisfaction and successful performance, more specifically, the effect on the stage of social capital is measured as the amount the context of developing the collection of other functions within an organization (contacts in other functions) and a higher stage in an organization (contacts at higher levels), social capital has a positive effect with salaries they receive, while the number of promotions they receive during work (promotion, entire career), as well as life satisfaction or performance (career satisfaction) has a positive relationship with the access information (access to information), access facilities (access to resources) and sponsor performance (career sponsorship). Population and research samples are graduate of Bachelor of commerce, engineering and Master Business Administration program (MBA).

Research on the effect of the level of performance (career stage) and field performance (career field) to the satisfaction of performance (career satisfaction) of professional information systems (IS) is also conducted by Hsu *et. al.*, (2003), in which areas of performance are limited in terms of technique and management. Results of regression analyzes that have been done indicate a positive and significant influence between the level of performance to the satisfaction of the performance, while the academic experts who are at the level of performance that is supported by the organization have a satisfaction level of performance greater than the levels of performance using mentor. Furthermore, performance analysis conducted separately goal is to determine whether there is a different effect based on the level of performance, and the results say that the level of performance using the mentor has a significant positive influence and follow the areas of performance to the satisfaction of the performance. Meanwhile, no significant effect was shown by the level of performance that is supported by the organization.

A source of manpower is the most important in the effort to prepare the workforce that has the character, professional, love of homeland nation, the spirit of nationalism and patriotism, honest and able to serve as an example, forming a personal who always follow the development of science and technology, culture, and spiritual faith is important to promote better academic atmosphere. Thus, if the academic staff are organized and managed wisely, it can be said that it is very reasonable and humane, which is expected to carry out all the duties and obligations in accordance with applicable regulations and not a lot to create problems and can increase life satisfaction.

Academic background is the success of a university, among others measured based on, functional career and scientific papers produced by academic staff (Depdiknas, 2003). If the obtained value is A means such college campus has good accreditation status and college is able to provide facilities, motivation, encouragement, and support to the academic community to form the academic situation that is capable of building a campus that always follow the development of science and technology as well as faith. Therefore, in a situation of campus development efforts are able to prepare a professional workforce and compete in the job market and even create new jobs, the role of academic staff will be very dominant. Gattiker and Larwood (1988), explains that life satisfaction is the satisfaction of performance is directly related to working conditions and results/achievements of an organization, these results can formulate the success of a university.

Of the phenomena mentioned above, can be formulated: (1) is there any influence of social capital as an independent variable with life satisfaction as the dependent variable; (2) is there any influence of social capital as independent variables and life satisfaction as the dependent variable with the institutional model as an intervening variable; (3) is there any influence of social capital as independent variables and life satisfaction as the dependent variable in human capital as an intervening variable.

Based on the phenomenon that occurs within the college, referring to some of the theories and the results of previous research that is relevant and of various experts, the researchers tried to create a form of “Conceptual Model Research” while as in the picture below:

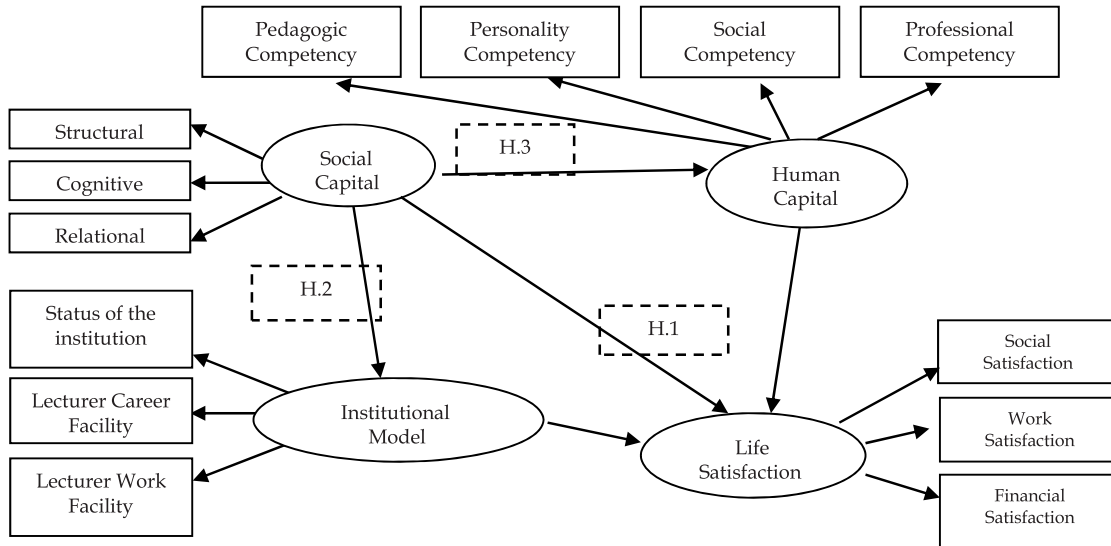


Figure 1: Research Conceptual Model

Basic theory used in the manufacture of Conceptual Model The above research include: Firstly, through capital in building a good network of personal behaviour and group/organization can enlarge their social capital so that the benefit in the form of high network for information, power and solidarity (Seibert *et. al.*, 2001). Second, human capital/Human capital are an intangible asset that has a greater strength than the tangible assets and have a base as the success of the institution. Human capital is seen as a strategic element because the performance and the management of human resources has a big share to create competitive advantage (Ongkorahardjo, 2008). Third, if the purpose of life have been met and associated with the desired level of satisfaction and obtained/achieved after providing a sacrificial life satisfaction can be realized (Robbins, 2003).

Based on the problems above, the purpose of this study analyzed the effect of social capital (the independent variable) to the satisfaction of human life in an environment of academic staff of state universities in East Java (the dependent variable) through social human capital and institutional models (the intervening variables). And also analyze Conceptual Model as proposed research in the flowchart (theoretical model) correspond (fit) or not to the research data obtained from respondent.

2. THEORETICAL BACKGROUND

The study of the theory used is based on the definition and concept of social capital, institutional model, human capital and life satisfaction academic personnel of government-owned high education in East Java were

examined to determine the influence of the variables of this study and put forward the development of the research empirical as well as the results of research conducted in accordance with the title preceding the study.

According to Coleman (1990), social capital can be customized (appropriable) and can be changed (convertible). That the bonds of friendship of someone's network can be used for other purposes, such as gathering information and suggestions that the notion of social capital that can be adjusted. Moreover, social capital can be changed into others, namely capital or other economic benefits. The rate of change (Convertibility rate) of social capital is lower than the economic capital, because it is not easily changed.

Social capital can be a substitute or to complement other resources. As a replacement it sometimes offset the financial capital and human capital in conditions that are very significant. Social capital requires regular maintenance and must reform in order to have more power. Social capital is not subjected to pressure that can be predicted for two reasons, namely: (1) while social capital may be under pressure due to abuse, usually grow and thrive because often exploited; (2) social capital becomes useless because of contextual change, this happens because of events that cannot be predicted because it is a conservative calculation principle cannot detect.

Social capital is collective and not the personal property of every person who benefit from it. Especially social capital as this is non rival, the use of a person will not reduce availability for others otherwise use can be eliminated, others can be removed from the network. The disposition makes social capital is affected by free-rider problems and pose a risk of tragedy of ordinary circumstances. Social capital is called capital because of social capital investment in its development can be demonstrated by means of measurement.

The number of actual and potential resources contained therein, is available there through relationships and networks owned by an individual or a social unity called social capital. Institutional models include: (1) the institutional status, in this case divided into three state universities are public universities such legal entity (PTNBH), Public Service Agency (BLU), and the work unit (SAKER); (2) Facilities include funding lecturer career as a lecturer conduct further studies, carry out the Tri Dharma universities, namely teaching, research, and community service as well as assistance to faculty who participate in seminars, workshops or training; (3) work facilities include workspace lecturers whether the extent of fulfilling, space lectures, labs and libraries.

All network channels can provide great flexibility to form an informal network structure optimally and gives most effective structure. This is supported by research showing that community members do not always receive information through the mass media, but more receptive through social networks or in other words they receive information from the mass media, but the information is further strengthening social networks. Communication is not just a series of activities and the exchange of information, but rather based on an exchange of information between two people and is based in advance as well as useful information for both sides to reach an understanding and in the same direction.

Human capital is the man who personally worked in universities with capital capability, commitment, knowledge and personal experience possessed. Human capital as a combination of three factors, namely; (1) character/nature that is brought to the job, for example; intelligence, energy, positive attitude, excellence and commitment; (2) a person's ability to learn is; intelligence, imagination, creativity and talent; and (3) the motivation for a variety of information and knowledge that is; working spirit and orientation achieve the goal (Bontis and Fitz, 2002). In regard to human capital as a variable, include; pedagogical, personality, social, and professional (Amstrong, 2007; Teixeira, 2002).

According to Amstrong (2007) that individuals hold, hold by using the knowledge and skills (human capital) and creating intellectual capital. Increased knowledge they do with the interaction between them (social capital) and to develop a collection of knowledge on growths (organization capital). Accumulation of the skills, knowledge, experience, creativity and other related work is the notion of human capital.

In a college, to achieve the goal of every individual mutual cooperation, the organization will not run properly without qualified individuals as well as mutual cooperation. An important component in the organization of higher education, as it can encourage and realize the success of the college and prepare graduates to enter the workforce and to face global competition is an understanding of the man who has a lot of ability. Human capital is seen as an element strategic organization, for the achievement of human resource management will be followed by the preparation of funding to generate competitive advantage (Ongkorahardjo, 2008).

According to Boxall (1996) Human capital consists of the level of education, experience with skill. So in terms of human capital is not just talking about a man, but also all abilities and what human beings as being beneficial to the interests of others. Schultz (1961) states as follows: "Consider all human abilities to be either or innate or acquired. Attribute, which are valuable and can be augmented by Appropriate investment will be human capital ". Bontis and Fitz (2002), argue that the human factor in the organization of intelligence combined skill and finesse is called human capital. Human element in organizations that have the ability to learn, change and innovate.

Mayo (2000) states that the human capital is composed of five components, namely; individual capability, individual motivation, leadership, the organization climate, as well as the workgroup effectiveness. While Becker (1993), states that the level of education can awaken reasoning ability and knowledge to make the organization's strategy in order to face the competition. The level of education is a formal education before doing the work in an organization.

According to Marshall (2005), Human capital consists of education, health and motivation called the most important determinant for a person as well as social development. Bock (1982) in education and development: a conflict meaning stated role of education such as: (1) to inform ideology and social values of the culture of a nation, (2) providing employment to eliminate poverty, ignorance and promoting social change; (3) to increase income. Education which is intended both through formal and informal education provides knowledge about the development of culture, technology, ethics, communication, science, courtesy/ manners, transportation, social change, religion, in order to create human beings who have the ability and skill in dealing with problems arise in the community.

The study results of Triningsih (in Ongkorahardjo, 2008) a work achieved in executing the tasks assigned to somebody, which is based on skills, experience and seriousness as measured by the results achieved based on quality, quantity and timeliness is the conclusion of achievement. The achievement should be measured through certain size where quality relates to the quality of work produced, while the quantity is the number of results generated achievement within a certain time, while timeliness is the suitability of a predetermined time. Mayo (2000) someone who is determined and has a long experience in their field and have an open attitude towards the experience called work experience.

Work experience will be increased with the increasing complexity of work. Schein and Kommers (1972) stated that the investigation of the performance and satisfaction of performance is something to be placed

in the context of the larger life of a person (holistic perspective). Determinants of subjective satisfaction of a performance are human capital, namely the values of work, family and work environment.

Bretz and Judge (1992) states that the relationship between the suitability of the organization and the success of the performance described by the success/satisfaction extrinsic intrinsic or significantly influenced by the level of suitability of individuals within the organization. Rastogi (2002), states that the concept and perspective of human capital is derived from the fact that there is no substitute for knowledge and learning, creativity and innovation, competence and ability, they need continuous work and agenda in the context of the organization's environment.

Organization for Economic Cooperation and Development (OECD) 2001 (in Ongkorahardjo, 2008) states that the individual attributes that can be used for themselves, socially and economically, referred to human capital as the knowledge, skills, competencies. Life satisfaction occurs when all the needs of a person's life and what they want are met with regard to the level of life satisfaction, among others, the influence of social satisfaction, performance, and financial obtained in accordance with the sacrifice (Robbins, 2003). Life satisfaction include; social satisfaction, satisfaction of performance, as well as financial satisfaction (Robbins, 2003).

Locke (1976) states that job satisfaction due to the achievement of the values by the will or desire of a person. From the positions or values that are necessary for job satisfaction are: (1) mentally mastered the work in order to achieve success; (2) a personal interest in the work itself; (3) do not work can be physically exhausting; (4) award for fair work, aims and in tune with the aspirations of workers; (5) competitive with individual physical need and easily meet the objectives referred to the working position; (6) self-esteem of the work; (7) management help workers to achieve work values among other interesting work, pay and promotion, the basic values that are similar to what they have and others who avoid conflict and ambiguous.

Baron and Greenberg (1990) said that job satisfaction is influenced by three categories, namely: (1) the policies and culture in the organization; (2) the purposes and interests of some problems in the work atmosphere; (3) several background characteristics of the job itself. Habits three categories showed a different impression on job satisfaction. Hackman and Oldman (1976) explains that job satisfaction was associated with the working atmosphere because the work environment provides opportunities for employees to interact with each other, do not realize the work atmosphere among workers seclusion, more giving a sense of job satisfaction. Categories of causes that are developed by Oldham also mentioned several issues related to job characteristics, a variety of skills, task identity, autonomy and responsibility.

Efforts someone uses to maximize the motivation of the workers called for improved performance. Source for job satisfaction, and motivation will receive a wage/income and improve the ease of career path is called motivation. Sergiovani (1987) states that physical factors in the workplace should not be ignored, because the causes of job satisfaction. There are four physical factors that can give job satisfaction, namely: (1) social satisfaction; (2) the design of the workspace; (3) the distance between the workplace with colleagues; (4) the situation and condition of work space, social atmosphere working environment that can provide an atmosphere of cooperation, mutual assistance and co-workers. In universities, academic personnel will state that they work in a positive atmosphere when having high job satisfaction.

Conley *et. al.*, (1989) states that the concept of responsibility and autonomy of the academic personnel are determined by the structure of the academic management of colleges associated with job satisfaction of

the academic personnel. If the relationship of academic power and leadership conflicts institutions work, then the academic personnel experienced low job satisfaction. Low life satisfaction also stems from a lack of freedom and autonomy to develop leadership talent and progress themselves.

The study of life satisfaction has been dominated by two perspectives: the individualistic perspective and a structural perspective. Individualistic approach stating that the working complains is the main factor to determine their performance including knowing their strengths and interests, but not related to the system performance of the organization. Chapman and Hutcheson (1982) explains the principle of academic staff job satisfaction is influenced by four issues, namely: (1) the characteristics and background of a person; (2) The competences of the academic staff; (3) issues that are important as a basis for assessing the success of the performance; (4) assessment and the opinion of others.

Schermerhorn (2002) identified five aspects contained in job satisfaction, namely: (1) the work itself (work itself), every job requires a certain skill. Difficult or not a person's work and feeling that his skills required in performing the work will increase or reduce job satisfaction; (2) coaching/supervision, good coach means want to appreciate the work of subordinates. Subordinate is often regarded as the guidance counsellor as well as his parents. Factors related to employees, supervisors and other employees of either the same or different types of work are fellow workers; (4) factors related to the presence or absence of an opportunity to obtain improved performance during work is promotion; (5) salary (pay), is a factor of the fulfilment of living expenses of employees who are considered worthy or not.

Davis (1993) formulated there are two factors that influence achievement, namely: (1) the capability (ability) employees consists of the potential ability (IQ) and the ability of reality (knowledge and skills); (2) motivation, which is made up of attitudes (attitudes) someone in the face work situations. Motivation is a state that drives self-directed employees to achieve organizational goals. Bernardin and Russel (1993) there are six factors assessed in achievement, namely: (1) high, is the degree to which the process or the result of the implementation of activity approaching perfection or close to the desired goal; (2) the quantity, the amount produced; (3) timeliness, is the extent to which the activity can be completed at the level desired time; (4) The activity of costs, the extent to which the use of organizational resources (financial, technological and material) to achieve the highest results; (5) able to work well without the need for supervision and guidance to prevent acts that are less productive; (6) the relationship between workers include the extent to which employees maintain self-esteem, goodwill and cooperation among colleagues and subordinates.

Nawawi (2003) says that human life in accordance with their dignity can be shown from various aspects, namely: (1) meet the minimum needs to live physically. The purpose relates to the needs of food, clothing and home to a healthy life physically. The purpose is affected by the chance to rest, according to the needs of healthy living, including recreational needs in the form of a harmonious family life; (2) the purpose of living with a sense of calm, safe and peaceful psychologically in their respective communities. From the bottom of it, the feeling aspect requires a state of society which is free from the pressures and threats to the individual, both the physical and inner atmosphere. Pressure and threats against the inner atmosphere touches many aspects related to the present and future certainty. Every human being requires a sense of freedom from the threat of disruptive individual property rights, loss of job, willingness to acquire education and others; (3) spiritual purposes in running religious belief, especially for people who believe.

In fact, within the society, history proves that in communities whose members consist of those who have faith, freedom is always given to members of the community to run their respective religions. Faith communities simply reject those who do not believe in god. However, in the community who do not

believe, especially who do not believe in god, there is a tendency to always suppress or hostile to people of faith and tried to seize his freedom in performing religious teachings.

Life in accordance with human dignity is closely connected with human rights, namely: (1) the right to education, especially for people who have not entered the working age by getting adequate formal education and also in line with the labour market in the community, then obtained a guarantee to get a job. (2) The right to earn a decent salary in working with other parties, in accordance with the type and nature of work done. To protect these rights, governments are usually set rules on minimum salaries. Rights are associated also with the right to start a business, either as individuals or groups. (3) Rights to be treated fairly, especially in the work. It is necessary to set regulations on working hours to give a chance to rest well for carrying out the work and outside working hours, or by a certain period for the provision of leave entitlements in various forms. (4) Management should not neglect the safety and health of workers during work time, especially in the workplace called rights of safety and occupational health. The occupational health and safety associated with the equipment used, the materials encountered, the state space and facilities. In addition, management is also not allowed to do anything that could harm the physical and psychological pressure. (5) The right to perform religious teaching, both in getting a job and for carrying out the work. In connection with the means of religion should not be used as the basis for accepting or rejecting a person who has met the requirements determined. In addition, for workers who have to perform worship according to their religion during work, then it should be given the willingness of the careful and orderly arrangement. (6) The right to be treated equally and objectively in the development of performance.

Therefore, every worker who fulfils the requirements of that job performance, dedication, loyalty and other terms must be given an equal opportunity to occupy a certain position in the organizational structure of employment. It is associated also with the right to obtain a willingness training to fill important positions. It is a very big influence on the amount of income that can be received, directly or indirectly affects also the level of material well-being, to be able to live a life in accordance with human dignity.

Based on the findings of previous studies according Kistyanto (2008) analyze the effect of social capital to sponsor the performance, the effect of social capital on the success of the performance, sponsor of performance to the success of the performance, as well as the indirect effect of social capital on the success through sponsorship performance. 232 instruments were distributed to the board as much as 108 instrument back. Results of the analysis that the positive effect of social capital to sponsor the performance and success of the performance. Performance Sponsor affects the success of the performance and there is no direct influence on the success of social capital performance through sponsorship performance. Performance sponsors significantly influence the success of the performance.

In research Chin (2006) want to know that the influence of the satisfaction level of wages, job satisfaction, organizational commitment, and stop working (the tendency to retire) at the worker level of initial and secondary level in the banking industry of Taiwan as well as the traits or characteristics of the demographic them to test the satisfaction of payment salary, job satisfaction, organizational commitment and turnover theory. Therefore also want to explain about some of the problems caused by the different theories, and wanted to know whether the influence wage satisfaction and have a significant impact on the tendency to stop working.

Results of the analysis explained that wage satisfaction has no positive effect with intention to stop working, job satisfaction does not have a positive effect with intention to stop working. Organizational commitment has a negative influence with the intention of stopping work, satisfaction wages have a positive effect with job satisfaction, satisfaction wages do not have a positive influence directly with organizational

commitment, job satisfaction has a positive influence and organizational commitment, the link between job satisfaction and intent to stop work, type of employment, have a negative impact with the intention/desire to stop work, promotion, supervision, social security, co-workers and communication do not have a positive effect with intention to stop work, commitment and effective normative commitment has a negative influence strong with the intention of stopping work, the amount of extra money (bonus) given to workers can alter the levels of specific intent to stop work is a sense of commitment to the organization.

3. RESEARCH HYPOTHESES

According to Amstrong (2007), (a) the capability (ability), composed of employees potential ability (IQ), knowledge, and skills; (b) the motivation factor is formed from attitudes of someone when face work situations. Motivation is a state that encourages a person to move his personal self doing something purposeful activities to achieve the objectives of the organization, it is the two factors that influence achievement.

In modern human life, the opportunity to find satisfaction in life in accordance with human dignity is not easy. Humans cannot live alone, because it has a social urge to live together without having other alternatives. (a) meets the needs of minimal to life physically, (b) the purpose of living with a sense of calm, peaceful and safe psychological environment of each community, and (c) spiritual needs in running religious belief, especially for those who believe, from the above explanation is the explanation of human life in accordance with their dignity (decent life satisfaction) should be noted that some aspects be reviewed from several above.

If dignity as human beings can be fulfilled as you wish/hope aspired, then someone will get the true life satisfaction. In communities whose lives under the law, to help every member of society to realize human dignity there has been formulated provisions on “Human Rights”. Efforts to realize human rights is not easy because it always met members of the public who are not able to carry it out, not even able to appreciate and respect the rights of others. To analyze the effect of social capital on the satisfaction of human life within the university academic personnel through human capital and the institutional model, the conceptual framework of the research presented in the figure below.

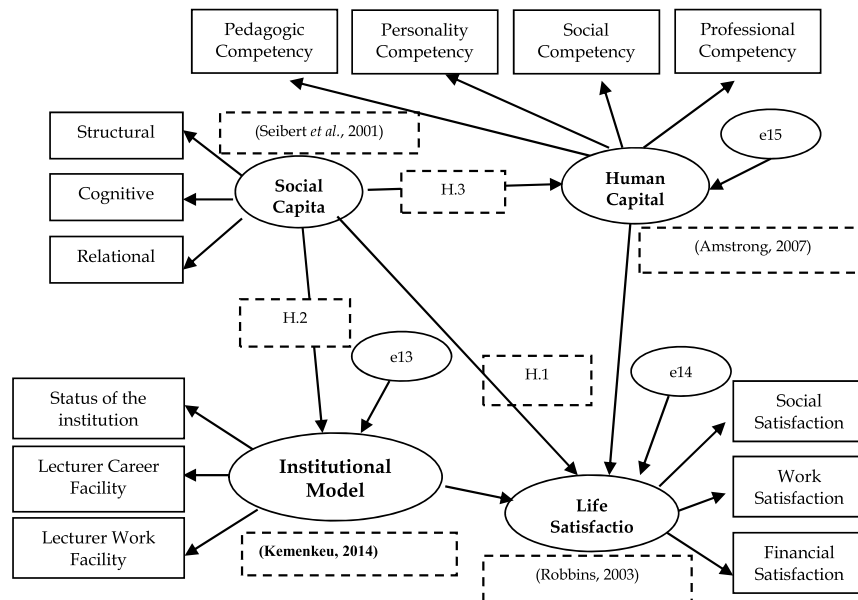


Figure 2: Conceptual Framework Research

According to the Figure 2 can be known the analysis purposes. The tested hypothesis expressed in the alternative form as follows:

H1: There is a positive and significant relationship between social capital factors (the structural dimension, cognitive, relational) with life satisfaction of the academic personnel (social satisfaction, career and financially).

H2: There is a positive and significant relationship between social capital factors (the structural dimension, cognitive, relational) and life satisfaction in the academic personnel with institutional model (Status of the institution, lecturer career facility, and lecturer work facility) as an intervening variable.

H3: There is a positive and significant relationship between social capital factors (ie the structural dimension, cognitive, relational) and life satisfaction of the academic personnel with human capital (paedagogic competency, personality competency, social competency, professional competency) as an intervening variable.

4. METHODOLOGY

The type of research is “explanatory research” which is research that aims to provide an explanation (exploratory, or confirmatory). To provide an explanation or causal effect between variables through hypothesis test called explanatory research. The study population was all academic personnel who are working at the Universities of East Java, namely; at 9 (nine) Universities, among others, Surabaya State University, Airlangga University, State Islamic University of Sunan Ampel, Institute of Technology, University of Jember, State Islamic University of Malang, State University of Malang, UB, University Trunojoyo the number of academic staff as much as 6916 people.

The sampling technique using the technique of “opportunistic sampling”, on the grounds that the sample is homogeneous, decent, have the same opportunities and willingness can be held on time in accordance with the conditions of the respective universities. The number of samples in the analysis of Structural Equation Modelling (SEM) allowed no more than 300 respondents. Therefore, 4.3% of the selected population of 6.916 which is a number of 298 respondents (Ghozali, 2008). Data collection techniques of this research are through observation, questionnaires and interviews.

Data Analysis Technique

The analysis used in this research is Structural Equation Modelling (SEM) for the following reasons; Structural Equation Modelling equation model is the study to assess the influence of a complex variable both recursive and non recursive to obtain an overall picture of the overall model, it is likely the second generation multivariate analysis techniques.

It's unlike the usual multivariate analysis (multiple regression, factor analysis). (1) The structural model; the influence of the construct (i.e.; the latent variables/unobserved that cannot be measured directly and require several indicators or proxies to measure) both independent and dependent; (2) measurement models, the influence (value loading) between indicators of the construct (latent variable) from the two results above are Structural Equation Modelling study together.

Combined with the study and measurement of the structural model allows researchers to; (1) testing the measurement error as a part that should not be separated from Structural Equation Modelling;

(2) conducted a factor analysis in conjunction with hypothesis testing. Structural Equation Modelling can be considered as a statistical tool that is very useful for researchers in all fields of social sciences (economics, sociology, anthropology, psychology, and so forth). Structural Equation Modelling has become a “necessity” for non-experimental study to test the theory in which the formula has not been fully developed. Thus, there is now a lot of software that offers the Structural Equation Modelling.

Structural Equation Modelling has two (2) main objectives in its analysis. The first objective is; to determine plausible models or fit; and the language more easily, whether the model of “right” is based on the data obtained from the respondents. While the second goal, is to test the hypotheses that have been determined or created previously. (1) Development of a model based on the theory; (2) Develop part diagram to reveal the effect of causality; (3) Translating the path diagram into a structural equation model of measurement and specification; (4) Choose the input matrix and model/engineering estimates; (5) Assess the problem identification; (6) Evaluation criteria of goodness of fit; (7) Interpretation and modification of the model, it is seven steps to be taken when using Structural Equation Modelling. According Ghozali (2008) Structural Equation Modelling the right to: (1) authorize unidimensional of various indicators to something dimensions/construct/concept/factor; (2) testing the suitability/accuracy of the model is based on empirical data something that is assessed; (3) to test the suitability of the model as well the influence of causality among the factors examined in the model.

5. FINDINGS AND DISCUSSIONS

There is a significant relationship between the independent variables of social capital as a whole with the dependent variable of life satisfaction of the academic personnel which was shown by the analysis results obtained from the hypothesis testing. When referring to the assessment by multivariate normality Critical value ratio of kurtosis worth -2.593 until it can be concluded normally distributed as between -2.58 until 2.58. Referring to the regression weights the influence of social capital variable (X) with variable life satisfaction of the academic personnel (Y3) $P = 0.038$ meaning there is significant influence. Next referring to the interpretation of the full model there are three criteria that either $P = <0.05$ or 0.00, RMSEA <0.08 or 0.078 and Tucker Lewis Index (TLI) > 0.95 or 0.983, meaning the model can be said to be good if it meets at least two criteria of fit measure.

From the results of the study structural dimension (X17, X16, X15, X14, X13, X12, and X11), the dimensions of relational (X31, X33, X34, X35, X36, X37, X310, X311, and X312), cognitive dimension (X24, X23, X22, and X21) $P = <0.05$ was a very significant meaning. As for the four items, namely the relational dimension X38 $P = > 0.05$ is 0.03, X39 $P = > 0.05$ is 0.08, X313 $P = > 0.05$ is 0.043 and X314 $P = > 0.05$ is 0.002. Variable life satisfaction academic personnel towards social satisfaction (Y312, Y313, Y314, and Y314) $P = <0.05$ and satisfaction performance (Y322, Y323, Y324, and Y325) $P = <0.05$ satisfaction finance (Y332, Y333, Y334, and Y335) $P = > 0.05$ is 0.04.

Other studies that support is Robbins (2003) showed that satisfaction happen if the purpose of the individual costs have been met and hooked up with satisfaction levels associated with employees, the general attitude held by employees which is closely related to the rewards they believe they will receive after performing a sacrifice. The first individual perceived satisfaction that the emphasis of individual members of society. The second dimension is the general attitude of complacency which is owned by the employee is a two-dimensional Robbins opinion.

Kistyanto (2008) also supports this research, outlined that; social capital has positive influence on the performance and success of the performance sponsor. Sponsor for the performance affect the success of a performance and there is the indirect effect of social capital on the success of a performance through sponsorship performance. Sponsors for performance significantly influence the success of the performance.

Social capital namely the structural dimension, cognitive and relational has significant influence with academic life satisfaction measured by social satisfaction, financial performance and academic personnel at the State University of East Java is the result of the study indicated. On the basis of these findings, the connecting lines between social capital variables as independent variables with variable life satisfaction as the dependent variable can still be maintained to be the conceptual model of research results.

Based on the analysis results obtained from testing the hypothesis, suggesting that social capital between independent variables and the institutional model as an intervening variable and dependent variable life satisfaction of the academic personnel, based on the assessment shows that multivariate normality critical value appreciating -1.500 kurtosis ratio, so it can be concluded distribution normally because of -2.58 until 2.58 . When seen from the interpretation of the model full model there are two criteria that is good enough by $P = <0.05$ or 0.00 , Tucker Lewis Index (TLI) > 0.95 or 0.978 called marginal fit, it can be said to be good because it has met at least two criteria of fit measure.

From the results of the study, social capital to structural dimensional (X17, X16, X15, X14, X13, X12, and X11), the dimensions of relational (X31, X33, X34, X35, X36, X37, X310, X311, and X312), the cognitive dimension (X24, X23, X22, and X21) $P = <0.05$ was a very significant meaning. As for the four items, namely the relational dimension X38 $P = > 0.05$ is 0.03 , X39 $P = > 0.05$ is 0.08 , X313 $P = > 0.05$ is 0.043 and X314 $P = > 0.05$ is 0.002 . Institutional model for career facility lecturer is (Y111, Y112, Y113, and Y114), the institutional status (Y121, Y122, and Y123), work facilities lecturer (Y31, Y132, Y133, Y134, Y135, Y135, and Y137). And variable life satisfaction academic personnel towards social satisfaction (Y312, Y313, Y314, and Y314) $P = <0.05$ and satisfaction performance (Y322, Y323, Y324, and Y325) $P = <0.05$ satisfaction finance (Y332, Y333, Y334, and Y335) $P = <0.05$ is 0.02 .

However, when considered in the regression weights, the probability value of variables influence social capital (X) to variable institutional model (Y1) $P = 0.066$ is greater than 0.05 (not significant), the effect of variable social capital (X) to variable life satisfaction academic personnel (Y3) $P = <0.05$ or 0.039 , the influence of the institutional model variables (Y1) to variable life satisfaction of the academic personnel (Y3) $P = 0.046$. Meaning the influence of social capital variable (X) and the institutional model variables (Y1) has no problem, and the influence of social capital variable (X) and variable life satisfaction of the academic personnel (Y3) an interruption after the institutional model variables (Y1) into intervening. Originally is $P = 0.037$ to be $P = 0.039$ or 0.002 the difference from the above data is evidence of change.

Based on the results of the study showed that the effect was due to the capabilities of the academic personnel that effect on social capital variables include structural factors, namely; academic personnel who have a personal and institutional links; Cognitive factors, namely: the ability to communicate, speech polite and courteous, accepting the opinions of others; relational factors, namely: the academic personnel who are responsible, consistent between speech and gesture or action, capable of holding trust worthy, honest and in being referred to the code of conduct academic personnel no significant effect with variable institutional models include career facilities in faculty, namely: includes support for professors who conduct

further studies; institutional status, namely: the status of higher education institutions as a legal entity, public service agencies, and work units; Lecturers working facilities, i.e.: able to have adequate working space, a comfortable room lectures, standard laboratory and library.

Universities that are legal entities, such like the University of Airlangga (Airlangga University) and the Technology Institute of Ten November (ITS). Under the ministerial decree of Finance (KMK) no. 387/MK.05/2014, then the two colleges are in the class of BLU and PTNBH that required implementing remuneration for their employees. Based on government regulation of education and culture No. 77 2014 article 1, paragraph 7, the remuneration is the total compensation received for the Acting Manager, Board of Supervisors, and State Employees. BLU based on the responsibilities and demands of professionalism. Airlangga University has given the remuneration to a maximum of 150% of basic salary. This of course can be achieved when the lecturer has a good performance. In the calculation of remuneration, Airlangga University have the remuneration information system. So each faculty can report on the performance of what has been done online so that automatically nominal remuneration will also be counted. Facilities career as a lecturer at Airlangga University lecturer assistance for the conduct of further studies obtained through the Ministry of Research, technology and higher education and of the financial ministry. For Lecturers Assistance who attends the seminar as speakers get funding for each of titles. So if in a paper title, there are two or three authors, the grants are obtained only by the title of the paper.

Workspace lecturer shaped like a chamber, so that the box is occupied by a lecturer and a desk is provided. The chamber is also fitted with a door so that every lecturer got their own privacy. For professor, provided separated room. Room size is also larger for professor, one room can be used for one or two professors only. Classrooms at Airlangga already contained air conditioner and LCD. So that when the professor wanted to teach the class are comfortable to support learning activities. Airlangga University Library in the centre of which is contained in the library at the university level and at the level of each faculty is also provided.

The next legal Entity College is Ten November Institute of Technology (ITS). Career Facilities as a lecturer at this campus, lecturer assistance for the conduct of further studies obtained through the Ministry of Research, technology and higher education and of the financial ministry. These colleges provide maximum remuneration of 100% of basic salary. ITS University has applied to remuneration information management also, so that each faculty have privacy when report performance. On the other hand there is also a lecturer jealousy when one knows the amount of remuneration received by other lecturers taller. If that happens, the ITS University is ready to receive complaints and provide an explanation. ITS lecturer got different workspaces with several other campuses. Faculty room divided into several rooms, where in a space not devoted to each study program, but there are some lecturers with the same scientific field. So for one course can be divided into several rooms based on the same number of scientific fields. In one lecture rooms with every field of science there are laboratories and work desk, resulting in a space that is not just a work table, but the lecturer which scientifically same can also perform scientific activities such as research, because each room is equipped with a laboratory,

The second class is college Public Service Agency (BLU). This class is one class below the college incorporated. Colleges are classified in this class are the State University of Surabaya (Unesa), State University of Malang (UM), Brawijaya University (UB), State Islamic University of Sunan Ampel Surabaya (UINSA), State Islamic University of Maulana Malik Ibrahim Malang (UINMALIKI).

At Unesa, the application of remuneration can reach 200% of nominal salary. The remuneration is paid every month by 30% of the nominal salary, while the rest will be paid each semester. Lecturer who received remuneration is a lecturer with the status as civil servants and non-civil servant lecturer, whereas for contract professors or lecturers still do not receive remuneration, to calculate the remuneration, Unesa yet have a management information system like the one at Airlangga University and ITS. Unesa still do so manually, by means of each lecturer recap assignment letters and decrees that are deposited into the field of personnel and then calculated the amount of nominal.

Unesa career Facilities as a lecturer at other universities that support for faculty who conduct further studies obtained through the Ministry of Research, technology and higher education Ministry of Research, technology and higher education and of the financial ministry. For research activities and community service are generally the same as other universities that receive funds from Ministry of Research, technology and higher education. But in Unesa also provides funding for research and community service amounting to 10 million Rupiah, but these funds are given once a year at the Faculty level. Generally Faculties in Surabaya has been providing some funds for faculty who follow the seminar speakers. The funds are intended for any given title is used for seminars.

The room for lecturer at Unesa in general has not been shaped cubicles for each lecturer, but the senior lecturers already have a room and a table with constrained by cubicles. One room could be made for more than eight people. As for junior lecturers still given a large table and used jointly for some junior lecturer. On other hand, the room for professors is different from regular lecturers. Professors at Unesa are given a special room, where cypress space contains only two to three professors. Lecture room in Surabaya in each class have been provided with air conditioning, LCD and screen by remote that can automatically up and down. While there is a library in the centre or university level and are also in each faculty. Laboratory of each faculty is different, but for every faculty certainly has a Micro Teaching and computer laboratories.

The next BLU College is the State University of Malang. (UM). In UM, each lecturer with the status of civil servants (PNS) and candidate for Civil Servants (CPNS) receive remuneration. As for part-time lecturers or non-civil servant lecturer who annually renew his contract was not awarded remuneration. The amount of remuneration is equal to that applied by Unesa which can reach a maximum of 200% of the nominal salary. The remuneration is paid every month by 30% of the nominal salary, while the rest will be paid each semester.

Facilities in UM when taking career as a lecturer is just like at other universities that support for faculty who conduct further studies can obtain through Ministry of Research, technology and higher education and of the financial ministry. For research activities and community service are generally the same as other universities that receive funds from Ministry of Research, technology and higher education. For UM professors who will participate in the seminar as speakers and got a letter of assignment from the leadership of the UM will provide assistance per title. Assistance provided is the overall cost of the seminar along with the cost of living during the seminar held. However, if the faculty seminars independently and did not get a letter of assignment from the leadership of the UM does not provide financial assistance.

UM faculty workspace for civil servant given one table for each lecturer and given a cupboard and there is a cubicle divider between the table lecturer. For lecturers awarded the title Professor got wider workspace. In one room only consisted of two Professors and each professor can choose which room they like, whether on the second floor or on the first floor.

Lecturers teaching facilities such as lecture room at the UM campus like any other that is already there is air conditioning. But the difference in the UM they do not use LCD projector, but use Flat LCD TV. According to some teachers, writing lecture material that is displayed on television is indeed clear on flat TV, but when seen from the seat of students it is not big enough so that can only be enjoyed by the students sitting in front. Lab at UM, there are several types such as micro teaching lab, computer lab, language lab, Lab of capital markets. The number of students in one class can reach 50 students, while in the lab, there are only about 25 to 27 computers. Of the limited number of computers, many lecturers complained that when they teach in the lab, then they have to split it into two lecture sessions. UM Libraries in the same as in other campuses that are central library and the library is in each faculty. In the title of the book could reach more than 5 copies. If the subjects are compulsory subjects, the number of copies for each title of the book will be more than subjects in general.

The next College with the same status is UB (UB). Although UB status is BLU, but UB does not provide remuneration for the lecturers. Facilities here when taking career as a lecturer just the same like at other universities that support for faculty who conduct further studies obtained through Ministry of Research, technology and higher education and of the financial ministry. For research activities and community service are generally the same as other universities that receive funds from Ministry of Research, technology and higher education.

If there are lecturers who want to follow the seminar as speakers, then UB provide funding for seminar as well as travel and living expenses during the seminar was held. Costs are given for each paper title. However, the cost has existing quota for each faculty, so if there are lecturers who exceed a predetermined amount of the seminar, the lecturers have to pay the costs seminar independently on personal expenses.

Workspace respective lecturers are restricted to tables and booths. For a faculty professor is given a special room for one professor. Lecture room each have air conditioning and LCD. Laboratories located in UB as an entrepreneurial lab, lab accounting, leadership labs, lab information systems, computer lab, lab tourism, management lab manager. Of the many number of laboratories, there are some professors who say that these laboratories use is not maximized, because the lab can actually be used for various activities, unfortunately, has not been proportional to the frequency of use. UB Libraries are at the Centre and in each faculty. In the title of the book there are more than three copies.

The next College with the same status of BLU namely the State Islamic University of Sunan Ampel (Uinsa). Although Uinsa status is BLU, but Uinsa not provide remuneration for lecturers. Application of remuneration in Uinsa is still in the stage of proposal to the finance ministry, so that if the proposal is accepted, the finance ministry Uinsa can immediately apply remuneration. Career Facilities lecturers for further studies, Uinsa get help from the Ministry of Religion. If the lecturer do seminar as speakers, Uinsa not provide financial assistance. For research activities and community service are also obtained from the ministry of religion. The lecturers who attend the seminar must pay their own or independent fee.

Lecturers Facilities of working in a space used together at a large table. For Lecture room each class there is air conditioning and LCD. Laboratories contained in Uinsa among other laboratories Arabic language, English language lab, computer lab and lab micro teaching. Library only in the centre, while in each faculty there is a reading room.

College status BLU latter is the State Islamic University of Maulana Malik Ibrahim (Uinmaliki). Uinmaliki is also not implementing the current remuneration, together with Uinsa still in the stage of

nomination proposals to the finance ministry. Facilities faculty careers when they conduct further studies as Uinsa i.e., get help from the Ministry of Religion. For research activities and community service are also obtained from the ministry of religion. The lecturer seminar as speakers then given assistance per title is a lecturer with the status as civil servants, while the lecturer non civil servants do not get funding. The grants were given were not given in the beginning, but given back after the seminar is completed, the lecturer gives all transaction evidence and Uinmaliki replace it. Thus the seminar lecturers have to pay the personal expenses before finally replaced by the Uinmaliki. Of complaints some lecturers, the seminar funding insufficient to finance the activities of the seminar, professors sometimes also incur additional costs personally.

Lecture room facilities are generally the same as other universities that there is air conditioning and LCD in each class. Lecturers working space has been shaped chamber, where each faculty in a given table and booth space divider. As for the title of Professor Lecturers, they are given a special room where the room was only made up of two to three professors. Uinmaliki libraries are in the center and also at each faculty. Laboratories contained in Uinmaliki include Arabic language lab, micro teaching lab and computer lab.

The status of the last college is a unit of work (Saker). Saker Status College is the University of Jember (Unej) and the University Trunojoyo (Unijoyo). Both Unej and Unijoyo do not apply remuneration, because the obligation to apply the remuneration is BLU and PTNBH.

Facilities for Unej career as a lecturer in the faculty to conduct further study the same as in general, i.e., through Ministry of Research, technology and higher education and of the financial ministry. For research activities and community service is the same with other universities that receive funds from Ministry of Research, technology and higher education. When lecturers participated in the seminar as speakers then professor awarded grant for each title. Unej workspace lecturer in both regular lecturers and professors both are shaped chamber, where each lecturer got workbench.

Lecture room as well as in general, i.e., there Ac and LCD in each class. Unej libraries are libraries in centers are also present in each faculty. Laboratories in Unej are micro teaching lab, language lab, computer lab and so on.

The Final-status colleges Saker is Unijoyo. If lecturers conduct further studies at Unijoyo could through Ministry of Research, technology and higher education and of the financial ministry. For research activities and community service is the same with other universities that receive funds from Ministry of Research, technology and higher education. When lecturers participated in the seminar as speakers then professor awarded grant for each title. Unijoyo workspace lecturer in both regular lecturers and professors both are shaped chamber, where each lecturer got workbench.

Lecture room as well as in general, i.e., there is Ac and LCD in each class. Unijoyo libraries are libraries in centers are also present in each faculty. Laboratories in Unijoyo are the language lab, computer lab and so on.

Meanwhile, if viewed the influence of factors of variable social capital and factors of variables institutional model is determined to influence the personal/individual or groups of individuals academic personnel with the policy holder of the university management to process personal development as well as the activities of academic staff in the industry universities both internally and externally. Influence or

closeness bond academic personnel is because of the similarity of ethnic, ethnicity, race, religion, alma mater, family/brotherhood, one faith, culture and politics, region, bond collection/organization, and or a particular view, a more positive effect on the ability of a person academic personnel.

So the ability of a person of academic personnel associated with the factors of social capital variables there was no significant effect of the variable factors institutional model variables. This occurs if the academic staffs are not included in the system or collection management policy holder's college.

When the academic staff have the ability to take advantage of strategic information includes promotional opportunities, training, conferencing will be able to increase the functional position, rank, the chances of getting research projects and community service and earn additional revenue, and it was shown from the results. When academic personnel has the ability to obtain easy access to the financial sector and the facilities of the institution, a variety of facilities/assistance in carrying out the work, business travel, connect subjects and specialties, fundraising research projects and community service is an opportunity to improve the functional position/rank and additional revenue. When academic personnel can have a senior colleague/mentor who can provide support for performance improvement, an opportunity to obtain an increase in structural offices or additional duties and functional as well as earn additional income.

The analysis results obtained from testing the hypothesis, suggests that among the variables of social capital and human capital as an intervening variable and dependent variable life satisfaction of the academic personnel, based on an assessment by multivariate normality ratio of kurtosis -1.990 critical value, so it can be concluded normally distributed because in between - 2.58 until 2.58. When viewed from the regression weights variables influence social capital (X) to variable human capital (Y2) $P = 0.45 < 0.05$, variable human capital (Y2) to variable life satisfaction academic personnel (Y3) $P = 0.43 < 0.05$ Variable social capital (X) to variable life satisfaction of the academic personnel (Y3) $P = 0.037 > 0.05$ meaning no significant effect of these three variables. Although there is a significant difference in effect between the level of social capital variable (X) and life satisfaction of the academic personnel (Y3) is 0.002 (originally 0.037 so 0.039) as human capital (Y2) as an intervening variable. When viewed on the interpretation of the models, full model there are three criteria for good i.e., the probability < 0.05 or 0.00 and RMSEA < 0.08 or 0.062 and TLI > 0.95 or 0.958, meaning the model can be said to be good because there are at least two criteria of fit measure.

Variables influence social capital to the three-dimensional structural, cognitive and relational significant effect $P \Rightarrow 0.05$, i.e., the effect of variable human capital with pedagogical competence, personal competence, social competence and the professional competence of academic personnel showed no significant effect $P = < 0.05$ and effect variable life satisfaction of the academic personnel with the three social satisfaction, financial performance and significant effect $P > 0.05$, and there are four items with a value of 0.04.

If the academic personnel who have links both internal and external, communicative, polite, accept the opinions of others, hold the trust, open and honest, holding norms and codes of conduct, sincere help others, willing to make sacrifices, to respect the rights of others and solid under the influence team work, have the opportunity the chance to improve education, increase insight and networking, work experience, and has a minimum competence of personality, social and professional.

Academic personnel who have pedagogic competence and level of education of doctors, competent personality, professional and experience, it will be easier to obtain the opportunity/chance to increase the

functional position and rank, structural positions, research projects and community services, additional tasks, following scientific activities, writing of papers published as well as additional income.

When observed from the significant difference in the level of 0.002, it indicates that there is disturbance factors/issues although the difference is small and can be caused by factors above educational background, work experience/long-time dedication and competence of academic personnel to the satisfaction of the academic personnel life.

Some influence, among others, first by issuing the Regulation of the Minister of National Education No. 27 in 2005 and the Directorate General of Higher Education Letter No. 1785/D/C/2006 that can be appointed as a professor is to have a doctorate diploma and has rank associate professor or assistant professor, both in terms of competence that is in need of academic personnel fourth increase competence in an effort to increase the range of academic ability as well as increased performance both within universities and colleges outside duties, the third when juridical/formal academic personnel will have a diploma earn extra income/salary.

Therefore, according to the program of the Ministry of Education launched gradually that attempts to academic personnel and education within the budget provided enhanced competency of academic personnel and provide increased prosperity academic personnel who already have a diploma feasibility of academic personnel.

On the basis of the results of these studies indicate that the connecting lines between the variables of social capital and human capital variables as an intervening variable and variable life satisfaction as the dependent variable can still be maintained.

6. CONCLUSION AND IMPLICATIONS

Social capital as an independent variable (X) has significant influence with the dependent variable life satisfaction academic personnel (Y3), it is shown that $P = > 0.05$ or 0.038, social capital as an independent variable (X) no significant effect or occur problems with the model institutions as independent variables and intervening (Y1), it is shown that $P = 0.066$ (not significant), social capital as an independent variable (X) has significant influence with human capital as an intervening variable (Y2) it is shown that $P = 0.045$. Meaning to the influence of human capital as an intervening variable is less positive effect. If the note from the resulting probability value, when compared to the direct influence of social capital with life satisfaction that is initially $P = 0.037$ after intervening into $P = 0.039$.

Institutional model as an intervening variable (Y1) no donations and significant influence with the independent variables of social capital (X) it is shown that $P = 0.066$ or > 0.05 , but the institutional model as independent variables (Y1) has a significant influence with life satisfaction academic staff as a dependent variable (Y3). It is shown that $P = 0.046$. Meaning for independent variables influence social capital and institutional model as an intervening variable occurs problems. However, because the interpretation models, full model there are at least two criteria meet the fit measure either that probability $0.00 < 0.00$ and Tucker Lewis Index (TLI) $0.978 > 0.95$, then the conceptual model of the early studies there should be no change in the conceptual model after conducting this study. While the influence of social capital benefits as independent variables and life satisfaction as the dependent variable academic personnel is still not the case then the problem can be maintained well.

Human capital as an independent variable and intervening (Y2) has significant influence in the social capital variable (X) it is shown that $P = 0.045$. Human capital as an independent variable and intervening (Y2) with the dependent variable life satisfaction academic personnel (Y3) also have a significant influence it is shown that $P < 0.043$. From the results of this study indicate that human capital as an independent variable and intervening (Y2) has a negative effect on social capital as an independent variable although when compared to the direct influence of social capital as an independent variable (X) with life satisfaction academic staff as a dependent variable (Y3) indicates its level of probability smaller at $P \Rightarrow 0.05$ or 0.039 .

Meaning when compared to the direct influence of social capital variable (X) with variable life satisfaction of the academic personnel (Y3) originally $P = 0.037$, then after human capital variable (Y2) as an intervening variable $P = 0.039$. This shows an increase in the value of P is the difference in 0.002 .

Life satisfaction academic staff as a dependent variable (Y3) have the effect of significantly with three independent variables and intervening, with the independent variable of social capital (X) results showed that $P > 0.05$ or 0.038 , with an intervening variable institutional model (Y1) results showed that $P > 0.05$ or 0.046 , the effect of the intervening variable of human capital (Y2) results showed that $P \Rightarrow 0.05$ or 0.043 . Meaning the influence of these three variables, the most significant effect is the variable social capital (X), namely $P = 0.038$, the effect of variable human capital (Y2) i.e., $P = 0.043$ and the third or last variable institutional model that is $P = 0.046$.

When seen the influence of the three social factors, the most significant is social capital compared with the model of institutional and human capital. From the results above show that the initial conceptual model which is used as the basis for the study, there were no changes to the conceptual model of research. Although there is no significant influence with independent variables and intervening institutional model but still supported by the results interpretation of the model full model, indicates there are at least two criteria of fit measure is probability < 0.05 or 0.00 , Tucker Lewis Index (TLI) > 0.95 or 0.978 and Root mean square error of approximation (RMSEA) < 0.08 or 0.074 is called good. Meaning form a conceptual model of the early research can still be used/maintained as shown below.

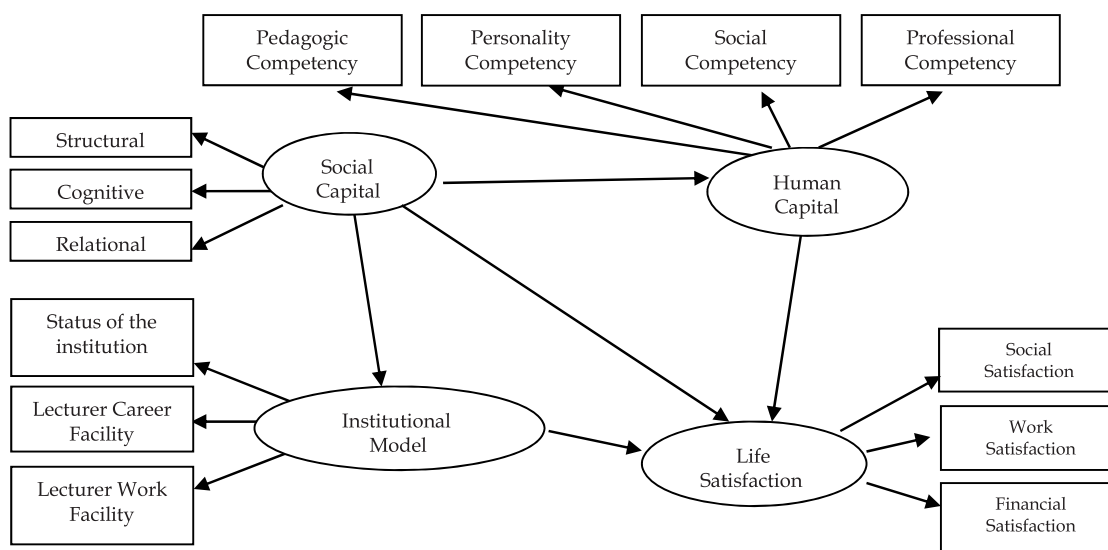


Figure 3: Conceptual Model of Research Results

The conceptual model of research can be maintained because if considered also from the model the results of the four variables: social capital, institutional model, human capital and life satisfaction showed that the academic personnel in multivariate normality appraisal value ratio kurtosis critical notes worth -2.534 , so it can be concluded distribution normal because of -2.58 until 2.58 . When viewed from the regression weight is the influence of social capital (X) with the institutional model (Y1) $P = 0.058$, the influence of the institutional model (Y1) with life satisfaction academic personnel (Y3) $P = 0.044$, the effect of human capital (Y2) with life satisfaction of academic personnel (Y3) $P = 0.035$, the effect of social capital (X) with life satisfaction academic personnel (Y3) $P = 0.039$, this result is no difference with the results of each variable regression weight but not too significant or substantial degree of difference. Furthermore, when considered from the interpretation of the full model probability model <0.05 or 0.00 , Root mean square error of approximation (RMSEA) <0.08 or 0.074 and Tucker Lewis Index (TLI) > 0.95 or 0.978 , this indicates that the model can be said to be good because it still meets at least two criteria of fit measure.

From the research found that the concept model of research is still acceptable, however, still need more in-depth study in order to know the exact cause of the existence of several factors that do not provide good results. Therefore there needs to be a study that the object is different, but the variables used is the same i.e., social capital, institutional models and human capital, whether the results obtained are the same or different, it would appear that the location of the similarities or differences, so that would be obtained research results can be used as a reference to carry out a research activity to come.

Based on the research results and conclusions in advance, the researchers wanted to convey or express some opinions relating to the influence of social capital as an independent variable to the satisfaction of human life in an environment of academic staff of the universities in East Java as the dependent variable through human capital social and institutional model as a variable intervening.

First, because in every public university in east Java has the ability and internal policies vary due to differences in organizational culture, accreditation status, juridical status, college management, the number of faculty and programs of study post-graduate, the number of academic staff and students, facilities as well as a wealth of higher education in accordance with the laws of the new college. So the measure of life satisfaction they also showed a significant difference. This case, the need is mutual respect, assist, and provide the opportunity fellow academic staff in order to improve the ability of achieving life satisfaction respectively. For academic personnel who have the opportunity as a manager of a college, should carry out the mandate according to the rules and authority and provide exemplary life in order to achieve satisfaction.

Second, implementation and appreciation on cognitive dimension need for instructions and policies provided by the holder of the authority so the academic personnel can appreciate it properly how to communicate or talk and expression in a language that is easily understood and do not give different understanding, communicating with regard ordinances and local culture, respect the opinions of others, communicate that intends to exchange insights and experiences, communicate with allowing others mutual expression, good fellow academic staff, non academic and community well within the scope of scientific activities on campus as well as other social, influence interpersonal institutional and community environment. As well as that of the academic staff are able to carry out the necessary relational dimension of speech and a consistent attitude of the policy holder before requiring other academic personnel who carry out their duties and obligations.

Third, career Facilities for lecturer in order to function properly, the rights holder should provides the opportunity for academic personnel to know or get information openly with regard to financial assistance in training, seminars, national and international, research assistance, devotion to community, further masters and doctorate whether universities in the country or abroad. Institutional status should be enhanced from the original work units into public service agencies and public service agency that originally is raised to legal status.

Working facilities for lecturers can be improved when the institution be open and provide a comfortable space that is conducive for working space of lecturers, improve facilities such hall lecture, complete all the required equipment in laboratories as well as to complete the number and types of books in the library for the job and academic personnel tasks can be performed well.

Fifth, in realizing and improving the competence of academic personnel covering pedagogical, social, personal and professional, for the academic personnel holders of authority should encourage and motivate all academic personnel to have four competencies, namely; pedagogical competence, personal competence, social competence and professional competence. When this work is the fourth competency holistic, as a strong body and should not be separated from one another and embodied in achievement can be done correctly and properly by any academic staff refer to the provisions of existing law and given support by the holders of authority, then overview and development of higher education and life satisfaction of the academic personnel will be realized.

Sixth, to realize and increase life satisfaction both seen from the financial life satisfaction, social satisfaction and the satisfaction of the performance of the academic personnel, the need for attention and a consistent policy of the authority holder. If leaders can realize the state of the three life satisfaction to every academic personnel, the academic personnel can carry out all the “Tri Dharma” which became their duties and responsibilities and should not be burdened with the obligation to seek additional to meet a decent and dignified life.

Limitations of this study relates to aspects of the influence of social capital, institutional models, and human capital to academic life satisfaction of academic personnel in universities in East Java. When in conjunction with other aspects is not in the discussion of this study. This study is limited to the academic staff of the universities in East Java. Therefore, it cannot give a general overview or fully generalizable to the academic personnel outside the public universities or academic personnel in East Java in Indonesia.

References

- Amstron, M. (2007), *Human Resources Management Practice*, Kogan Page, London.
- Baron, R. A., and J. Greenberg. (1990), *Behavior in Organizations: Understanding and Managing the Human Side of Work*, 3rd ed., Allyn and Bacon, Boston.
- Becker, G. S. (1993), *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*, 3rd ed., University of Chicago Press, Chicago.
- Bernardin, J. H., and J. A. Russel. (1993), *Human Resources Management: an Experiential Approach*, MC Graw Hill, Singapore.
- Bock, J. (1982), *Education and Development: A Conflict of Meaning. Comparative Education*, Macmillan, New York.

- Bontis, N., and E. J. Fitz. (2002), "Intellectual Capital ROI: A Causal Map of Human Capital Antecedents and Cosequents", *journal intellectual capital*, Vol. 3 No. 3, pp. 223-247.
- Boxall, P. (1996), "The Strategic HRM Debate and The Resources-Based View of The Firm", *Human resources management journal*, Vol. 6 No. 3, pp. 59-75.
- Bretz, R. D., and T. A. Judge. (1992), The Relationship Between Person Organization fit and Career Success. Center for Advanced Human Relation Studies. Paper read at Working Paper, at Cornell University.
- Chapman, D. W., and S. M. Hutcheson. (1982), "Teacher's Satisfaction with Teaching", *journal of educational research*, Vol. 75 No. 4, pp. 241-247.
- Chin, C. W. (2006), Pay Satisfaction, Job Satisfaction, Organizational Commitment, and Turnover Intention in Taiwan Banking: Structural Equation Modeling, Doctor of Philosophy, Lynn University, Taiwan.
- Coleman, J. S. (1990), *Foundations of Social Company*, Harvard Business School Press, Cambridge.
- Conley, S. C., S. B. Bacharach, and S. bauer. (1989), "The School Work Environment and Teacher Career Dissatisfaction", *Educational administration quarterly*, Vol. 25 No. 1, pp. 58-81.
- Davis, J. A. (1993), *Elementary Survey Analysis*, Prentice Hall Inc, New Jersey.
- Depdiknas. (2003), Undang undang Republik Indonesia No.20 tahun 2003 Tentang Sistem Pendidikan Nasional, edited by S. J. D. P. Nasional.
- Fukuyama, F. (2000), *The Great Depression: Human Nature and the Reconstitution of Social Order*, Profile Book, London.
- Gattiker, U. E., and L. Larwood. (1988), "Prediction for Manajer's Career Mobility. Success and Satisfaction", *Human Relations*, Vol. 41 No., pp. 363-591.
- Ghozali, I. (2008), *Structural Equation Modeling*, Universitas Diponegoro Semarang.
- Hackman, J. R., and G. R. Oldman. (1976), "Motivation Through the Design of Work: Test of a Theory", *Organization behavior and human performance*, Vol. 16 No., pp. 250-279.
- Hsu, M. K., H. G. Chen, J. J. Jiang, and G. Klein. (2003), "Career Satisfaction for Managerial and Technical Anchored IS Personnel in Later Career Stages", *The Data base for Advances in Information System*, Vol. 34 No. 4, pp. 64-72.
- Kemenkeu. (2014), Remunerasi. In *no. 387/MK.05/2014*.
- Kistyanto, A. (2008), Pengaruh Modal Sosial Terhadap Kesuksesan Karier Manajer BUMN di Jawa imur, Program Doktor Program Pasca sarjana Fakultas Ekonomi, Universitas Brawijaya, malang.
- Locke, E. A. (1976), *The Nature and Cause of Job Satisfaction. Handbook of Industrial and Organization Psychology*, Rand Mac, Chicago.
- Marshall, R. (2005), Labor Standart, Human Capital, and Economic Development. Paper read at Working Paper
- Mayo, A. (2000), "The Role of Employee Development in The Growth of Intellectual Capital", *personal review*, Vol. 29 No. 4, pp.
- Nawawi, H. (2003), *Manajemen Sumber Daya Manusia*, UGM Press, Yogyakarta.
- Ongkorahardjo, M. (2008), "Analisis Pengaruh Human Capital terhadap Kinerja Perusahaan (Studi Empiris pada Kantor Akuntan Publik di Indonesia)", *Journal akuntansi dan keuangan*, Vol. 10 No. 1, pp.
- Rastogi, P. N. (2002), "Sustaining Enterprise Competitiveness is Human Capital The Answer", *Human System Management*, Vol. 19 No. 3, pp. 193-203.

- Robbins, S. R. (2003), *Organizational Behavior*, Tenth Edition ed., Prentice-Hall, Inc, New Jersey.
- Schein, E. H., and D. W. Kormers. (1972), *Professional Education*, McGraw Hill Book Company, New York.
- Schermerhorn, J. R. (2002), *Management*, 7 ed., John Willey and Sons Inc, America.
- Schultz, T. W. (1961), "Investment in Human Capital", *American economic review*, Vol. 51 No. 1, pp. 1-17.
- Segall, G., Borgia, and J. Schoenfeld. (2010), "Founder Human Capital and Small Firm Performance : an Empirical Study Founder Managed Natural Food Stores", *Journal. Of Management and Marketing Research*, Vol. No., pp.
- Seibert, S. E., M. L. Kraimer, and R. C. Liden. (2001), "A Social Capital Theory of Career Success. ", *Academy of Management Journal*, Vol. 44: No., pp. 219-237.
- Sergiovani, T. J. (1987), *The Principalsip: a Reflective Prantice Perspective*, Allyn and Bacon, Boston.
- Teixeira, A. (2002), On The Link Between Human Capital and Firm Performance. Paper read at FEP Working paper