


Comparison of Indonesian Private Lecturer Wage Systems With The Netherlands From Jhon Rawls' Legal Perspective

Muhammad Abas

Faculty of Law, Universitas Buana Perjuangan Karawang, Karawang, Indonesia.

 : muhamad.abas@ubpkarawang.ac.id

Corresponding Author*



Abstract

Introduction: Higher education plays an important role in the development of a country, with lecturers as one of its main pillars. The quality of higher education is highly dependent on the performance and dedication of lecturers, which in turn is influenced by the wage system applied.

Purposes of the Research: To evaluate the suitability of private lecturer wage systems in Indonesia and the Netherlands with John Rawls' concept of justice. To analyze various components of the wage system, including the structure of basic salary and allowances, a salary increase system based on achievement and length of service, and career development opportunities available to lecturers.

Methods of the Research: Qualitative method with a descriptive-comparative approach to provide an in-depth picture and compare them within the framework of John Rawls' theory of justice. The research data sources include primary data obtained through in-depth interviews with relevant officials at the Ministry of Education, representatives of private university associations, and private lecturers in both countries, as well as secondary data from policy documents, laws and regulations, statistical reports, and academic literature.

Results Main Findings of the Research: The Netherlands system is also supported by more comprehensive social security and effective negotiation, so that the wage gap between institutions is smaller. Indonesia still needs to make significant improvements in the implementation of regulations, wage standardization, and increasing social protection to achieve a level of fairness and welfare equivalent to the Dutch system. These differences reflect not only variations in university policies, but also the broader economic and social context in both countries.

Keywords: Justice; Wages; Lecturer.

Submitted: 2024-07-29

Revised: 2025-03-19

Accepted: 2025-03-26

Published: 2025-03-29

How To Cite: Muhammad Abas. "Comparison Of Indonesian Private Lecturer Wage Systems With The Netherlands From Jhon Rawls' Legal Perspective." SASI 31 no. 1 (2025): 16-32. <https://doi.org/10.47268/sasi.v31i1.2261>

Copyright © 2025 Author(s)  Creative Commons Attribution-NonCommercial 4.0 International License

INTRODUCTION

To achieve a balance of rights and obligations, we need to understand the role of each of us as a citizen or government official according to the applicable law. While important for community well-being, this balance is difficult to achieve without the active participation of citizens, especially since some officials tend to prioritize personal interests. As a result, many citizens have not fully enjoyed their rights. As citizens in a democratic system, we must be proactive in fighting for our rights while still carrying out our obligations, taking advantage of the guarantees provided by the 1945 Constitution article 28 to unionize, assemble, and express opinions to encourage positive change in order to achieve a balance between rights and obligations in Indonesia.¹ This article reflects that the state of Indonesia is a democracy.

¹ Nova Elsyra, Zulkifli Zulkifli, Dan Syah Amin Albadry, "Upah Minimum Kabupaten Dosen Tetap Masih Sebuah Ironi," *Manajemen dan Kewirausahaan*, 2019, <https://ojs.unitas-pdg.ac.id/index.php/manajemen/article/view/551>.

In an effort to build a more advanced and prosperous Indonesia, officials and the government need to realize the importance of equality and balance between rights and obligations. The main focus must be given to improving the welfare of the community, especially groups that have received little attention so far. One of the crucial aspects is labor protection, where every employer is obliged to ensure the welfare of its employees through a comprehensive social security system. This approach must reflect the spirit of mutual cooperation, kinship, and togetherness that are the core of Pancasila and the 1945 Constitution, so as to create a fair work environment and protect the rights of workers as a whole, in line with the nation's ideals for progress and common prosperity.

The issue of employment is a complex global challenge, both in developed and developing countries, with diverse characteristics in each country. This complexity is influenced by various aspects of life, ranging from ideology, politics, law, economy, social, to culture, and is accelerated by the rapid flow of globalization. In particular, the development of technology and information has brought significant changes in the world of work. Globalization has fundamentally changed the dynamics of human interaction, having a wide impact on various sectors of life including religion, economy, politics, law, and socio-culture, both in national and international contexts. Economic development is now inseparable from the acceleration and change in human relations around the world, creating an employment landscape that continues to evolve and requires continuous adaptation.

Higher education plays a vital role in the progress of a country, with lecturers as a key component. The quality of higher education institutions is closely related to the performance and commitment of teachers, which is influenced by the applicable remuneration system. A comparative analysis between lecturer wage schemes in private universities in Indonesia and the Netherlands is a relevant topic, especially when viewed through the lens of John Rawls' theory of justice. In Indonesia, the mechanism for lecturer salaries is regulated by several legal instruments, including Law No. 14/2005 on Teachers and Lecturers, and Government Regulation Number 37/2009 on Lecturers.² This comparative study can provide valuable insights into how two countries with different socio-economic contexts address the issue of remuneration in the higher education sector, as well as its implications for the quality of education and the well-being of teachers.³ On the other hand, the Netherlands regulates the lecturer remuneration system through a different legal framework. The main regulations include the *Wet op het hoger onderwijs en wetenschappelijk onderzoek* (WHW), which can be translated as the Higher Education and Scientific Research Act, as well as the Collective Labour Agreement Dutch Universities (CAO) or the Collective Labour Agreement of Netherlands Universities. These two instruments form the legal and operational basis for the determination and implementation of the lecturer wage system in Netherlands higher education institutions.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning Lecturers define lecturers as professional educators and scientists. Their role includes the transformation, development, and dissemination of science, technology, and art through three pillars: education, research, and community service. The lecturer category is divided

² June S. Katz dan Ronald S. Katz, "Teaching Methodology and Indonesian Legal Education," *Journal of Legal Education* 27, no. 2 (1975): 219-34.

³ Yuyun Anggraini, "Upah Dosen Tetap Non Pegawai Negeri Sipil pada Fakultas Syari'ah dan Hukum UIN Ar-Raniry Banda Aceh Menurut Konsep Ujrah" (PhD Thesis, UIN Ar-Raniry Banda Aceh, 2016), <https://repository.ar-raniry.ac.id/id/eprint/230/>.

into three: permanent lecturers, non-permanent lecturers, and honorary lecturers. Lecturers continue to work full-time with permanent status in certain institutions and have an NIDN. Lecturers do not work permanently based on contracts with a certain duration, can be full-time or part-time, and are given NUPN. Meanwhile, honorary lecturers teach without formal work ties and are not recorded in the PDPT system. This diversity of statuses, especially in private universities, often causes problems related to management policies, especially for lecturers who are under the auspices of the foundation. This situation often raises questions and potential losses for these lecturers.⁴

Foundations, as entities authorized to establish and manage universities, often ignore applicable regulations and intervene excessively in institutional policies. This action often harms the rights of lecturers, including violations of employment contracts, which is contrary to the spirit of Law No. 16 of 2001 concerning Foundations. The teaching profession, which is based on principles such as vocation, commitment to the quality of education, appropriate academic qualifications, competence, professional responsibility, performance-based remuneration, and continuous development, is often hampered by these practices. This situation creates a tension between the idealism of the lecturer profession and the reality of higher education management, hindering the potential of lecturers to contribute optimally to improving the quality of higher education and the development of science.

Indonesia and the Netherlands offer an interesting contrast in the private lecturer wage system, reflecting the differences in the development stages and educational priorities of the two countries. Indonesia, as a developing country, is still grappling with the challenge of realizing a fair and adequate remuneration system for private lecturers. Problems such as the salary gap between institutions, career uncertainty, and low minimum wage standards are the main obstacles. In contrast, the Netherlands, with its well-established tradition of higher education, has developed a more structured system, including standardized salary scales and comprehensive welfare packages. The differences that occur are increasingly visible because lecturers in the Netherlands are treated like gems with high salaries and supported by luxurious facilities.⁵ These differences reflect not only economic disparities, but also variations in approaches to higher education and respect for academic professions in both countries. Until now, the welfare of lecturers, both state and private, in Indonesia is still a long debate.⁶

Although there are laws and regulations governing the welfare of lecturers, their inconsistent implementation has caused many private lecturers to feel injustice.⁷ Many lecturers feel that the remuneration system is not commensurate with their workload and responsibilities.⁸ In world history, countries that do not provide proper rewards to their educators will fall into acute problems that are not resolved and the quality of higher education tends to stagnate.⁹ The wage system and welfare of lecturers must be a priority

⁴ Petrus Maharsi, "Upaya Peningkatan Kinerja Dosen di Indonesia Masih Terkendala Minimnya Kompensasi," *Jurnal Pengembangan Humaniora* 11, no. 2 (2011): 127-34.

⁵ <https://palpres.disway.id/read/741784/langit-dan-bumi-inilah-perbandingan-gaji-dosen-di-indonesia-vs-belanda>

⁶ <https://www.kompas.com/edu/read/2025/03/18/120850271/apakah-dosen-di-indonesia-cukup-sejahtera-untuk-fokus-penelitian>

⁷ Arifuddin Muda Harahap, Hisam Ahyani, Miftakhul Huda, Naeli Mutmainah, Naelul Azmi, Sérgio Antônio Neves Lousada, "Social Justice in the Welfare of Private Lecturers: A Legal Review of Salaries, Certification, and BPJS Ketenagakerjaan in Indonesia", *Jurnal IUS Kajian Hukum dan Keadilan* December 2024. <https://jurnalius.ac.id/ojs/index.php/jurnaliUS/article/view/1428>

⁸ <https://radarindramayu.disway.id/read/669709/gaji-dosen-indonesia-jauh-di-bawah-standar-asia-dan-butuh-reformasi-besar-besaran-demi-kesejahteraan-akademisi>

⁹ <https://www.kompas.com/edu/read/2023/08/29/102910371/ketidakmerdekaan-finansial-dosen-indonesia?page=all>.

by being reformulated by the relevant ministries and institutions if Indonesia is serious about preparing the next generation towards the Golden Indonesia in 2045.

John Rawls's theory of justice, which emphasizes the principle of equal liberty and the principle of difference, provides a relevant philosophical framework for analyzing and comparing the two systems. Rawls argues that social and economic inequality can only be justified if it provides the greatest benefit to the most disadvantaged members of society. In the context of lecturer wages, this principle can be translated as a system that not only guarantees minimal welfare, but also provides equal opportunities for career development and improved welfare.

This study aims to examine the extent to which the wage system of private lecturers in Indonesia and the Netherlands is in line with the principles of justice put forward by John Rawls. The study will examine various important aspects of the wage system, including the structure of basic salary and additional benefits, the mechanism for salary increases based on performance and experience, and career development opportunities for lecturers. In addition, the research will also examine the aspects of social security and welfare provided to private lecturers in the two countries. By comparing practices in Indonesia and the Netherlands, this study is expected to provide in-depth insights into fairness and equality in the private lecturer wage system, as well as identify areas that need improvement to achieve better fairness in accordance with Rawls' principles.

Through comparative analysis, this study is expected to provide valuable insights into the strengths and weaknesses of each system, as well as identify potential areas for improvement, especially in the context of Indonesia. The study will also examine how factors such as national economic conditions, educational policies, and academic culture affect the implementation of wage systems in both countries. By understanding the differences and implications of the two systems, this research is expected to contribute to a broader discussion on the reform of the lecturer wage system in Indonesia. The results of this study can be a valuable input for policymakers, higher education institutions, and other stakeholders in formulating strategies to improve the welfare of private lecturers, which will ultimately have a positive impact on the overall quality of higher education.

Through comparative analysis, this study is expected to provide valuable insights into the strengths and weaknesses of each system, as well as identify potential areas for improvement, especially in the context of Indonesia. The study will also examine how factors such as national economic conditions, educational policies, and academic culture affect the implementation of wage systems in both countries. By understanding the differences and implications of the two systems, this research is expected to contribute to a broader discussion on the reform of the lecturer wage system in Indonesia. The results of this study can be a valuable input for policymakers, higher education institutions, and other stakeholders in formulating strategies to improve the welfare of private lecturers, which will ultimately have a positive impact on the overall quality of higher education.¹⁰

Furthermore, the study will also explore the ethical and social implications of existing wage systems, analyzing how they affect lecturers' motivation, productivity, and job satisfaction. Thus, this research not only focuses on the economic aspect, but also considers the broader impact on the quality of life and academic contribution of lecturers. The formulation of the problem in this study is to find out how the wage system of private

¹⁰ Jeroen Huisman, J. A. Bartelse, dan Jeroen Bartelse, "Academic careers: A comparative perspective," 2000.

lecturers in Indonesia compares to the wage system of private lecturers in the Netherlands? And how do John Rawls' principles of fairness apply to the private lecturer wage system in the two countries?

METHODS OF THE RESEARCH

This study applies a qualitative methodology with a descriptive-comparative approach to comprehensively analyze the remuneration system of private lecturers in Indonesia and the Netherlands, using the framework of John Rawls' theory of justice as an analytical lens. The research data is sourced from two categories: primary and secondary. Primary data was compiled through in-depth interviews with various stakeholders, including education ministry officials, representatives of private university associations, and private lecturers in both countries. Meanwhile, secondary data is obtained from a variety of documentary sources, including policy documents, laws and regulations, statistical reports, and relevant academic publications. This approach aims to provide a holistic and contextual analysis of the dynamics of the private lecturer wage system in both countries. Data collection techniques include literature studies, in-depth interviews, and observations where possible. Data analysis was carried out using content analysis and comparative analysis, with John Rawls' justice theory framework as the basis for evaluation. The study focused on private lecturers at non-governmental colleges in both countries, with the last 5 years of data period. To ensure the validity of the data, triangulation techniques are used sources and methods. Through the stages of data collection, comparative analysis, evaluation based on Rawls' principles of justice, to drawing conclusions and preparing recommendations, this study aims to provide an in-depth analysis and comprehensive comparison of the private lecturer wage system in Indonesia and the Netherlands from a justice perspective.

RESULTS AND DISCUSSION

A. Private Lecturer Wage System in Indonesia Compared to Private Lecturer Wage System in the Netherlands

Although various laws and regulations have been enacted to strengthen the implementation of education, this sector still faces various challenges. One of the prominent issues is the status of lecturers as professional educators. Their position, which is based on an employment agreement between the employer and the employer, still raises complex issues. Existing regulations, although they have covered many aspects, have not been fully able to overcome this problem. This situation shows that there is a gap between the spirit of the legislation and its implementation in the field, especially related to the rights and obligations of lecturers in the context of their working relationship with higher education institutions.

Definition according to Law No. 13 of 2003: "An employment agreement is an agreement between a worker/laborer and an employer or employer that contains the working conditions, rights, and obligations of the parties:¹¹ 1) Parties to the agreement: This definition confirms that an employment agreement involves two parties: the worker/laborer and the employer/employer. This shows that there is a legally equal relationship between the two parties; 2) The content of the agreement: This agreement should contain three main elements: a) Terms of employment: This can include working

¹¹ Mhd Erwin Munthe, "Aspek Wanprestasi Badan Penyelenggara Perguruan Tinggi Swasta Dalam Hal Tidak Membayarkan Kekurangan Upah Dosen," *Yurispruden: Jurnal Fakultas Hukum Universitas Islam Malang* 3, no. 2 (2020): 186–99.

hours, job location, job description, etc. b) Rights of the parties: For example, the right of workers to receive wages, leave, social security, etc. c) Obligations of the parties: Such as the obligation of workers to carry out their duties, and the obligation of employers to pay wages; 3) Nature of the agreement: Although not explicitly stated, this definition implies that the employment agreement is legally binding for both parties; 4) Flexibility: This definition is broad enough to accommodate different types of employment relationships, both for permanent and contract jobs; 5) Legal protection: By including the phrase "rights and obligations of the parties," this definition emphasizes the importance of legal balance and protection for both parties.

The lecturer profession requires clear guarantees and protection through strict laws or regulations. This is very crucial. For example, the liberal nature of the Civil Code is seen in Article 1602, which states that "No wage shall be paid as long as the worker does not carry out his work." This article can be misused by the authorities to arbitrarily interpret the term "not carrying out work." Therefore, it is important for lecturers to have a sense of security and clarity regarding their rights and obligations, including what is and is not allowed, both in their capacity as individuals, educators, and workers.¹²

The rule is a guideline in the employment relationship between lecturers as workers and foundations as employers, including in terms of legal protection. Along with the development and dynamics of state life in Indonesia, the labor regulations contained in the Civil Code are considered to be more inclined towards a liberal nature, in accordance with the underlying state philosophy. This causes its application to not always be in line with the personality of the Indonesia nation. Therefore, the role of the state (Government) is needed to provide adequate legal protection to workers and laborers and their families, so that they can obtain employment rights in accordance with the development of the business world. From here, various laws and regulations related to labor were born.

Lecturer salaries, both in private and public universities, do vary. Even though teaching at the same institution, each lecturer has a different salary. For lecturers at state universities who have the status of Civil Servants, the salary system follows the applicable laws and regulations, which are adjusted to the rank and space group, specifically for the basic salary. Meanwhile, the salaries of lecturers at private universities, both permanent lecturers, non-permanent lecturers, and honorary lecturers, also vary, depending on the policies set by each campus. Therefore, even though lecturers on private campuses have the same status as permanent lecturers, their basic salary can vary. This also applies to comparisons between different campuses; The salary of a lecturer on private campus A can be different from the salary of a lecturer on private campus B.¹³

So the researcher will make a table that describes the grouping of New and Old Private Universities in the receipt of lecturers' wages/recitation for 2023. Keep in mind that this data is a general estimate and may vary depending on the location, reputation, and policies of each institution. Here is the table:

Categories of PTS	Age of PTS	Average Lecturer Salary per Month (Rp)
New	0-5 Years	2.500.000 - 4.500.000

¹² Emi Lilawati dan Fauziah Mashari, "Pengaruh kompetensi dosen dan kepuasan kerja dosen terhadap kinerja dosen di Universitas KH A Wahab Hasbullah Tambakberas Jombang," *Dirasat: Jurnal Manajemen dan Pendidikan Islam* 3, no. 1 (2017): 39–63.

¹³ Muchammad Catur Rizky dkk., "Implementasi Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen Terhadap Kesejahteraan Dosen Profesional di Universitas Sunan Giri Surabaya," *Jurnal Kolaboratif Sains* 5, no. 8 (2022): 561–69.

New	6-10 Years	3.000.000 - 5.500.000
Old	11-20 Years	3.500.000 - 7.000.000
Old	>20 Years	4.500.000 - 10.000.000

Note:

These figures are estimates and can vary significantly depending on factors such as: a) Location of Private Colleges (big city vs. small town); b) Accreditation of Private Universities; c) Qualifications and experience of lecturers; d) Taught education level (S1, S2, S3); e) Lecturer status (permanent lecturer, non-permanent lecturer, guest lecturer). Private universities with older age tend to have a more established payroll system and better financial capabilities. Some private universities may provide additional benefits such as research allowances, teaching allowances, or other benefits that are not included in the basic salary. Payroll systems can vary, with some private universities using an honorarium per teaching hour system, while others use a fixed monthly salary system. This data does not include professors or lecturers with structural positions, who typically receive higher compensation.

Additional income is usually obtained from excess teaching hours, research grants, or participation in activities on campus. The functional position of expert assistant, which is the initial level for beginner lecturers with S2 graduate qualifications, can only be achieved in the second or third year of work, and the salary is only Rp 375,000. Lecturer certification, which is equivalent to a one-time basic salary, can generally be enjoyed after 4-5 years of career, with a process that is not easy because it must go through training and meet certain United Kingdom language standards. Meanwhile, non-lecturer civil servants with S1 graduate qualifications can enjoy performance allowances (Tukin) after reaching 100 percent status as civil servants, which usually only takes one year of work. In Article 51 paragraph 1 point a of Law Number 14 of 2005 concerning Teachers and Lecturers, it is clearly stated that "In carrying out their professional duties, lecturers have the right to earn income above the minimum living needs and social welfare guarantees".¹⁴

In the midst of the government's efforts to catch up with Indonesia in the "World Class University" competition, it is important to pay attention to the salaries of lecturers in countries that have prominent campuses, such as the Netherlands. There, lecturers' salaries range from IDR 60 million to IDR 85 million per month, while monthly living expenses range from IDR 13 million to IDR 16 million. Based on the Collective Labour Agreement Dutch Universities (CAO) 2022-2023, the salary scale for lecturers in Netherlands universities is clearly defined as follows:¹⁵ a) Assistant Professor (Universitair Docent): €3,974 - €5,439 per month; b) Associate Professor (Universitair Hoofddocent): €5,506 - €7,025 per month; c) Full Professor (Hoogleraar): €6,099 - €9,138 per month; d) If converted to Rupiah (assuming 1 EUR = Rp 16,500), the range becomes; e) Assistant Professor: IDR 65.5 million - IDR 89.7 million per month; f) Associate Professor: IDR 90.8 million - IDR 115.9 million per month; g) Full Professor: IDR 100.6 million - IDR 150.7 million per month.

Cost of Living: The cost of living in the Netherlands varies depending on the city and lifestyle. For a single person, the monthly living expenses (excluding rent) can range from

¹⁴ R. A. Ritawati, "Perencanaan dan Pengembangan Guru/Dosen Sebagai Sumber Daya Manusia (SDM) di Lembaga Pendidikan Formal," *Istinbath* 15, no. 2 (2015): 109-23.

¹⁵ Nicoline Frølich dkk., "Academic career structures in Europe: perspectives from Norway, Denmark, Sweden, Finland, the Netherlands, Austria and the UK," 2018.

€700 - €1000 (around Rp 11.5 million - Rp 16.5 million). Legal Basis:¹⁶ 1) *Wet op het hoger onderwijs en wetenschappelijk onderzoek* (WHW) or Higher Education and Scientific Research Act: This is the main law that regulates higher education in the Netherlands; 2) *Collective Labour Agreement Dutch Universities* (CAO): This collective labor agreement regulates working conditions, including salary scales, for university staff in the Netherlands; 3) *Wet normering topinkomens* (WNT) or Public Sector High Income Standardization Act: This law limits the maximum salary in the public sector, including universities.

The comparison of remuneration systems for private university lecturers in Indonesia and the Netherlands demonstrates substantial correlation with the various legal foundations in both countries. In Indonesia, the legal basis for private lecturer remuneration is regulated by Law No. 12 of 2012 on Higher Education, particularly Article 72 paragraph (4) which states that "The income of permanent lecturers appointed by higher education providers or community-operated higher education institutions shall be determined based on employment contracts or collective labor agreements." This provision grants private higher education institutions considerable discretion in determining their lecturers' compensation, often resulting in significant disparities in remuneration.

Law Number 14 of 2005 on Teachers and Lecturers is also relevant, especially Article 51 paragraph (1) point d which guarantees lecturers' rights to "receive income above the minimum living requirements and social welfare benefits." However, in practice, this provision is often unfulfilled for lecturers at small or regional private universities. Government Regulation No. 37 of 2009 on Lecturers further regulates the lecturer remuneration system, but its implementation in the private sector varies considerably and frequently depends on the financial capacity of individual institutions.

In the Netherlands, the lecturer remuneration system is regulated more structurally through the *Wet op het hoger onderwijs en wetenschappelijk onderzoek* (WHW) or the Higher Education and Scientific Research Act. This law provides a general framework for higher education, including employment aspects. More significantly, the *Collective Labour Agreement Dutch Universities* (CAO) specifically regulates working conditions and salary scales for lecturers. This CAO applies to both public and private universities, thereby creating a standardization of remuneration that is not found in Indonesia.

The *Wet normering topinkomens* (WNT) or Public Sector Maximum Income Standardization Act in the Netherlands also sets maximum salary limits in the higher education sector, creating a more regulated system compared to Indonesia. This standardization aligns with John Rawls' principles of distributive justice, particularly the difference principle, which states that economic inequalities can only be justified if they benefit the least advantaged groups. John Rawls' perspective on justice is relevant to this research because his theory of "justice as fairness" emphasizes that social institutions, including remuneration systems, should be arranged to provide the greatest benefit to the less fortunate members of society. In the context of private lecturer remuneration, the Dutch system with its standardization and collective agreements appears to more closely approach Rawlsian principles compared to the Indonesian system, which relies more heavily on the financial capabilities of individual institutions.

¹⁶ Anja Eleveld, "The Duty to Work without a Wage: A Legal Comparison between Social Assistance Legislation in Germany, the Netherlands and the United Kingdom," *European Journal of Social Security* 16, no. 3 (September 2014): 204-24, <https://doi.org/10.1177/138826271401600302>.

In Indonesia, income disparities between civil servant lecturers and private lecturers also raise questions related to Rawls' principle of "fair equality of opportunity." Law No. 14 of 2005 Article 52 paragraph (3) states that "The income of non-permanent lecturers shall be determined based on employment contracts in accordance with the laws and regulations," but there is no strict minimum standard, resulting in wide variations in remuneration. This comparison of legal aspects of remuneration is relevant to the cost of living in both countries. With the cost of living in the Netherlands ranging from €700-€1000 (approximately IDR 11.5 million-16.5 million) per month excluding rent, the standardized remuneration system helps ensure economic justice for lecturers. In Indonesia, the lower but regionally variable cost of living is not balanced by a proportional and standardized remuneration system for private lecturers, creating distinct challenges in achieving distributive justice as expressed by Rawls' theory.

The principle of payroll in Netherlands universities is based on social character, togetherness, and a sense of solidarity. The salary ratio between lecturers and rectors is not too striking, which is 1:1.2. In the Dutch context, the salary ratio between lecturers and rectors of only 1:1.2 reflects the implementation of strong distributive justice values. This relatively small ratio indicates that the remuneration system in Dutch higher education institutions is built upon principles of social responsibility, collectivity, and solidarity that prioritize relative equality over sharp remuneration differentiation.

Indicators that explain the 1:1.2 ratio between lecturer and rector salaries in the Netherlands include:¹⁷ 1) Effective implementation of the Wet normering topinkomens (WNT) or Public Sector Maximum Income Standardization Act, which limits maximum income in the public sector, including higher education institutions; 2) Strong influence of the Collective Labour Agreement Dutch Universities (CAO) that establishes standardized salary scales with limited ranges; 3) Egalitarian philosophy in Dutch academic culture that considers all academic contributions to have equivalent intrinsic value; 4) Transparent career progression system with measured and proportional compensation increases based on performance and experience; 5) Recognition of collective roles in the success of higher education institutions, which minimizes income disparities based on administrative hierarchy.

This stands in stark contrast to the situation in Indonesia, where the income ratio between lecturers and university leaders (rectors) can be substantially greater. In some Indonesian private universities, this ratio can reach 1:3 to 1:5 or even higher, especially in large and established institutions. The absence of strict regulations regarding maximum income disparity limitations creates gaps that can be questioned from John Rawls' distributive justice perspective.

The payroll system at the university is not determined unilaterally, but rather through negotiations between the Vereniging van Nederlandse Universiteiten (Association of Universities of the Netherlands) and the trade unions (lecturers and employees). The results of these negotiations are outlined in the Collectieve Arbeidsovereenkomst (CAO) or Collective Labor Agreement, which is valid for two years. This means that the parties will meet every two years to discuss the new CAO. In certain situations, such as economic crises, existing CAOs can be extended for a certain period of time by mutual agreement. The CAO of universities in the Netherlands sets the salaries of lecturers and employees on a scale of

¹⁷ Anhelina Kolisnichenko, "Impact of educational reforms on the improving of teachers' training quality in the Netherlands," *Studies in comparative education*, no. 1 (2018): 20-27.

1 to 18, where each scale experiences salary increases from year to year to a maximum of 10 years, except for Lecturer 4 who can increase up to 12 years, and professors up to 15 years. After that period, the salary will remain without any further increase.¹⁸

Scale 13 is part of the job classification and remuneration system implemented at Dutch universities based on the Collective Labour Agreement (CAO) agreed upon between university associations and labor unions. This scale system serves as a standard framework used to determine the salary structure for various academic and administrative positions in Dutch higher education institutions. In the Dutch salary scale system, each position or role is classified into a specific scale based on job complexity, responsibilities, required qualifications, and seniority level. These scales are numbered sequentially, with higher numbers generally indicating positions with greater responsibilities and higher qualification requirements. Scale 13 specifically represents the level designated for the position of Lecturer 1 (Universitair Docent 1 or UD1), which is equivalent to a senior Assistant Professor in the international system. According to the CAO 1/3/2004 published by the Vereniging van Nederlandse Universiteiten (Association of Dutch Universities), the Lecturer 1 position at scale 13 receives a salary of 4,078 euros per month.

The determination of Lecturer 1 salary at scale 13 with the amount of 4,078 euros demonstrates several important characteristics of the lecturer remuneration system in the Netherlands: 1) Transparency and standardization: Salaries are established openly and uniformly across all universities bound by the CAO; 2) Recognition of academic qualifications: Scale 13 reflects acknowledgment of the high qualifications and competencies expected from a Lecturer 1; 3) Financial adequacy: The amount of 4,078 euros (approximately IDR 67 million at the exchange rate at that time) is well above the minimum living requirements in the Netherlands, which range between €700-€1000 excluding rent; 4) Basis for ratio comparison: This salary becomes the foundation for calculating the 1:1.2 ratio between lecturers and rectors, demonstrating a relatively small disparity compared to systems in many other countries including Indonesia.

Based on the CAO 1/3/2004 obtained from Vereniging van Nederlandse Universiteiten, the salary of Lecturer 1 is on a scale of 13, with a salary of 4,078 euros. Meanwhile, the rector entered the scale of 16 with a salary of 5,036 euros. The amount of salary assumes a service period of 0 years and is still gross, has not been deducted taxes which vary from 37.5 percent to 60 percent. In comparison, the salaries of Lecturer 1 and Rector are not too high, which is only 1:1.2.

After deducting taxes, the rector's salary of that amount *may* be equivalent to Rp 30-35 million. This means that the salary of the rector of Utrecht University, Leiden, Technische Universiteit (TU) Delft (the 'mother' of ITB), Erasmus Universiteit Rotterdam, TU Eindhoven, etc. is not much different from the salary of the rector of Universitas Gajah Mada if it is true that the salary is to be pulleyed to Rp 25 million a month. Even though the cost of living in the Netherlands is much more expensive than in Yogyakarta Parallel to Lecturer 1 (Postgraduate), with a salary scale of 13, are Researcher 1, Head Lecturer, Internal Accountant 1 and Controller 2. If the holder of the 13 salary scale has had 3 years of service (13-3 scale), then his salary will be 4,387 euros (gross). As for rectors with the same working period, the salary increase is also not too significant, namely to 5,459 euros (gross). For Lecturer 4 (S1 teacher), Researcher 4 and Promovendus in the Netherlands, the salary is

¹⁸ Egbert De Weert, "The End of Public Employment in Dutch Higher Education?," *Academic staff in Europe*, 2001, 195-216.

included in a scale of 10, the amount is 2,179 euros (gross). The ratio of their salary to the rector is 1:2.3. Included in the 10 salary scale are Information Specialist 2, audiovisual engineering employees 2, Administration 1, and Internal Accountant 4.¹⁹

Then Who is the highest paid recipient at a university in the Netherlands? Not the rector, but the Dean. The highest salary received by Dean 1 on a scale of 18, amounting to 5.998 euros. There are no university officials or employees of other departments who match the scale of Dean 1. The salary scale for Dean 1 is the top. Below the salary of Dean 1 and above the rector's salary, which is on a scale of 17, are Dean 2, Director of Research Institution 1, Professor 1, and Head of Capacity Group 1. Why in the Netherlands are these people and not the rectors who are well paid? Because they are the ones who are burdened with the responsibility of maintaining and advancing the quality of education.

Based on a comparison of the wage system of private lecturers in Indonesia and the Netherlands, there is a significant difference in the structure and amount of wages. In the Netherlands, the wage system is regulated nationally through *the Collective Labour Agreement of Dutch Universities* (CAO), guaranteeing higher standardization. Meanwhile, in Indonesia, although there are general regulations such as Law Nomor 14 of 2005 concerning Teachers and Lecturers, their implementation in private universities tends to vary. The wage gap between the two countries is huge; lecturers in the Netherlands receive salaries ranging from €3,974 - €9,138 (around Rp 65.5 million - Rp 150.7 million) per month, much higher than their counterparts in Indonesia who often rely on the City Minimum Wage (UMK) or Foundation Internal Wage (UIY).²⁰

The system in the Netherlands also shows a clearer career path structure with a significant increase in salary at each level, in contrast to Indonesia where the increase in salary between levels is not always substantial, especially in private universities. The adequacy of salary to the cost of living is also contrasted; In the Netherlands, lecturer salaries are generally adequate for the high cost of living, while in Indonesia, the adequacy varies widely and is often disproportionate. The differences between institutions in Indonesia are also more striking, with significant gaps between new and old private universities, as well as between those located in large and small cities. In the Netherlands, this difference is minimal due to the existence of national standards.

Therefore, according to researchers, the wage system for private lecturers in the Netherlands tends to be more standardized, transparent, and adequate compared to the system in Indonesia. This difference reflects not only the economic gap, but also the difference in approaches to higher education and the recognition of the lecturer profession. The system in Indonesia still needs significant improvements to improve the welfare of private lecturers and ensure a better quality of higher education, considering the crucial role of lecturers in shaping the future of the nation through quality education.

B. The Application of John Rawls' Principles of Fairness in the Private Lecturer Wage System in the Two Countries

The theory of justice of John Rawls, the 20th-century American political philosopher, offers an in-depth perspective on the concept of justice in a social context. In his work "A

¹⁹ Detik News, "Di Belanda Rasio Gaji Dosen-Rektor 1:1,2," t.t., [https://news.detik.com/berita/d-353685/di-belanda-rasio-gaji-dosen-rektor-1-1-2?](https://news.detik.com/berita/d-353685/di-belanda-rasio-gaji-dosen-rektor-1-1-2?ref=detik)

²⁰ Antoine TJM Jacobs, *Labour law in the Netherlands* (Kluwer Law International BV, 2020), <https://books.google.com/books?hl=id&lr=&id=5hPpDwAAQBAJ&oi=fnd&pg=PT10&dq=Dutch+lecturer+wages&ots=YjmATl5hez&sig=cjh0RnzgKirBd3J7ZXUdHhQUvpc>.

Theory of Justice", Rawls positioned justice as the main foundation of social institutions, equivalent to the role of truth in the system of thought. He conceptualizes justice as "fairness" or "pure procedural justice". Rawls emphasized the importance of fair and impartial procedures in political decision-making, aimed at protecting the interests of all parties. Rawls' concept of "fairness" focuses on two key aspects: first, how individuals voluntarily accept obligations as an extension of their natural obligation to act just; Second, the conditions that must be met so that institutions (especially the state) can be considered fair. The implication is that obligations to institutions are only valid if their basic foundations (constitution, laws, and derivative regulations) meet the principle of justice. This approach highlights the complex relationship between individual rights, social obligations, and the role of institutions in realizing justice in society.²¹

The theory of justice put forward by John Rawls includes three main moral aspects. First, the right to self-determination, which emphasizes the importance of individual freedom and independence. Second, there is a fair distribution of opportunities, roles, status, and basic social resources. Third, a balanced division of responsibilities and obligations among community members. Overall, Rawls' concept of justice focuses on the distribution of rights and obligations to create what he calls a "well-organized society." To achieve this goal, Rawls emphasized the importance of recognizing the political rights of citizens. He also highlighted justice as a principle of fairness, which requires all members of society to be willing to bear the burden of equal obligations and responsibilities, as well as comply with the applicable constitution to guarantee these rights.²²

Rawls emphasizes the crucial role of the principles of justice as the foundation of social cooperation. According to him, these principles must be the basis for regulating the structure of society to protect the interests of all citizens. The goal is to create a fair distribution of resources and key social values, including income, wealth, freedom, opportunity, and the protection and enhancement of individual dignity. Rawls argues that these principles can only be realized through fair procedures, so that the process of statehood becomes essentially procedural.

Rawls introduced the concept of "original position" as an initial condition that guarantees rationality fairness. In this condition, the basic principles of rationality, freedom, and equality of rights are considered to be the fundamental attitude of all parties in choosing the principles of justice. The goal is to avoid distortion and ensure the rationality of the principle of justice, while meeting the minimum needs of each member of society. Meanwhile, the concept of humane wages emphasizes respect for workers as human beings who need survival. Wages must be acceptable with full awareness by workers, reflect their contributions, and take into account the company's condition. The determination of wages uses the theory of distributive justice, while for similar work, sometimes it uses commutative or corrective justice proposed by Aristotle.

The application of John Rawls's principles of justice in the wage system of private lecturers in Indonesia and the Netherlands lies in efforts to balance academic freedom with economic justice.²³ The system must guarantee equal rights and freedoms for all lecturers,

²¹ M. Taufiq Rahman, *Social justice in western and islamic thought: A comparative study of john rawls's and Sayyid Qutb's theories* (Scholars' Press, 2014), <https://etheses.uinsgd.ac.id/11613/>.

²² Awaludin Marwan, "A Commentary: The Position of Ethnic Minorities From the Connection Between Theory of Justice and Good Governance," *Race and Justice* 12, no. 1 (January 2022): 162–81, <https://doi.org/10.1177/2153368719873016>.

²³ Sugiono Sugiono, "Social justice across Indonesian schooling." (PhD thesis, Deakin University, 2016), https://dro.deakin.edu.au/articles/thesis/Social_justice_across_Indonesian_schooling_/21109006/1/files/37451761.pdf.

while ensuring that existing economic differences benefit disadvantaged groups of lecturers. The key is to create a compensation mechanism that is fair, transparent, and encourages quality improvement, accompanied by equal career development opportunities. Effective implementation requires synergy between government regulations, institutional policies, and objective performance evaluation systems, taking into account the economic and educational context in each country.²⁴

In Indonesia itself the private lecturer wage system, although it does not explicitly adopt John Rawls's theory of justice, shows some significant alignment and differences with its principles. Efforts to ensure a minimum standard of living and a performance-based promotion system reflect aspects of Rawls' principle of difference and equality of opportunity. However, the strong influence of market mechanisms and institutional budget constraints often result in wage gaps that are larger than Rawls advocated, challenging the full applicability of his theory. The diversity of private institutions and their financial pressures make it difficult to implement these principles uniformly. Nevertheless, there is potential to integrate elements of Rawls' theory through government regulation and more progressive institutional policies. Critical analysis reveals that the current system is more inclined to economic efficiency than distributive justice, but the trend towards greater accountability and equality in higher education could encourage a gradual shift towards a system that is more aligned with Rawls' principles, especially in the context of growing awareness of social inequality and the demand for more equitable access to education.

The private lecturer wage system in Indonesia shows a partial effort in applying John Rawls's principles of justice, but has not fully adopted or achieved his ideal theory. Regulations such as Law No. 14 of 2005, Permenristekdikti No. 20 of 2017, and Permendikbud No. 92 of 2014 reflect aspects of the principle of equal freedom, the principle of difference, and equality of opportunity. However, inconsistent implementation, resource gaps between institutions, and the strong influence of market dynamics create challenges in realizing the distributive justice that Rawls idealizes. The autonomy of private colleges and budget constraints, especially in smaller institutions, often result in significant wage disparities.²⁵ Although existing regulations point to positive steps towards greater justice, structural and economic factors still create gaps that challenge the full application of Rawls's theory of justice in the context of private lecturer wages in Indonesia.

Then the private lecturer wage system in the Netherlands shows several aspects that are in line with John Rawls' theory of justice, but also have significant differences. The Netherlands is known for its strong higher education system and progressive social policies, which influence the way private institutions manage their lecturers' wages. Critical analysis shows that despite efforts to create a fair system, the full application of Rawls' theory still faces challenges.²⁶

On the one hand, the Netherlands has strong labor regulations and a comprehensive social security system, which is in line with Rawls' principle of difference in protecting the disadvantaged. Collective bargaining between unions and employers also helps maintain relatively fair wage standards. This system tends to reduce extreme disparities in wages, which is consistent with Rawls' idea of distributive justice. However, significant differences

²⁴ Dorothea Jansen, ed., *New Forms of Governance in Research Organizations* (Dordrecht: Springer Netherlands, 2007).

²⁵ Muh Fahrurrozi, Hary Murcahyanto, dan Mohzana Mohzana, "Produktivitas Kerja Dosen Dipengaruhi Kompetensi, Motivasi dan Pengalaman Kerja," *Journal Of Administration and Educational Management (Alignment)* 4, no. 1 (2021): 31–42.

²⁶ Nurdiana Gaus dan David Hall, "Neoliberal governance in Indonesian universities: The impact upon academic identity," *International Journal of Sociology and Social Policy* 35, no. 9/10 (2015): 666–82.

remain between different institutions and positions. More established and prestigious private colleges tend to offer higher wages, creating inequalities that may not fully align with Rawls' principle of distinction. Additionally, global competition for academic talent sometimes prompts institutions to offer higher compensation packages for certain positions, which can widen the wage gap.

Rawls' principle of equal opportunity is reflected in a recruitment and promotion system that is generally transparent and merit-based. However, access to high academic positions and research resources may not be completely equal across institutions, which can challenge this aspect of Rawls' theory. Contextual factors to consider include the Netherlands higher education system which is largely publicly funded, even for some private institutions. This creates a unique dynamic where the boundaries between "private" and "public" are not always clear, which can affect the wage structure.

The private lecturer wage system in the Netherlands, although not explicitly adopting John Rawls's theory of justice, shows significant conformity with its principles. Regulations such as *Wet op het hoger onderwijs en wetenschappelijk onderzoek* (WHW), the *Collective Labour Agreement Dutch Universities* (CAO), and the *Wet gelijke behandeling* (WGB) reflect efforts to guarantee academic freedom, pay equality, and protection from discrimination. Comprehensive social security systems, including *Algemene Ouderdomswet* (AOW), are in line with Rawls' principle of difference in protecting disadvantaged groups. The *Nederlands Kwalificatieraamwerk* (NLQF) supports equality of opportunity in academic career development. Although there are still challenges such as resource differences between institutions, the Netherlands system in general shows a relatively high level of distributive fairness and better equality between lecturers in public and private institutions. Collective bargaining through the CAO and national standardization helps reduce wage gaps and improve fairness. Thus, while not perfect, the private lecturer wage system in the Netherlands can be considered closer to Rawls' ideal of justice than many other countries, reflecting a strong commitment to social justice in an academic context.²⁷

Indonesia and the Netherlands have both shown efforts to apply the principles of fairness in the private lecturer wage system, but with different success rates. The Netherlands tends to be more advanced in implementing aspects of Rawls' theory, especially through a strong social security system and more progressive labor regulations. Indonesia, on the other hand, still faces greater challenges in achieving equality and distributive justice. The two countries face wage gaps between institutions, but they differ in scale and intensity. In the Netherlands, despite the differences, a more regulated system and strong collective bargaining help mitigate extreme disparities. In Indonesia, greater variation in quality and resources between private institutions tends to result in a more significant wage gap.²⁸

The principle of Rawls' equal opportunity is more evident in the Netherlands system, with recruitment and promotion processes generally more transparent and merit-based. Indonesia still struggles to achieve a level of transparency and equal opportunity, especially in less established institutions. The different economic and social contexts between the two countries also influenced the application of Rawls's theory of justice. The Netherlands' largely publicly funded higher education system creates a more stable foundation for wage

²⁷ Egbert de Weert, Frans Kaiser, and Jürgen Enders, "The changing academic profession: The case of the Netherlands," *Quality, Relevance, and Governance in the Changing Academia: International Perspectives*, 2006, 167.

²⁸ eja Rinanda dan Dina Hastalona, "Analisis Peran Kebijakan Pemerintah terhadap Tingkat Kesejahteraan Dosen di Indonesia," *All Fields of Science Journal Liaison Academia and Society* 3, no. 2 (2023): 25–34.

fairness, while in Indonesia, greater reliance on private funding may limit the ability to fully implement Rawls' principles.

So the researcher concludes that although both countries show efforts towards fairness in the system of private lecturer wages, the Netherlands is relatively closer to the ideal of Rawls' theory of justice than Indonesia. However, both countries still have room for improvement in achieving more comprehensive justice in accordance with Rawls' principles. Indonesia faces greater challenges and needs further reforms to reduce inequality and increase equality of opportunity, while the Netherlands needs to focus on improving its already relatively advanced system to address remaining inequalities.

CONCLUSION

A comparison of the wage systems of private lecturers in Indonesia and the Netherlands shows significant differences in structure, implementation, and effectiveness. Indonesia, despite regulations such as Law Number 14 of 2005, still faces major challenges in standardization and equal distribution of wages, with significant gaps between private institutions. On the other hand, the Netherlands shows a higher level of standardization and equality through the *Collective Labour Agreement Dutch Universities* (CAO) and regulations such as *Wet op het hoger onderwijs en wetenschappelijk onderzoek* (WHW). The Netherlands system is also supported by more comprehensive social security and effective collective negotiations, resulting in smaller wage gaps between institutions. Indonesia still needs to make significant improvements in the implementation of regulations, wage standardization, and increased social protection to achieve a level of justice and welfare that is on par with the system in the Netherlands. These differences reflect not only variations in higher education policies, but also the broader economic and social context in both countries. The application of John Rawls' principles of fairness in the wage system of private lecturers in Indonesia and the Netherlands shows different levels of implementation. The Netherlands is relatively closer to the Rawls ideal with a more standardized and equitable system, supported by strong regulations such as the WHW and CAO, as well as a comprehensive social security system. The principle of equal freedom is reflected in the protection of academic freedom, while the principle of difference and equality of opportunity is realized through collective negotiation and standardization of qualifications (NLQF). On the other hand, Indonesia, despite having a legal framework such as Law Number 14 of 2005, still faces challenges in consistency of implementation and overcoming gaps between institutions. The principle of Rawls difference is not fulfilled in Indonesia due to the disparity of resources and social protection that is not comprehensive. Equality of opportunity is also still limited by differences in access to academic resources. In conclusion, although both countries have shown efforts towards Rawls justice, the Netherlands has been more successful in implementing these principles in its private lecturer wage system, while Indonesia still needs significant improvements to achieve an equal level of justice.

REFERENCES

Anggraini, Yuyun. "Upah Dosen Tetap Non Pegawai Negeri Sipil pada Fakultas Syari'ah dan Hukum UIn Ar-Raniry Banda Aceh Menurut Konsep Ujrah." PhD Thesis, UIN Ar-Raniry Banda Aceh, 2016. <https://repository.ar-raniry.ac.id/id/eprint/230/>.

- Arifuddin Muda Harahap, Hisam Ahyani, Miftakhul Huda, Naeli Mutmainah, Naelul Azmi, Sérgio António Neves Lousada, "Social Justice in the Welfare of Private Lecturers: A Legal Review of Salaries, Certification, and BPJS Ketenagakerjaan in Indonesia", *Jurnal IUS Kajian Hukum dan Keadilan* December 2024. <https://jurnalius.ac.id/ojs/index.php/jurnalIUS/article/view/1428>.
- De Weert, Egbert. "The End of Public Employment in Dutch Higher Education?" *Academic staff in Europe*, 2001, 195–216.
- Detik News. "Di Belanda Rasio Gaji Dosen-Rektor 1:1,2," t.t. <https://news.detik.com/berita/d-353685/di-belanda-rasio-gaji-dosen-rektor-1-1-2>
- Elsyra, Nova, Zulkifli Zulkifli, Dan Syah Amin Albadry. "Upah Minimum Kabupaten Dosen Tetap Masih Sebuah Ironi." *Manajemen dan Kewirausahaan*, 2019.
- Fahrurrozi, Muh, Hary Murcahyanto, dan Mohzana Mohzana. "Produktivitas Kerja Dosen Dipengaruhi Kompetensi, Motivasi dan Pengalaman Kerja." *Journal Of Administration and Educational Management (Alignment)* 4, no. 1 (2021): 31–42.
- Frølich, Nicoline, Kaja Wendt, Ingvild Reymert, Silje Maria Tellmann, Mari Elken, Svein Kyvik, Agnete Vabø, dan Even Hellan Larsen. "Academic career structures in Europe: perspectives from Norway, Denmark, Sweden, Finland, the Netherlands, Austria and the UK," 2018. <https://nifu.brage.unit.no/nifu-xmlui/handle/11250/2487666>.
- Gaus, Nurdiana, dan David Hall. "Neoliberal governance in Indonesian universities: The impact upon academic identity." *International Journal of Sociology and Social Policy* 35, no. 9/10 (2015): 666–82.
- Huisman, Jeroen, J. A. Bartelse, dan Jeroen Bartelse. "Academic careers: A comparative perspective," 2000. <https://research.utwente.nl/files/5185076/academic.pdf>.
- Jansen, Dorothea, ed. *New Forms of Governance in Research Organizations*. Dordrecht: Springer Netherlands, 2007. <https://doi.org/10.1007/978-1-4020-5831-8>.
- Jacobs, Antoine TJM. *Labour law in the Netherlands*. Kluwer Law International BV, 2020.
- Katz, June S., dan Ronald S. Katz. "Teaching Methodology and Indonesian Legal Education." *Journal of Legal Education* 27, no. 2 (1975): 219–34.
- Kolisnichenko, Anhelina. "Impact of educational reforms on the improving of teachers' training quality in the Netherlands." *Studies in comparative education*, no. 1 (2018): 20–27.
- Kompas. com. "Ketidakmerdekaan Finansial Dosen Indonesia", t.t. <https://www.kompas.com/edu/read/2023/08/29/102910371/ketidakterdekaan-finansial-dosen-indonesia?page=all>.
- _____. "Apakah Dosen Di Indonesia Cukup Sejahtera Untuk Fokus Penelitian", t.t. <https://www.kompas.com/edu/read/2025/03/18/120850271/apakah-dosen-di-indonesia-cukup-sejahtera-untuk-fokus-penelitian>
- Lilawati, Emi, dan Fauziah Mashari. "Pengaruh kompetensi dosen dan kepuasan kerja dosen terhadap kinerja dosen di Universitas KH A Wahab Hasbullah Tambakberas Jombang." *Dirasat: Jurnal Manajemen dan Pendidikan Islam* 3, no. 1 (2017): 39–63.

- Maharsi, Petrus. "Upaya Peningkatan Kinerja Dosen di Indonesia Masih Terkendala Minimnya Kompensasi." *Jurnal Pengembangan Humaniora* 11, no. 2 (2011): 127–34.
- Marwan, Awaludin. "A Commentary: The Position of Ethnic Minorities From the Connection Between Theory of Justice and Good Governance." *Race and Justice* 12, no. 1 (Januari 2022): 162–81. <https://doi.org/10.1177/2153368719873016>.
- Munthe, Mhd Erwin. "Aspek Wanprestasi Badan Penyelenggara Perguruan Tinggi Swasta Dalam Hal Tidak Membayarkan Kekurangan Upah Dosen." *Yurispruden: Jurnal Fakultas Hukum Universitas Islam Malang* 3, no. 2 (2020): 186–99.
- Palpres. "Langit Dan Bumi Inilah Perbandingan Gaji Dosen Di Indonesia VS Belanda", t.t. <https://palpres.disway.id/read/741784/langit-dan-bumi-inilah-perbandingan-gaji-dosen-di-indonesia-vs-belanda>
- Radar Indramayu. "Gaji Dosen Indonesia Jauh Di Bawah Standar Asia Dan Butuh Reformasi Besar Besaran Demi Kesejahteraan Akademisi", t.t. <https://radarindramayu.disway.id/read/669709/gaji-dosen-indonesia-jauh-di-bawah-standar-asia-dan-butuh-reformasi-besar-besaran-demi-kesejahteraan-akademisi>
- Rahman, M. Taufiq. *Social justice in western and islamic thought: A comparative study of john rawls's and Sayyid Quth's theories*. Scholars' Press, 2014. <https://etheses.uinsgd.ac.id/11613/>.
- Ritawati, R. A. "Perencanaan dan Pengembangan Guru/Dosen Sebagai Sumber Daya Manusia (SDM) di Lembaga Pendidikan Formal." *Istinbath* 15, no. 2 (2015): 109–23.
- Rizky, Muchammad Catur, Rohman Hakim, Miftakhul Anam, Moch Nur Alim, dan Wahyu Suhartatik. "Implementasi Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen Terhadap Kesejahteraan Dosen Profesional di Universitas Sunan Giri Surabaya." *Jurnal Kolaboratif Sains* 5, no. 8 (2022): 561–69.
- Sugiono, Sugiono. "Social justice across Indonesian schooling." PhD Thesis, Deakin University, 2016. https://dro.deakin.edu.au/articles/thesis/Social_justice_across_Indonesian_schooling/21109006/1/files/37451761.pdf.
- Weert, Egbert de, Frans Kaiser, dan Jürgen Enders. "The changing academic profession: The case of the Netherlands." *Quality, Relevance, and Governance in the Changing Academia: International Perspectives*, 2006, 167.

Conflict of Interest Statement: The author(s) declares that research was conducted in the absence of any commercial or financial relationship that could be construed as a potential conflict of interest.

Copyright: © AUTHOR. This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. (CC-BY NC), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

SASI is an open access and peer-reviewed journal published by Faculty of Law Universitas Pattimura, Ambon, Indonesia.

