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# Perceived Organizational Support and Performance: The Mediating Effect of Affective Values

Endang Sulistiyani



**AFFILIATION:**

Department of Business  
Administration, Politeknik Negeri  
Semarang, Central Java, Indonesia

**\*CORRESPONDENCE:**

[endangsulis15@polines.ac.id](mailto:endangsulis15@polines.ac.id)

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**Abstract:**

**Research aims:** The purpose of this study is to analyze several antecedent variables that affect lecturer performance, namely perceived organizational support, affective values, and academic culture.

**Design/Methodology/Approach:** The population of this research was the lecturers of the Politeknik Negeri Semarang. The sampling method used purposive sampling. Data collection methods were by distributing questionnaires, interviews, observation, and literature study. The data were analyzed using the Structural Equation Modeling technique.

**Research findings:** Based on statistical results, four hypotheses proposed showed a significant positive effect on all relationships between variables. The indirect effect of the independent variable on the lecturer's performance produces a strategy, improving the lecturer's performance through affective values. In addition, the dominant influence between variables is shown by the relationship between affective values on the lecturer's performance.

**Theoretical Contribution/Originality:** In accordance with social exchange theory and organizational support theory, there was a mutually beneficial reciprocal relationship between the organization and employees. Socio-emotional needs of lecturers were met when they received good treatment from their leaders, which had implications for the value of employee commitment to organizational progress.

**Practitioners/Policy Implications:** The organization's management team must always support the improvement of the competence and welfare needs of employees. The give-and-take relationship between the organization and employees fosters morale to achieve a common goal. In addition, affective value as a consequent variable of perceived organizational support and academic culture increases the active participation of organizational members to always be proud to be part of the organization and adapt to challenging tasks as self-actualization.

**Research Limitations/Implications:** However, this study only used one research object. Thus, future research needs to consider the research object in all state polytechnics in Indonesia. Such studies are necessary for cross-validating research findings.

**Keywords:** Perceived Organizational Support; Affective Values; Academic Culture; Lecturer Performance

## Introduction

Attention and perceived organizational support to employees are reciprocal activities. The existence of employees by providing physical and non-physical resources in the form of knowledge, abilities, skills, and experience for the benefit of the organization gets remuneration in the form of financial and non-financial compensation. Non-financial compensation is related to human resource practice activities, including performance management, praise and recognition, and training and development (Boon et al., 2019). The perspective of human resource management practice implies that training and development are carried out by organizations to improve competencies related to knowledge, skills, and abilities (KSA). Employees then periodically receive knowledge updates and new relevant work methods to complete tasks, responsibilities, and work challenges. Hence, employees are expected to get job satisfaction and are motivated to improve work performance. In addition, employees will be able to complete larger tasks, career development, and organizational citizenship behavior (Stirpe et al., 2022). Therefore, employees who are satisfied with their performance effectively will be willing to provide constructive feedback for the organization.

Moreover, the Tri Dharma of higher education is one of the goals that every university in Indonesia must achieve and carry out. Higher education should give birth to young people or educated people with high spirits, creative, independent, and innovative thinking, to build the nation in various sectors according to their abilities. The essence of the Tri Dharma of higher education is a) education and teaching, b) research and development, and c) community service.

For this reason, the Tri Dharma of higher education is the responsibility of all elements in the college. Students, lecturers, and academics are involved here (Kemdikbud, 2020). The activities of the higher education academic community based on the Tri Dharma of higher education thus must continue to be adjusted according to the demands, developments, and needs of the times.

On the other hand, the development of science, technology, and environmental changes with all their impacts require higher education institutions to develop themselves further to implement the Tri Dharma of higher education by creating and improving academic culture, especially in the campus environment, so that the competence of the academic community can be relied on according to their fields. As actors of the Tri Dharma, lecturers are always expected to adapt their programs to the times and further develop academic culture so that their productivity and contribution are qualified in society. In this case, lecturers are essential components in an education system in higher education. The competence of educators, especially lecturers, is defined as a set of knowledge, skills, and behaviors that must be possessed, lived, mastered, and realized by the lecturers in carrying out their professional duties. These competencies include pedagogic competence, personality competence, social competence, and professional competence. The roles, duties, and responsibilities of lecturers are vital in realizing the goals of national education, namely educating the nation's life and improving the quality of Indonesian people, which includes the quality of faith/taqwa, noble character, and mastery of

science, technology, and art, and realizing an advanced, just, prosperous and civilized Indonesian society. To carry out these very strategic functions, roles, and positions, professional lecturers are needed (Duniadosen, 2016).

As mandated by Law Number 14 of 2005 concerning Teachers and Lecturers, lecturers have declared professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Meanwhile, professionals are stated as works or activities carried out by a person and became a source of income for life, requiring expertise, proficiency, or skills that meet certain quality standards or norms and require professional education.

Specifically, Politeknik Negeri Semarang (Polines) is one of the universities established through the Decree of the Director-General of Higher Education Number 03/Kep/DJ/1979. The purpose of establishing Polines is to meet the needs of experts for the industry. At first, Polines was headquartered at Diponegoro University under the name Diponegoro University Polytechnic (UNDIP Polytechnic). Then, it was declared independent based on the Decree of the Minister of Education and Culture Number 175/O/1997, dated August 16, 1997, which was complemented by the statutes of the Semarang State Polytechnic based on the Decree of the Minister of Education and Culture Number 311/O/1998. Then, Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education stipulates Polines as a higher education provider of vocational education that prepares students with certain applied skills at the Diploma level to the Applied Undergraduate program. The implementation of this education can be developed by the government to the Applied Master program and Applied Doctoral program. Under the Decree of the Minister of Education and Culture Number 175/O/1997, dated August 16, 1997, concerning the Establishment of Polytechnics, the government gave the opportunity for Polines to organize this level of education. Until now, Polines has organized education for Diploma programs, Applied Undergraduate programs, Professional Education programs, and Applied Masters programs, which in the future and as soon as possible can be continued to the applied doctoral program.

Further, the issuance of Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education regulates two important things: the implementation of higher education and the management pattern as a higher education institution that strengthens the roles and responsibilities of Polines as a vocational college. Polines has also entered a new paradigm as the organizer of a wider vocational program in supporting aspects of quality, relevance and competitiveness, increasing and equitable access to education, and improving governance and higher education institutions to realize the aspirations of Polines 2029, i.e., as a center for technological innovation and an integrated business with a real contribution to make the intellectual life of the nation, promoting the welfare and competitiveness of the nation.

To realize these lofty ideals, the Polines has compiled the 2015-2029 development stages. The successful development, strengthening, and improvement of Polines that have been achieved in the 2015-2019 period as a vocational institution adhering to the motto

'Committed to Quality' is an important step for the great and comprehensive success of the strategic plan of achievement for the period 2020-2024. In this regard, the 2020-2024 strategic plan (Renstra) is based on achievements in the previous period. This strategic plan is prepared as a standard to be developed and used as a guideline for Polines in planning activities for 2020-2024. Polines strategic plan contains vision, mission, and strategic objectives. The spirit of realizing the vision and mission requires clarity of direction of development goals, capacity building, and strengthening programs and activities. This goal is the outcome of implementing the duties and functions of the Tri Dharma of higher education in the implementation of Polines. Polines, as the provider of vocational higher education, sets strategic targets as an elaboration of strategic goals, especially in the fields of technology, economy and business, namely strategic targets 1 to 5. In particular, strategic target 4 contains increasing resources for lecturers and educators who are competent professionals with character and ethics.

Furthermore, Polines is hierarchically led by the director, and the deputy directors assist the duties. Deputy director 1 oversees various technical implementing units and departments as implementers of the teaching and learning process. Polines has five majors: mechanical engineering, civil engineering, electrical engineering, accounting, and business administration. Polines is also one of the leading vocational universities in Central Java Province with an A accreditation score. Each department has a study program; in total, there are Business Administration Departments with four study programs: D3 Business Administration Study Program, D3 Marketing Management Study Program, Applied Administration Study Program at Applied Bachelor's Level, and Applied Undergraduate International Business Management Study Program. The business administration (AB) department currently has 54 teaching staff/lecturers with various disciplines. In carrying out the Tri Dharma of higher education, AB Polines lecturers perform their respective performances, including research and community service. However, according to data obtained from P3M Polines, the performance of AB lecturers in the field of research and service is still lagging behind other majors. It is shown from the small number of proposals submitted or passed to be financed with DIPA Polines funds. In line with the main program majoring in business administration, namely improving the quality of research and service and increasing the publication of scientific works, creative and innovative works from the academic community as outlined in the department's mission, namely carrying out and developing applied research and community service in the field of technology and business (Polines, 2020).

The Director of the Research and Development System reported that the ranking of universities based on research performance for the 2016-2018 period was divided into four clusters: independent, main, intermediate, and fostered. In this case, Gadjah Mada University was superior for independent clusters, Mercuru Buana University for the main cluster, the Islamic University of Kalimantan Muhammad Arsyad Al Banjarmasin for intermediate clusters, and STMIK Tasikmalaya for the target cluster. In the main cluster, there are 13 polytechnics. For fellow polytechnics in the main cluster, the first rank was occupied by Bali State Polytechnic, followed by Malang State Polytechnic, Ujung Pandang State Polytechnic, Polines, Banjarmasin State Polytechnic, and Jember State Polytechnic. Thus, Polines is ranked 4th nationally. The components evaluated include research

resources (30 percent), research management (15 percent), outputs (50 percent), and revenue-generating (5 percent). In addition, the top 10 (Top Ten) university rankings based on research performance were achieved by Gajah Mada University, Bogor Agricultural University, Diponegoro University, Andalas University, Bandung Institute of Technology, Airlangga University, Padjadjaran University, Hasanuddin University, Sepuluh Nopember Institute of Technology, and Universitas Udayana (LPPM UMP, 2020). Thus, it needs to be addressed and reviewed immediately so that Polines can be ranked first nationally.

In addition, according to ranking data from the Ministry of Education and Culture, Research and Technology, a list of the 10 best polytechnics in Indonesia has been published (Suara, 2021). The order is Elka Surabaya Polytechnic, Polban, Polinema, Payakumbuh State Agricultural Polytechnic, Ujung Pandang State Polytechnic, Jakarta State Polytechnic, Padang State Polytechnic, Pangkajene Islands State Agricultural Polytechnic, and Bali State Polytechnic. Nationally, the overall organizational performance of Polines is still below the Elka Surabaya Polytechnic, Polban, and Polinema.

In order to support the success of the Tri Dharma of higher education, the management of Polines provides funds for various research schemes and community service activities, improving the competence of lecturers with various training, workshops, and seminars, managed by each department. Competency certification training and exams are managed by the professional certification service unit. However, this support does not necessarily determine the improvement of lecturer performance. Studies by Bunner et al. (2019), (Metria & Riana, 2018), and (Murniasih & Sudarma, 2017) mention that employees' perceived organizational support improves performance. On the other hand, others findings (Lusdiyanti, 2011); (Suprianto et al., 2021) found no effect of perceived organizational support on employee performance. Therefore, it is necessary to develop an empirical research model by building the concept of affective commitment value in mediating the relationship between perceived organizational support and lecturer performance. Thus, further research is needed to support the relationship between perceived organizational support and employee performance.

## **Literature Review and Hypotheses Development**

Social exchange theory overshadows the concept of organizational support (Sivalogathan & Hashim, 2014). There is a reciprocal relationship between employees and the organization in achieving its vision and mission. Organizational support theory by Eisenberger et al. (2002) indicates that improving employee attitudes and behavior increases their sense of belonging to their work and organization (Canboy et al., 2021). According to opinion (Eisenberger & Rhoades, 2001), perceived organizational support is defined as a person's belief that the organization he works for values his contribution and cares about his well-being. Perceived organizational support also meets socio-emotional needs, assuring that assistance will be available when needed and demonstrating organizational readiness for reciprocity for performance. Eisenberger and Rhoades (2001) further explained that perceived organizational support is assessed with overall

confidence about the extent to which the organization assesses contributions, pays attention to welfare, listens to complaints, pays attention to life, and considers the goals to be achieved and can be trusted to treat employees fairly.

According to Eisenberger and Rhoades (2002), perceived organizational support has four dimensions: justice, supervisor support, rewards, and working conditions. In the positive perceived organizational support category, employees perceive the support provided by the organization as a form of concern that the organization has shown to the welfare of the employee, the direction, evaluation, and motivation, shown by supervisors to employees and the form of rewards given by the organization, such as training, providing promotions, and giving salaries in accordance with employee contributions, and the existence of adequate facilities and security at work. With the suitability of the form of concern shown by the organization, employees will feel valued. With supervisors' direction, evaluation, and motivation, employees will feel needed by the organization, and employees will work with their hearts. In the form of awards given by the organization, such as training, salary, facilities, and security at work, employees will feel comfortable working where they do not necessarily get in other organizations. It results in employees having a strong belief in maintaining their membership in the organization, accepting and believing in the organization's values, and being willing to work extra hard on behalf of the organization (Jufrizen et al., 2020). It can be said that employees have high organizational commitment.

Moreover, perceived organizational support can strengthen the quality of organizational culture. Schein (2004) describes that organizational culture consists of three levels. First, artifacts are visible and can be seen in organizations, such as clothing, ritual behavior, language, written documents, and physical buildings. Second, visible values are beliefs about what should apply in the organization, for example, organizational philosophy, vision, mission. Third, the basic assumption is the necessity of working and thinking models to achieve goals, including standard operating procedures, regulations, and how the organization responds to problems.

In addition, Zarkasyi (2017) thinks that academic culture has cultural values and basic principles, with its tangible form in the form of academic activities and academic symbols. Here, there are several characteristics of a scientific society as the basis for academic culture: critical, creative, objective, analytical, constructive, dynamic, dialogical, accepting criticism, respecting scientific achievements, free from prejudice, respecting time, upholding scientific traditions, future-oriented, and peer-to-peer/partnership. Then, six stages need to be done to build and develop an academic culture: 1) evaluating the organizational situation and determining strategic goals and directions, 2) analyzing the existing culture and sketching the desired culture, and 3) analyzing the gap between what is and what is desired (Zarkasyi, 2017). Zazin (2011) also gives the opinion that academic culture, in essence, regulates educators to understand how they should behave towards their profession, adapt to colleagues and their work environment, and be reactive to the policies of their leaders so that a system of values, habits, academic image, and work ethic is internalized in their life. It will encourage their appreciation of the increase in socio-emotional values in the form of a desire always to be bound and involved and tasked,

adaptive and loyal to the organization. In addition, it encourages performance improvement, both formed by the organizational environment and organizationally strengthened by academic leaders, who issue a policy accepted when someone enters the organization.

According to Robbins and Judge (2011), performance measures what employees do and do not do. Work performance comes from the words “job performance” or “actual performance,” i.e., the results of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. According to organizational support theory (Eisenberger et al., 1986), commitment comes from employees when they receive appropriate treatment from the organization. Meanwhile, perceived organizational support is considered a cause of increased organizational commitment (Eisenberger et al., 2001). Here, employees feel high perceived organizational support in terms of concern for their welfare (Eisenberger et al., 1986). In addition, the theoretical framework of social exchange explains why employees want to participate in positive behavior and why they prefer to avoid negative behavior when providing support and resources for their organization. Employees, therefore, will devote themselves to work professionally and provide the best for the organization (Kalemci et al., 2019). Thus, the proposed hypotheses are:

*H<sub>1</sub>: Perceived organizational support affects academic culture.*

*H<sub>2</sub>: Perceived organizational support affects affective values.*

*H<sub>3</sub>: Academic culture affects affective values.*

*H<sub>4</sub>: Affective values affect lecturer performance.*

## Research Methods

This quantitative research developed and used mathematical models, theories, and/or hypotheses related to empirical studies. Data collection methods were by interview, observation, and questionnaires. The data analysis technique used Structural Equation Modeling to test and prove the developed hypotheses, and the data were processed with the AMOS (Analysis of Moment Structure) program version 22. The population in this study was the teaching staff of the Politeknik Negeri Semarang, totaling 392 from five departments. The determination of the sample in this study used a non-probability sampling method that met certain criteria called purposive sampling. The sample criteria used in the study included respondents who had performed the Tri Dharma of higher education for more than five years, were permanent civil servants and had occupied the functional position of expert assistant for at least three years.

The final number of usable questionnaires was 289. Perceived organizational support was measured by a questionnaire statement adopted from Eisenberger et al. (1986). The statement items on the questionnaire for the affective value variable were adopted from

Meyer and Herscovitch (2001). Meanwhile, the academic culture and lecturer performance statement item referred to Zarkasyi (2017) and Zazin (2011). Also, the respondents were asked to indicate their agreement or disagreement with the statements provided using a ten-point Likert scale, where 1 indicated strongly disagree and 10 indicated strongly agree.

### Results and Discussion

The factor loading value of each construct indicator has met the fit criteria, which is said to be statistically significant if the value is above 0.50 (Hair et al., 2014). The estimation results of the constructed model were obtained by Chi-square with a value of 381,686 with a probability of 0.000. Other fit criteria IFI, CFI, NFI, and RMSEA have recommended conformity standards.

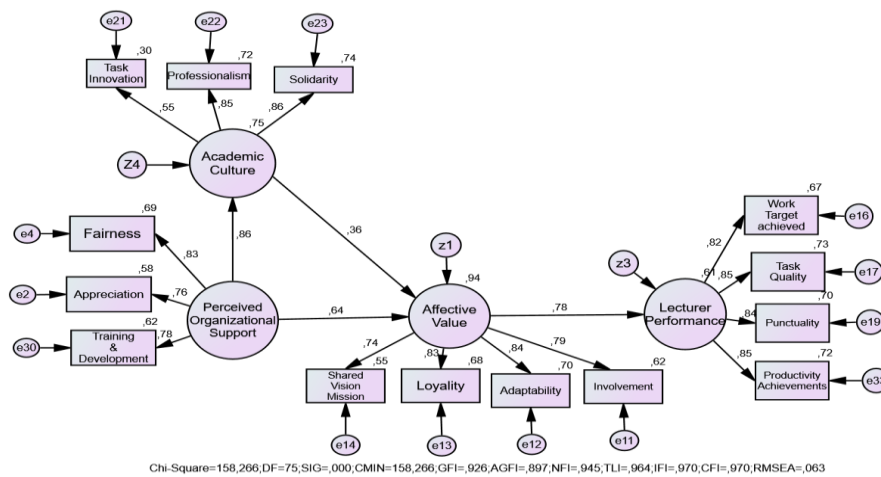


Figure 1 Structural relationship model

Table 1 The results of the regression test

			Standardized Estimate	Critical Ratio	P-Values	Results
Organizational support	→	Academic culture	.588	8.316	***	Supported
Organizational support	→	Affective values	.498	5.674	***	Supported
Academic culture	→	Affective values	.407	3.361	***	Supported
Affective values	→	Lecturer performance	.942	12.451	***	Supported

According to Table 1, the regression coefficient revealed the hypothesized path  $H_1 = 0.588$ ;  $H_2 = 0.498$ ;  $H_3 = 0.407$ ;  $H_4 = 0.942$ , with the critical ratio or t-values  $> 2.0$ , precisely at 1.96 (Arbuckle, 2011), indicating the acceptance of all hypotheses in the model. Using a



significance level of  $<0.05$ , the four hypotheses proposed had a significant positive effect on the influence between variables from the statistical analysis results.

The first hypothesis test results inform the estimated value of 0.588, with the critical ratio value of 8.316 and a probability of 0.000. At a significance level ( $\alpha$ ) of 0.05 (5%), it is concluded that the first hypothesis could be proven that the increase in perceived organizational support will increase the academic culture. The support provided by the leadership in the context of achieving the organization's vision and mission and detailed in the work program must be supported back by all members of the organization, especially lecturers as the frontline in achieving quality student graduates. In this case, vocational universities, such as Polines, always organize various activities to improve the competence of lecturers in supporting the task of the Tri Dharma of higher education. Work programs supporting the organization's vision and maintaining excellent accreditation must also be strengthened by professional work, making learning innovations and establishing collaboration between study programs and industrial partners.

Moreover, perceived organizational support increases the productive contribution of lecturers by providing evaluative feedback by building a quality academic culture (Sudiyono et al., 2020); (Eisenberger & Rhoades, 2001). In the form of operational practice functions of human resources, perceived organizational support, including training and development, performance appraisal, financial and non-financial compensation, harmonious relationships between members and organizational leaders, can increase the emotional bond of lecturers for commitment to implementing organizational strategic goals and objectives. In addition, perceived organizational support includes seminars, workshops, training, and workshops to improve the quality of writing scientific articles and the number of publications of scientific works and creative-innovative works of the academic community, which are carried out annually at the department and organizational level through the research implementing unit.

Also, the quality of academic culture can be developed, including creating a lecturer's workload with a minimum value of a certain semester credit unit. In accordance with the operational guidelines for assessing the credit score for functional positions for lecturers in 2019, lecturers have an obligation to produce scientific papers published in nationally accredited journals with an international reputation. Training to increase competence involves e-learning applications, journal publication strategies, expertise certification, lecturer internships, further studies, and others.

The second hypothesis reveals the estimated value of 0.498, with a critical ratio value of 5.674 and a probability of 0.000. At a significance level ( $\alpha$ ) of 0.05 (5%), it is concluded that the second hypothesis could be proven that the increase in perceived organizational support will increase affective values. In accordance with the social exchange theory, employees who receive good treatment from their leaders, appreciating their hard work and giving a sense of justice in rewards and punishments, have implications for commitment to positive contributions from employees for the organization's progress (Sudiyono et al., 2020).

According to organizational support theory (Eisenberger et al., 1986), socio-emotional needs of lecturers are met when the organization shows readiness to provide rewards, guarantees of welfare, and provides a harmonious work climate, so the lecturer gives much time for the benefit of the organization in the task of the Tri Dharma of higher education. Employees, therefore, want to stay with the organization and feel proud of their identity. In addition, lecturers have high dedication to the organization and, together with the organization, realize work programs, make the vision and mission successful, and maintain public trust in the organization. Organizational support to improve employee competence here will foster a commitment to value-added work processes and outcomes (Sulistiyani & Ferdinand, 2018). The results of this study are in line with the findings (Saadeh & Suifan, 2020); the results also showed a significant positive effect of organizational support on organizational commitment.

The third hypothesis shows the estimated value of 0.407, with a critical ratio value of 3.361 and a probability of 0.000. At a significance level ( $\alpha$ ) of 0.05 (5%), it is concluded that the third hypothesis could be proven that an increase in academic culture can increase affective values. As stated (Samudi, 2012), quality academic culture is supported by 1) human resource development of the academic community, (2) development of educational infrastructure, (3) development of the performance of the academic community, (4) improving the quality of learning, (5) available quality assurance, (6) available quality library, (7) available very high-quality ICT, (8) available need-based laboratory, (9) organized discussion forums, seminars, and workshops, and (10) produced scientific writings through journals, newspapers, magazines, and books. Standard norms for the behavior of the academic community, the belief of all members of the organization in seeing the organization's true goals, and harmonious organizational climate (Schein, 2004) imply employee engagement for organizational success (Kalemci et al., 2019).

The fourth hypothesis uncovers the estimated value of 0.942, with a critical ratio value of 12.451 and a probability of 0.000. At a significance level ( $\alpha$ ) of 0.05 (5%), it can be concluded that the fourth hypothesis could be proven that increasing effective values can increase lecturer performance. The result of the relationship between these four variables is the dominant influence compared to other variables. In this regard, job performance is crucial for employees and organizations in determining promotions, incentives, and termination of employment. Performance is identified as the ability of lecturers to carry out their work-related responsibilities (Caillier, 2010), namely tasks related to the Tri Dharma of higher education. Lecturers committed to the organization are involved in productive tasks, have high cohesiveness among members, and are adaptive to challenging times; in the end, they can quickly achieve their work targets and achieve quality performance. The results of this study support prior research (Wayoi et al., 2021) that organizational commitment positively affected performance.

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## **Conclusion**

Based on the support of our hypothesis, some findings of this study can contribute to the deepening of organizational behavior, including organizational support as a concept of social exchange theory. The give-and-take relationship between the organization and employees fosters morale to achieve common goals. In addition, affective value as a consequent variable of perceived organizational support and academic culture increases the active participation of organizational members always to be proud to be part of the organization and adapt to challenging tasks as self-actualization.

However, this study only used one research object. Thus, future research needs to consider the research object in all state polytechnics in Indonesia. Such studies are necessary for cross-validating research findings. Besides, this research model's antecedent of lecturer performance only used three variables. Hence, this research can be extended to various types of public and private universities in Semarang to find out the model of academic culture, spirituality in the workplace, forms of management support, and evaluation of lecturer performance to strengthen the hypothesis and structural model built. The research model needs to be developed again with additional variables or other relevant variables from the antecedents of lecturer performance. It can be by 1) providing increased rewards for lecturers who can write scientific articles for national S1/S2 and international journals Q1-Q4, and 2) increasing research funds periodically in the field performance achievements by the authorities in the field of research and service through social media for each study program and department, in which information can be used as a benchmark and motivation.

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