

The Influence of Organizational Variables Toward Performance of the Lecturers

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Abstract: Objectives of the research are, first, to analyze the influence of resources, leadership, reward, job design and structure variables toward performance of the lecturers. Second, it is conducted to analyze the most dominant variable toward performance of the lecturers. The research used data analysis technique of multi-linear regression analysis along with simultaneously and partially testing. Result of the analysis shows that the variable which has significant influence toward performance of the lecturers and variable that having the most dominant influence toward performance is reward variable.

Keywords: organizational variable, performance, lecturers

As one of developing countries, Indonesia always strives to improve even distribution of education to all its citizens. It conforms to the content of UUD 1945, article 31 which shows that intention of high education are (a) preparing the participant to be a member of society who has academic and professional capability that can implement, develop, and/or enrich both knowledge and technology and/or art, (b) developing and spreading knowledge, technology and/or art as well as improving their utilization to improve the social standard of living and enriching the national culture (Governmental Regulation of Indonesian Republic No. 60 of 1999 concerning with Higher Education).

College as the higher educational organizer has several functions, such as implementing Three Principles of College (*Tri Dharma Perguruan Tinggi*) that comprise of education and teaching, research, and public service. According to Tanjung (1995:9), it is expected that a college will be able to create technocrats, managers and professionals whom can support the developmental success in all sectors. Duty and responsibility in performing this higher education can be conducted by both state and private colleges. The lecturers play strategic roles in a college especially in private college, therefore, the main concern is on the resources management. In order to have

better resources management of the lecturers, an evaluation is badly needed over the implementation of duties and responsibilities of the lecturers. It is expected that such evaluation will able to show factors that could support and inhibit the implementation of duty and responsibility of the lecturers.

Evaluation over performance and achievement of the lecturers is one of important activities that should be performed in related to the implementation activity of higher education. The performance evaluation is needed to improve effectiveness and efficiency, as performance of the lecturers is one of determinant factors of higher education management success.

Success of a college is determined by three related factors, such as input which refers to the new students, instrumental which refers to lecturers, administrative staffs, curriculum, teaching methods, means and infrastructure, for instance, buildings, class as well as adequate equipments, and graduate.

Objectives of the research are to analyze the influence of resources, leadership, reward, job design and structure toward performance of the lecturers and to analyze which variable has the most dominant influence toward performance of the lecturers.

Human resources quality is the main key of any organization in its effort to reach success. The most

important internal factor of an organization is workforce; therefore, it is assumed that the improved performance of the workforce will automatically improve performance of the company. So, an organization should develop its performance through performance appraisal. Performance appraisal is a useful tool because it is used not only to evaluate jobs of the employees, but also to develop and motivate them. Performance appraisal can also be used to help individual in managing his/her performance. Performance is rate of success that has been experienced by someone in doing his/her job. To what extent the success of someone in doing his/her job is so-called level of performance. According to Baily in Mirhard (1999:2) performance is a result of action pattern in order to achieve goal according to the stated standard, the action comprises of behaviors that have been observed from the intellectual process.

According to Handoko (1996:135), performance appraisal is a process in which the organizations could evaluate or assess performance of its employees. This activity could revise decisions that have been made by the personnel management and provide feedback to all employees in completing their jobs.

According to Simamora (1997:415), performance appraisal is a process in which the organization could evaluate the individual job completion. In a modern organization, performance appraisal gives important mechanism for the management to describe objectives and performance standards as well as to motivate the individual performance in the future. Even though, substantially, there is no different meaning between performance and job performance, but the term of performance will be applied in further discussion.

According to Fisher et al (1993:471), performance appraisal is a process of evaluation over the employee's contribution to the organization within a given period. According to Milkovich and JW Bondrean (1994:65) performance appraisal is a process to evaluate performance of the employees in the form of level in which the employee could meet the job requirements. Performance appraisal is a process which enables the organization to evaluate or assess performance of its employees (Handoko, 1997:135). The organizational management should be more concern for the performance appraisal policies on an organization because the organization has to

know all jobs that have been completed by its employees.

According to Werther and Keinth Davis (1996:31), relationship between output of the performance appraisal and the taken action on Human Resources sector is Performance Improvement which gives an opportunity to employee to improve both individual and organizational performance. Performance appraisal is used to make a Compensation Adjustment, assist the decision-maker in determining the amount of income that deserved to be received by individual. Placement Decisions is used as a base in making decision that relates to promotion, transfer, and demotion. Training and Development Needs is applied to determine the need for further training and development of the existing potency. Career Planning and Development : Good performance shows the strength on the staffing procedure and vice versa. Informational Inaccuracy : based on inaccurate information which leads to mistake in positioning the staff, training and consultation. Job Design Error : Bad performance will create a symptom of mistake on the job design. Equal Employment Opportunity : Accurate performance appraisal will ensure indiscriminative factor. External challenges : they can help to overcome problems which are caused by external factors, outside the working environment, j) Feedback to Human Resources : Good or bad performance of both individual and organization will show how good the human resources perform its functions.

Based on some opinions above, it can be concluded that performance appraisal has more benefits and usages, so that the performance appraisal plays the most important role on human resources management. Therefore, the performance appraisal system should be made as objective as possible. The performance appraisal can be chosen from one of methods or combination of those methods. Those methods are graph appraisal scale, alternation improvement, paired comparison, forced distribution, critical incident, narrative form, periodic appraisal scale and management by objective (Dessler, 1998:5).

Every person works based on his/her job description. Arrangement of the performance standard which based on position description will give an opportunity to both supervisor and employees in order to create a dynamic job description for the employees. Job description can be used as statement about general

objectives that must be achieved by subordinates in supporting the organizational targets.

According to Handoko (1997:51), Performance Standard is "criteria that must be met to evaluate and measure success in doing the job." The performance standard usually relates to targets of the unit management. Ideally, the performance standard will help the employee in controlling his/her own job.

A general criterion in evaluating performance of the lecturer is the implementation of *Tri Dharma Perguruan Tinggi*. Decree of the Director General of Higher Education No. 1735/D/C/2000 concerning with Proposition of Credit Figures at Higher Education Environment such as Education and Teaching that comprise of:

Gaining certificate of the highest level, giving tutorial and examine, conducting educational activity in laboratory, teaching practice, workshop and work field practice as well as guiding the seminar of the students, guiding the obligatory social internship, guiding in make a report, having the duty as committee on examination, and nurturing activity of the students, making module.

The research comprises of: writing scientific essay, presenting essay during the scientific meeting. Public service comprises of: provide training/extension/upgrading to society, giving service to society that support implementation of the general duty, creating social service work. The supporting elements are: being the member of professional organization, representing me college in committee inter-institutions, gaining a reward, attending the upgrading, gaining higher degree.

The proposed hypothesis on this research are organizational variables that comprise of: resources, leadership, reward, and job design and structure, which have simultaneously significant influence toward performance of the lecturers. Besides that, reward variable is presumed to have the strongest and positive influence toward performance of the lecturers at Semarang University.

METHODS

The population is the entire lecturers, self-supporting lecturers. Self-supporting lecturers are the lecturers who perform teaching and learning process by themselves. The respondents are selected using stratified random sampling technique.

Data analysis of this research is multi-linear regression analysis. It is expected that this analysis could describe the influence of organizational variables (Resources, Leadership, Reward, Structure, and Job Design) toward performance of me lecturers at Semarang University.

According to Sujana (1992:69), equation of the multi-linear regression is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Where Y = Performance of the lecturers, X_1 = Resources, X_2 = Leadership, X_3 = Reward, X_4 = Structure, X_5 = Job Design, α = constant $\beta_1 \beta_2 \beta_3 \beta_4 \beta_5$ = Regression coefficient of each independent variable.

RESULTS

Result of the Regression Analysis gives the equation of multi-linear regression as follows: $Y = 29.33832 + 0.37496 X_1 + 0.00438 X_2 + 0.65099 X_3 - 0.41260 X_4 + 0.48969 X_5$.

Result of the multi-correlation analysis shows that value for the organizational variables and performance of the lecturers is 0.629. It shows a strong relationship among them. Coefficient of Determination (R^2) is 0.390 which shows that capability proportion of the organizational variables that comprise of resources, leadership, reward, structure and job design in describing variability of the lecturer's performance is 39%. F-count of 7.808 and probability of 0.000 show that the obtained equation of the linear regression is statistically a significant equation in describing performance variability of the lecturers. It can be proved that the error probability value of the model by 0.000 is smaller than the alpha value of 0.05.

Contribution of the independent variables (resources, leadership, reward, structure and job design) toward dependent (performance of the lecturers) can be seen on the value of R^2 (determination coefficient value). Result of the counting shows that R^2 of 0.390 means that me independent variables have simultaneously influenced me dependent variable of 39%, and me rest by 61% has influenced by other variable as variable that influence performance of the lecturers, which is not included in me observed model. F test is used to examine whether independent variables have simultaneously significant influence toward performance of the lecturers. Table 1 shows the probability value of 0.000 is smaller than alpha value of

Table 1 Result of the Regression Analysis among Organizational Variables toward Performance of the Lecturers

<i>Variable</i>	<i>Coefficient b</i>	<i>Coefficient β</i>	<i>r²</i>	<i>T count</i>	<i>Probability/sig.</i>
X1	0.37496	0.0231	0.0666	2.086	0.041
X2	0.00438	0.004	0.0000	0.036	0.971
X3	0.65099	0.358	0.1369	3.112	0.003
X4	-0.41260	-0.251	0.0890	-2.445	0.017
X5	0.48969	0.256	0.088	2.427	0.018
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<i>Constant</i>	: 29.33832				
<i>Multiple R</i>	: 0.625				
<i>R²</i>	: 0.390				
<i>F count</i>	: 7.808				
<i>Probability</i>	: 0.000				

0.05, so that it can be concluded that resources, leadership, reward, structure, and job-design variables have significant influence toward performance of the lecturers.

Coefficient regression on resources of 0.37496 shows a tendency that the improvement of resources will improve performance of the lecturers, and vice versa. The significant influence level of resources variable toward performance of the lecturers is statistically tested using t-test. Based on result of t-test, resources variable has statistically significant influence of change toward performance of the lecturers. It can be proved from tcount of 2.086 that giving probability value of 0.041 is smaller than $\alpha = 0.05$. Value of β on resources variable is 0.0231 and coefficient of partial determination (r^2) for resources variable is 11.83%, which means that partially the resources variable capability in describing performance variability of the lecturers is 11.83%.

Coefficient of regression on leadership variable is 0.00438 shows a tendency that better leadership will improve performance of the lecturers. The significant influence level of leadership variable toward performance of the lecturers is statistically tested using t-test. Based on result of the t-test, leadership variable has not statistically given influence of change toward performance of the lecturers. It can be proved from t value of 0.036 that gives probability value of 0.971 which is higher than α , 0.05. Coefficient of partial determination (r^2) for leadership variable is 0.0692 which means that partially, capability of the leadership variable in describing performance variability of the lecturers is 6.92%.

Coefficient of regression on reward variable of 0.65099 shows a tendency that increased reward will improve performance. The significant influence level

of reward variable toward performance variable is statistically tested using t-test. Based on result of t-test on Table 1, reward variable has statistically significant influence of change toward performance. It can be proved from t count of 3.112 that giving probability value of 0.003 is smaller than alpha value of 0.05. Coefficient of partial determination (r^2) for reward variable is 0.1962, which means that partially the reward variable capability in describing performance variability is 19.62%.

Coefficient of regression on structure variable of -0.41260 shows a tendency that the greater is the structure, the lower is the performance. The significant influence level of structure variable toward performance variable is statistically tested using t-test. Based on result of t-test, structure variable has statistically significant influence of change toward performance. It can be proved from t count of -2.445 and probability value of 0.05 is smaller than alpha value of 0.05. Coefficient of partial determination (r^2) of 0.0484 means that partially, the structure variable capability in describing performance variability is 4.84%.

Coefficient of regression on job design variable of 0.48969 shows a tendency that when the job design variable has been arranged and well prepared so it will improve performance. The significant influence level of job design variable toward performance is statistically tested using t-test. Based on result of t-test, job design variable has statistically significant influence of change toward performance. It can be proved from t count of 2.427 that giving probability value of 0.018 is smaller than alpha value of 0.05. Coefficient of partial determination (r^2) for job design variable is 0.0882, which means that partially the job

design variable capability in describing performance variability is 8.82%.

Multi-linear regression analysis is used in order to test the first hypothesis, the organizational variables that comprise of resources, leadership, reward, structure and job description toward performance of the lecturers (Y). The description of regression analysis result is described below.

Based on Table 1, it can be found out that value of multi-correlation between the organizational variables and performance of the lecturers is 0.629, which shows a strong relationship. Coefficient of determination (R^2) is 0.390 which shows that capability proportion of the organizational variables that comprise of resources, leadership, reward, structure and job design in describing variability of the lecturer's performance is 39%. F-count of 7.808 and probability of 0.000 show that the obtained equation of the linear regression is statistically a significant equation in describing performance variability of the lecturers. It can be proved that the error probability value of the model by 0.000 is smaller than $\alpha = 0.05$. Based on result of F test, it can be concluded that the first hypothesis is accepted which means that the organizational variables has simultaneously significant influence toward performance of the lecturers.

Testing of the second hypothesis which is conducted to determine the strongest influence among the organizational variables toward performance of the lecturers uses t test by observing coefficient of the partial determination (r^2) and coefficient beta, regression of the independent variable that has been standardized (Arif: 1993:10).

Based on result of the counting it can be concluded that reward variable (X_3) has the strongest influence along with beta value of 0.358 and r^2 is 19.62% so that the second hypothesis is accepted.

DISCUSSION

Based on discussion above, it can be concluded that four out of five organizational variables that has significant influence toward performance of the lecturers are reward, job design, structure, and resources.

From the table above, it can be seen that reward variable has the strongest and the most significant influence toward performance of the lecturers. As we can see that most problems occurred in organization lately are because of dissatisfaction of the employees concerning with compensation. Therefore,

Table 2 Variables which have significant influence toward Performance

Variable	Coefficient of Regression
X_3 (Reward)	0.65099
X_5 (Job Design)	0.48969
X_4 (Structure)	-0.41260
X_1 (Resources)	0.37496

compensation becomes the most important problem for the organizational life. Actually, most of the employees prefer their wages being related to performance and the company believes that reward system in general and incentive system especially, has influenced the performance (Simamora, 1997:624).

There are some reasons that relating reward to performance : a) Motivation: Expectancy Theory which has been stated by Vronun in Simamora (1997:624), performance and reward have essential relationship to motivate performance. This theory is widely accepted in order to understand job motivation, b) Retention relates reward and performance which enables to improve workforce composition. Good employees will tend to get greater portion and it motivate them to stay with the organization, c) Productivity during the performance is related to reward; therefore, people who have higher productivities will be more motivated to work. Based on the above description, it shows that in order to improve performance of the lecturers, the main variable that must be concerned is reward variable.

The second variable that has significant influence and higher value for coefficient of regression is job design variable. Job design relates to routine job, working method and working activity. Performance improvement of the lecturers should be more concerned especially on activity and routine job of the lecturers which means that subjects that have been taught should not be variable so that the given subjects can be well-mastered and completed in time.

The third variable which influences performance of the lecturers is job structure. The research describes that when the job load is high, job relationship which concerning with job completion will always relate to superior and it leads to worse performance. Therefore, obvious regulation is badly needed to complete the job on time.

The fourth variable which has significant influence is resources. Based on result of the research, the institution should be more concern in providing

clean room, good means and infrastructure as well as rehabilitating the existing means in order to achieve better performance of the lecturers.

For performance variable, the institution should give more supports on activities that concerning with research and public service so that more lecturers will get involved in this program and it will improve performance of the lecturers.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on results of the analysis and discussion on the previous chapters, it can be concluded that: (1) Variables which are analyzed as related to performance are: resources, leadership, reward, structure and job design. (2) Based on result of the research for performance, it still focuses on education and teaching while research and public service should be improved. (3) Based on F test, variables of resources, leadership, reward, structure and job design have simultaneously significant influence toward performance of the lecturers. Coefficient of determination (R^2) of 39% means the independent variable which is put into the research model has contribution of 39% toward performance improvement of the lecturers at Semarang University, while 61% is influenced by other independent variables which are not included in this research model. (4) There are four out of five variables which have significant influence toward performance of the lecturers, such as resources, reward, structure and job design, and based on t test, the probability value or significant value of these four-variables is < than the stated alpha by 5%. (5) Reward variable has the strongest and the most dominant influence because it has highest value for coefficient beta and the lowest value for probability.

SUGGESTION

Reward variable has the strongest influence in improving performance of the lecturers, so that the faculty management line should pay more attention on compensation or reward factor and of a kind which relates to financial, at least the acceptance can be adjusted with the prevailing governmental regulations, and it is possibly from the existing governmental regulations in order to affect the improvement of individual performance.

The superior should be more focused in developing research and public service, therefore, performance of the lecturers will be better. For further research, other variables, such as individual and psychological variables which are not included in the model, need to be observed in order to find out the complete contribution of variables that could influence performance of the lecturers at Semarang University.

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