

Support of the Organization in Indonesia's Private College (Studies at Private Universities in West Java)

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ABSTRACT

This paper aims to analyze and produce a study of Organizational Support in Private Universities in Indonesia. This research is a descriptive study using a quantitative approach, to find a conceptual model of organizational support in private universities in Indonesia. Based on empirical research it was found that organizational support at private universities in West Java was not strong enough. Trainings related to research and publication have not been carried out regularly. The leadership does not provide enough encouragement for lecturers to conduct scientific research and publications, there is no incentive for lecturers who have achievements in research and scientific publications. The university has not provided the opportunity for lecturers to conduct seminars / conferences or scientific publications. Unavailability of funds for attending seminars, conferences and scientific publications. The research sample was 275 respondents from several lecturers at private universities in West Java. The findings of this study are very useful for leaders in tertiary institutions and lecturers in increasing strong organizational support This research provides a useful contribution, because studies on organizational support in private universities are still very rare.

Keywords

Organizational support; private universities; Indonesia

Introduction

Organizational support is how workers are organized in formal or informal units to achieve the mission and strategic goals, how job and position responsibilities, compensation processes, individual / employee performance management, promotion, communication, recruitment, and successful planning are managed. In organizations, social interaction can occur in the context of the individual and the organization. Related to that, the concept of organizational support tries to explain individual interactions with organizations that specifically study how organizations treat individuals (employees) so as to lead to employee perceptions of the treatment given by the organization. Ahmad and Loghman (2014) stated that strong organizational support can improve. The same thing was expressed by Luthans (2011) that the level of support from the leadership, and good cooperation with colleagues can affect performance. However, the conditions in private universities in West Java based on the findings of Ratna's (2018) research are as follows: 1) Funding to include lecturers in seminar activities is still low; 2) Funding for scientific publications in reputable scientific journals is still low, even though funding for lecturers' seminars and scientific publications is a

form of assistance and appreciation from the university for lecturers; 3) The encouragement and supervision of the leadership in an effort to assist lecturers in making scientific publications is still low. This indicates that the leadership has not consistently supported the lecturers to carry out the obligation of scientific publication.

Literature Review

Organizational Support Concept

Organizational support can be defined as employees' perceptions regarding the extent to which the organization provides support to employees and the extent to which the organization is prepared to provide assistance when needed. Eisenberger et al. in Karatepe (2012) argues that organizational support refers to the extent to which employees feel that their contributions are valued by the organization and that the organization cares about their welfare. If employees think that the organizational support they receive is high, then these employees will incorporate membership as members of the organization into their identity and then develop a more positive relationship and perception of the organization. By merging membership in the organization with the employee's identity, the

employee feels part of the organization and feels responsible for contributing and giving his organization the best possible performance. Leveson et al. (2010) argue that organizational support is considered a reflection of employees' perceptions of their organization's readiness to appreciate work improvement efforts and in meeting their socio-emotional needs. This shows that employees feel that they are supported by the organization and will have a sense of meaning in the employee. This is what will increase the commitment to employees. This commitment will ultimately encourage employees to try to help the organization achieve its goals, and increase the expectation that work performance will be noticed and appreciated by the organization. Wendel's view in Ekowati and Andini (2008) defines organizational support as all things related to assistance and relationships between colleagues that involve feelings of wanting to help each other and feelings of mutual need between superiors and subordinates. Robbins and Coulter (2009) states that organizational support is perceived as a general belief of employees that the organizations they join or work for value their contributions and care for them. Ivancevich (2014) adds that there is a number of support and feelings of acceptance by colleagues, superiors, and departments that help in the success of performing tasks and work. Erdogan and Enders (2007) define organizational support as an individual belief that the organization cares / its standards / and provides input / by providing assistance and support. In a study shown by Wayne et al. (2002), procedural justice is perceived justice in the process of taking the results Organizational support is an action shown by the organization to its employees in order to provide a perception of the employees regarding what the organization has given them. Perceived organizational support can be meaningful and beneficial to meet the socio-emotional needs of employees (Bilgin & Demirer, 2012). Organizational support is also in guidance activities such as employee counseling, challenging assignments for employees, employee protection, employee coaching, ensuring a harmonious relationship between employees and role modeling (Baranik et al., 2010). According to Rhoades and Eisenberger (2002), employees feel that organizations support if resources are provided voluntarily rather than providing

resources after pressure from labor unions and government regulations on health and safety. Likewise, Chiang and Hsieh (2012) stated that organizational support is the belief that leaders care about the needs of employees. Based on several literature reviews, text books, journals and initial surveys on private university lecturers in West Java. The obtained constructs regarding organizational support are the extent to which the university provides support, assistance when needed, appreciation for contributions, care for socio-emotional needs, welfare, relationships and feelings of mutual assistance among lecturers and leaders.

Dimensions and Indicators of Organizational Support

The dimensions of organizational support according to Baranik et al. (2010) are as follows:

1. Counseling activities

Foster a positive self-view by helping organizational members explore personal concerns that can interfere with their ability to feel comfortable in the organization.

2. Challenging assignments

Provides opportunities for new learning, especially when combined with technical feedback and support.

3. Protection of employees

Engage the mentor by giving praise or giving reprimands in controversial situations, intervening in potentially career-damaging situations, and protecting students from high-visibility assignments where the risk of failure is high or when members of the organization are sick while performing assignments.

4. Employee development

Teaches how to effectively navigate within an organization by providing information on how to complete work tasks, receive recognition, and fulfill one's career aspirations.

5. Harmonious relationship

Friendships create positive social experiences at work and allow members to feel like colleagues with more senior members of the organization, which can impact members' positive perceptions of authority figures in the organization.

6. Role modeling

Members can identify mentors and mentors to be people they admire and respect.

Meanwhile, according to Bilgin et al. (2012), the dimensions of organizational support are as follows:

1. Training

Training is a practice of communication wisdom that is an investment for employees.

2. Autonomy

Members' perceived control over how they carry out work, including scheduling, work procedures, and various tasks.

3. Work safety and comfort

The assurance that the organization will retain membership over future employees is expected to provide a strong indication, especially in times of downsizing.

4. Compensation

Appropriate compensation can increase employees' perceptions of organizational support.

5. Justice

It states that procedural fairness determines the amount and distribution of organizational resources.

6. Working conditions

A comfortable work environment and work aids that allow it to support work are important for employees / members of the organization.

In more depth, Amin (2013) argues that organizational support for higher education is as follows:

1. Decisive leadership

Leaders who dare to make decisions that are judged to be good and firm and dare to give rewards and sanctions.

2. Career development program

University members have the opportunity to undertake career development and promotion.

3. Providing incentives

University members are given incentives for those who have carried out career development.

Provide time for employees to go through further studies (given time off to carry out study assignments), seminars, workshops and conferences.

4. Innovation

University members are given the opportunity to share information and new things.

Based on the results of the study from the opinions of several experts regarding the dimensions of organizational support and adjusted

to the topic of the unit of analysis, the constructs regarding the dimensions and indicators of organizational support are obtained as follows:

1. Training

The university regularly conducts training for lecturers to write scientific articles, analyze data and train for scientific publications.

2. Encouragement from the leadership

University leaders provide encouragement and assess the performance of lecturers in conducting research, conferences and scientific publications in rotating national and international journals.

3. Fund Support

The university provides funds for lecturers to conduct research, national and international conferences, and provides funds to carry out scientific publications in both reputable national and international journals.

4. Providing incentives

The university provides incentives for lecturers who succeed in becoming best papers in national and international conferences, and provides incentives for lecturers' scientific articles that have been successfully published in reputable national and international journals.

5. Provide opportunities for seminars / conferences

Lecturers are provided with time and given the opportunity to conduct national and international conferences.

Methodology

This study uses a descriptive approach that aims to produce a study of organizational support in tertiary institutions in Indonesia. The unit of analysis in this study is a permanent lecturer at a private university in West Java. Taken a sample of 275 respondents from the population 780 people. Data testing is done by means of the average test.

Results and Discussion

Based on the processed data, it is illustrated that the training dimension is in sufficient criteria, thus in some private universities in West Java the activities of scientific article writing training, data analysis training and training on how to publish in scientific journals for lecturers are not carried out regularly. Even though this kind of training is really needed by lecturers to improve the results

of their research and the quality of the articles produced so that they can be accepted in reputable journals.

Based on interviews with several lecturers, lecturers often participate in training activities related to article writing and publication in journals. However, the material that is obtained is often not delivered to other lecturers, while it is still difficult to bring in expert speakers by unknown universities. Apart from financial support, the most important things that are needed by lecturers in conducting scientific publications are training in journal writing, data analysis and scientific publications. It is also stated by Mathis and Jackson (2011) that a process of upgrading skills and capabilities should be carried out. Likewise, according to Bilgin et al. (2012) that the training provided will make a valuable investment for employees (lecturers).

Encouragement from superiors is in sufficient criteria. Thus, it can be said that in some private universities in West Java the university leadership still does not care about research activities or lecturers' scientific publications. The lecturers missed invitations to seminars / conferences, both national and international. Even though the superior is actually responsible for managing his subordinates and is responsible for evaluating the performance of his subordinates (Eder & Eisenberger, 2008). Based on the results of interviews, lecturers are still involved in the operational activities of study programs / faculties or universities. So that superiors focus more on routine activities and it is not uncommon for lecturers to be involved in new student screening activities.

Fund support is in the sufficient criteria, thus it can be said that in some private universities in West Java the availability of funds for lecturers to conduct seminars and scientific publications is still minimal. Several lecturers at private universities admitted that it was very difficult to apply for seminar or publication funds in reputable journals. After confirming with several leaders of private universities in West Java, they said that the budget allocation for seminars / conferences or scientific publication funds for lecturers was very minimal, almost not even

allocated. In fact, according to Amin (2013), financial support is needed to encourage lecturers to carry out their duties, especially in carrying out scientific publications.

The provision of incentives is also in the sufficient criteria. This indicates that in several private universities in West Java, incentives for lecturers who become best papers in seminars / conferences, both national and international, are not available. Likewise, lecturers who have successfully published their articles in reputable journals are not available. Based on the explanation from some university leaders, the institution does not provide such incentives. Whereas, according to Amin (2013), financial support is needed to encourage lecturers to carry out their duties. Providing incentives for outstanding lecturers can improve lecturer achievement. So that, the articles produced by lecturers have high quality.

Providing time to attend seminars / conferences is in sufficient criteria. Thus, some lecturers at private universities in West Java are not given time to attend national or international seminars / conferences. Based on the results of interviews, lecturers were only given time to attend seminars / conferences held nationally or international seminars held domestically. This is because the time given by the institution is very limited. Meanwhile, according to Amin (2013) also said that universities should provide time for lecturers to attend seminars and conferences so that lecturers can be motivated to produce articles for the seminar.

Conclusion

Conclusion

Organizational support for private universities in West Java is not strong enough. This indicates that organizational support at some private universities does not carry out training on scientific article writing, data analysis training and publication in reputable journals. The leadership does not provide enough encouragement for lecturers to conduct scientific research and publications, there is no incentive for lecturers who have achievements in research and scientific

publications. The university has not provided the opportunity for lecturers to conduct seminars / conferences or scientific publications. Unavailability of funds for attending seminars, conferences and scientific publications.

Recommendations

Private universities in West Java should carry out regular research trainings such as: scientific article writing training, data analysis and scientific publication training in national and international journals should be regularly held by universities. So that the lecturers' research will be of even higher quality, the articles produced by the lecturers can be published in national journals that are published or reputable international journals. Universities must increase the availability of research funds and scientific publications for conferences and for lecturers' scientific publications, or encourage lecturers to take part in research grants as well as grants for scientific publications organized by the Directorate of Higher Education. Universities must give appreciation for lecturers who have successfully published their articles in highly reputable journals, or incentives for lecturers who succeed in becoming best papers at conferences.

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