

Healthy Work Culture Stimulate Performance

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Abstract

The quality of higher education is largely determined by the quality of lecturers, one of which is determined by their performances. This research is aimed to find out the prior description of the lecturers' performance of Indonesia private higher education. The method of the study used was descriptive qualitative. The entire population of the study were the lecturers in Indonesia. The sampling technique was cluster random sampling, and the research sample were the lecturers at private higher education in East Jakarta, as many as 400 lecturers. The results of the research were: (1) 85% of the lecturer stated themselves have effective and efficient performances; (2) 89% of the lecturers stated themselves have high responsibility, (3) 85% of the lecturers stated themselves having high discipline, and (4) 85% of the lectures stated themselves having a very good initiative. The implication of this study is the importance of institutional higher education regulation that meets the by maximising the lecturers' empowerment model is the key to the realization of better education quality and create healthy work culture.

Keywords: lecturers, performance, private higher education

Introduction

In order to achieve the objectives of Indonesia's national education, one of which is to educate the life of the nation, the quality of the Indonesian nation must be continuously improved so that it is able to compete with developed countries. Higher education is the highest level of education which has a very important role in achieving educational goals. Some important components or elements in higher education include lecturers. There are four competencies that must be possessed by lecturers based on Law No. 14 of 2005 in relation to the development of the Tri Dharma College's duties, namely pedagogic, professional, personal and social competencies. The four competencies are very important in achieving national education goals which are manifested through the performance of the lecturer ¹.

Lecturer performance is the outcome of the process carried out by the lecturer through work presentations, work implementation, work achievement, work results and performance². Lecturer performance is one of the determinants of the success of the teaching and learning process in higher education. ³

Some advanced universities have carried out a routinely and systematically performance appraisal. External and internal pressure forces the university to improve its governance system, organizational structure, and management style. Evidence can be seen through the adaptation of management tools and practices by profit entities, especially the performance measurement system into university management activities. For example, the University of Siena, Italy has actively used a dynamic performance measurement system when conducting teaching, research activities and management ⁴. However, there are still many universities that still have not implemented the performance appraisal to the lecturers. As the opinion of Zangouezhadand Moshabakisay that although research in terms of resource

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allocation and accounting systems at the university level is growing, studies on performance and management at the department and staff level at universities are still lacking ^{5,6}.

The Indonesian government through the Ministry of Research, Technology and Higher Education has actually conducted a systematic assessment of lecturer performance through the provision of lecturer certification incentives, where each lecturer who passes administratively is required to report the performance of each lecturer (tri dharma tertiary) every semester through the lecturer workload report ⁷. Some studies have found that competence has an influence on individual performance, including in educational settings ⁸. The above descriptions further strengthen the basis of how important it is to measure lecturer performance. If several researchers previously analyzed the performance of lecturers in the field of tri dharma, this study examines and then describes the performance of lecturers based on other performance indicators, namely (1) effectiveness and efficiency, (2) authority and responsibility, (3) discipline, and (4) initiative. This research is also devoted to the assessment of the performance of lecturers in private universities in East Jakarta.

Literature Review

Performance is to measure or monitor and report how either someone or something that is being done that applies to people, activities and organizations. While management performance is a process that helps organizations to formulate, implement and change strategies that can be used according to the needs of shareholders ⁹.

Performance appraisal is one of the real manifestations of the attention of superiors to their subordinates, which ultimately encourages subordinates to work, provided the assessment process is honest and objective and there is a follow-up. Follow-up of performance appraisal is possible for employees to be promoted, developed and or rewarded to be raised. This also applies to educators in higher education. The demands of this policy lead not only to changes in the scope of the company but, the nature and intensity of academic work as performance management and quality assessment is also needed¹⁰. This statement is in line with Parsons and Slabbert that says performance appraisal is a social demand for higher education, therefore it is inevitable that performance

appraisal is something that is mandatory for academics to be continuously appraised under supervision, thus challenging institutional managers to manage staff performance to be more effective on achieving a higher level of productivity, achieving an increasing social demands, the number and range of institutional goals and objectives ¹¹.

Effectiveness and Efficiency: The effectiveness of an organization if the goals of an organization can be achieved in accordance with planned needs, efficiency is related to the number of sacrifices incurred in achieving the goals ⁹. Getting the profession right and efficiently is important in the process of achieving goals.

Authority and Responsibility: In this case, the authority is the authority a person has to govern another person (subordinate) to carry out the tasks assigned to each subordinate in an organization. Whereas responsibility is an inseparable part or as a result of ownership of that authority. If there is an authority, it means that responsibility naturally arises⁹.

Discipline: when obeying applicable laws and regulations. Employee discipline as the obedience of the employee concerned in respecting work agreements where employees work ⁹. Work discipline is needed to produce a good performance, with discipline employees will try to do the work as much as possible and the resulting performance will be better.

Initiatives: relating to thinking power, creativity in the form of ideas for something related to organizational goals. Every initiative instead gets attention or positive responses from superiors ⁹.

Research Method

This research was conducted in the area of higher education service institutions in region III. It was chosen because higher education service institutions region III has more higher educations to be served compared to other higher education service institutions in other region and the higher education service institutions region III is located in the capital city so that various characteristics of the lecturers are expected to represent all the lecturers in Indonesia. The population is all private university lecturers. The number of lecturers in the higher education service institutions region III in the 2018/2019 academic year was 21,423. The research sample used the Slovin formula with a significance

level of α 5% and the sampling technique using cluster random sampling¹². Was 393 respondents so rounded up to 400 respondents.

The technique of data collection is done by distributing the questionnaires via e-questionnaire and e-mail using Google Form. The analytical method used is descriptive quantitative. Questionnaire use a weighted Likert scale as follows: Answers strongly agree to be given a score of 5, agree to be given a score of 4, less agree to be given a score of 3, not agree to be given a score of 2, and strongly disagree given a score divided into four non-test question categories in the form of questionnaires based on four performance indicators. Analysis techniques with descriptive statistics that provide an overview of the weight gain of the item questions, the interval value obtained by the average

number of respondents' answers to the question items based on the weight.

The final results obtained in the form of a percentage that will be interpreted according to the reference with 5 assessment criteria, Interpretation Criteria measurement as determining the level of satisfaction of lecturers, educational staff administration and supporting staff on human resource management are: 0% -20% (very bad), 21% -40% (not good), 41% -60% (good enough), 61% -80% (good), and 81% -100% (very good)¹⁷.

Result and Discussion

Recapitulation of Respondents' Responses regarding question items:

Description of Effectiveness & Efficiency

Table 1. Recapitulation of the Number and Score of Answers for Indicators of Effectiveness and Efficiency

	Total Item	Scale and Frequency									
		5		4		3		2		1	
		Num	Score	Num	Score	Num	Score	Num	Score	Num	Score
11		1471	7355	2614	10456	294	882	21	42	0	0

From table 1, the percentage of performance appraisal from indicators of effectiveness & efficiency of lecturers by comparing the total score (18,735) and the maximum score (22,000) is 85%, so it can be stated that the performance of lecturers in terms of indicators of effectiveness and efficiency is excellent. Effectiveness emphasizes the results achieved, while efficiency is more on how to achieve these goals by comparing the input used with the output produced. with high effectiveness

and efficiency, it is expected that organizational goals can be achieved. This is in line with Andini, Arwiyah, Pangarsothat of the six-factor variables that enter into component factors show a strong correlation with the component factor or the first factor has the largest% of variance which is 34.837% so that this factor is the most dominant factor which encourages performance in terms of ability, attitude, motivation, expertise, discipline, effectiveness and efficiency¹³.

Description of Authority and Responsibility

Table 2. Recapitulation of the number and score of answers for indicators of authority & responsibility

	Total Item	Scale and Frequency									
		5		4		3		2		1	
		Num	Score	Num	Score	Num	Score	Num	Score	Num	Score
9		1657	8285	1828	7312	107	321	8	16	0	0

The data in table 2 gives the results of the percentage of performance appraisal for lecturer responsibility indicators by comparing the total score (15,934) and the maximum score (18,000) is 89%. Thus it can be stated that the performance of the lecturer in terms of the Responsibility indicator is in the interpretation of excellent performance. Very good responsibility contributes to the acquisition of good results, as the results of the research on the analysis of 36 case studies in the Netherlands which are known to have implemented team-based work. Case studies were executed in 1997 by face-to-face interviews with HRM staff and line management.

This concludes from the analysis that the two types of responsibilities are the winning team. In a “hierarchical team” team leaders take responsibility for decisions regarding work preparation, support and control, while in “Shared-team responsibility” decisions are made by team members themselves. Regression method providing evidence empirically which revealed that autonomy, responsibility, information, and creativity each had a positive and significant impact on team performance¹⁴.

Table 3. Recapitulation of the number and score of answers for Discipline indicators

	Total Item	Scale and Frequency									
		5		4		3		2		1	
		Num	Score	Num	Score	Num	Score	Num	Score	Num	Score
	7	1027	5135	1542	6168	200	600	31	62	0	0

The results of the analysis of the data in table 3 show that the percentage of lecturer performance assessment for indicators of lecturer discipline by comparing the total score (11,965) and the maximum score (14,000) is 85%. Thus it can be stated that the performance of the lecturer in terms of the Discipline indicators is in a very good interpretation.

Table 4. Recapitulation of the number and score of answers for Initiative indicators

No	Total Item	Scale and Frequency									
		5		4		3		2		1	
		Num	Score	Num	Score	Num	Score	Num	Score	Num	Score
	13	1770	8850	3116	12464	295	885	19	38	0	0

From the results of the analysis of the data in table 4, the percentage of lecturer performance appraisal for lecturer Initiative indicators by comparing the total score (22,237) and the maximum score (26,000) is 85%, which means that the lecturer performance in terms of Initiative indicators is very good.

Conclusion

In accordance with the results and discussion, it can be concluded that the effectiveness and efficiency, responsibility, discipline and initiative of lecturers are

very high so that it is expected that with the performance of lecturers the higher education regulations can maximize the lecturer empowerment model in order to realize better quality of education and healthy work culture. The analysis shows that “Shared-team responsibility” is considered to contribute more substantially to the team’s performance results from “hierarchical teams”. This analysis helps to gain a better understanding of the relationship between HRM and organizational performance, as seen in “a human resource-based view¹⁵.

Initiatives as actions taken on their own accord from a lecturer are indeed very necessary. Finding that the participatory development process increases employee attitudes, perceived social pressure and perceived ability to take the Initiative ¹⁶.

Work discipline has a positive and significant impact on teacher performance, Islamic leadership has an insignificant influence on teacher performance through work discipline, competence has a non-significant impact on teacher performance through disciplinary work and compensation has a non-significant impact on teacher performance through work discipline ¹⁷. In addition, department performance improves when developed. Thus the opinion of Frese and Fay said that the personal high level can change the work situation of employees and relate to success as an entrepreneur ¹⁸.

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