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The Influence of Organizational Pride on the Performance of Lecturers in Health at the Nahdlatul Ulama University in Surabaya

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ABSTRACT

Pride is needed in individual motivation and performance, because a person will respond to profitable identities, which are relevant to developing members' psychological sense in the organization, as identification or commitment (Tyler & Blader, 2003). Unusa is a college concentrating on health education programs. Data from Unusa regarding the dharma of conducting research and community service in 2014, found that out of 117 lecturers who had carried out the research, the number had only reached 42,7%, community service 44,4%. Demonstrating the performance of Unusa lecturers is not optimal. Research objectives, to prove the influence of Organizational Pride on the Performance of Unusa Lecturers. Observational research design, type of explanatory research, using a cross sectional approach. Respondents were 105 lecturers. Independent variables are Organizational Pride. Dependent variables are Lecturer Performance (task performance, contextual performance, adaptive performance, counterproductive work behavior). Data analysis used linear regression test, $\alpha = 0.05$. The results of the study prove that Organizational Pride influences Lecturer Performance ($p = 0.002$; $b = 0.301$). This study shows that Pride of the Organization can play a role in encouraging the increase of Lecturer Performance. The higher the Pride of the Organization ultimately increases the Lecturers' Performance. Efforts to strengthen the pride of the lecturers, individually and in institutions are carries out through training and SGD (Small Group Discussion) with routine. Finally, it will improve and strengthen the sense of love, belonging and loyal to optimize the performance of the tridharma.

Keywords: Organizational Pride, Lecturers' Performance

INTRODUCTION

Pride is part of the organization. According to Tyler and Blader, Pride is a belief in an individual who refers to the way he evaluates his organization without making explicit comparisons with other organizations¹.

Pride belongs to everyone who feels proud to be a member or part of an organization. Individuals feel proud to use all the attributes of the organization every day. The pride attitude of individuals who feel the organization supports the individual and gives positive value to him.

Individuals feel that the organization has important and beneficial meaning for individuals as members of the organization. Conversely, No pride in the individual who feels that his organization gives a negative value to him as a member of the organization.

Performance is the level of success in carrying out tasks and the ability to achieve predetermined goals². Associated with the role of individuals in the organization, performance is a series of individual behaviors or activities that are in line with the expectations or desires of the organization in which he works³.

According to Steers and Porter(1987) that performance is influenced by individual motives in interacting with their environment. Performance can be express as an expression of the potential behavior or way of someone in carrying out a task, is a manifestation of the duties and responsibilities of the work given.

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Individual performance is work performance measured by actual achievement compared to the expected performance of employees. Expected work performance is standard achievement as a reference. Proving employee performance in accordance with the standard or other employees¹.

Individual performance is the foundation of organizational performance, so it is necessary to understand individual behavior that also greatly influences organizational behavior in realizing effective management. Organizational behavior is strongly influenced by individual characteristics, individual motivation and appreciation. Besides that, there are several behavioral processes that can influence and give color to the life of the organization. According to John M. Ivancevich, et al (2007) processes that contribute to effective organizational performance include communication, decision making and leadership. The sustainability of an organization depends on the ability of management to receive, send and follow up on information. The communication process connects individuals and integrates internal activities from the organization. Information also integrates organizational activities with external requests. In addition, communication and feedback are management approaches in decision making in organizations.

In this study, using the results of research from Linda Koopmans, et al entitled *Conceptual Frameworks of Individual Work Performance A Systematic Review* to measure or identify individual performance indicators. It done because the dimensions of this study include Task Performance, Contextual Performance, Adaptive Performance, and Counterproductive Work Behavior.

1. Task Performance: Task performance as an important dimension of individual work performance. Task Performance as an ability (competence) which to perform central work tasks. Task performance is a specific work of the technical ability of task skills or role performance such as work quantity, work quality, and knowledge work. Includes completing work assignments, work quality, work quantity, work skills, job knowledge, keeping up to date knowledge, working accurately and neatly, planning and organizing, administration, decision making, problem solving, oral and written communication, monitoring and controlling resource.

2. Contextual Performance: Contextual performance as individual behavior that supports organization, social interaction and psychological environmental functions. Behavioral-oriented beyond the specified official work goals. Contextual Performance, including Extra tasks, Effort Initiative, Enthusiasm, Attention to duty, Resourcefulness, Industriousness, Persistence, Motivation, Dedication, Proactivity, Creativity, Cooperating with and helping others, Politeness, Effective communication, Interpersonal relations, Organizational commitment.

3. Adaptive Performance: Adaptive performance is an individual's adjustment to changes in the work system or job role. These conditions and situations include creative problem solving, dealing with uncertain or unpredictable work situations, learning new tasks, technology and procedures, and adapting to others, culture, or the physical environment.

Adaptive Performance, including generating new, innovative ideas, adjusting goals and plans to situations, learning new tasks and technologies, understanding and others, understanding other groups or cultures, showing resilience, remaining calm, analyzing quickly, acting appropriately.

4. Counterproductive Work Behavior: Counterproductive work behavior as a behavior is detrimental to organizational welfare, becoming a phenomenon that can be found in the work environment and occurs in almost all organizations with different intensities.

Counterproductive Work Behavior can be described in the following activities, Off task behavior, Too many or longer breaks, Presentism, Absenteeism, Complaining, Tardiness, incorrectly, Accidents, Insult or gossiping about coworkers, Fighting or arguing with coworkers, Disregard of safety, Misusing privileges, Aggression, Theft, Substance use.

OBJECTIVE

Analyzing the influence of Organizational Pride on Unusa lecturer performance (Task performance, Contextual performance, Adaptive performance, Counterproductive work behavior).

METHOD

The method used in this study is observational analytic, using an explanatory type. The study explores the causal effects of Organizational Pride and lecturer performance. Based on the time of data collection, using cross sectional. Respondents were 105 lecturers at Unusa's study program. The variables studied include independent variables, namely Organizational Pride. The dependent variable is the performance of the lecturer. The instrument used was a questionnaire. Data analysis used linear regression test. Retrieval of data using a questionnaire.

RESULT

The results of the study describe the description of measurement and statistical analysis of the variables of Organizational Pride and Performance.

Pride Description of Unusa lecturer organizations:

The pride of the Unusa Organization uses 3 indicators, namely the pride of being a lecturer at Unusa because of the value of NU, the feeling of being proud as an Unusa lecturer internally, and the feeling of being happy to meet other people as Unusa lecturers. Each indicator is a sub variable. Results of review of Pride variables Different attitudes were seen in table 1

Table 1: Description of Composite Measurement Variable Pride of Unusa lecturer organization in 2016

No.	Pride of the Organization	Criteria			Total	Mean	SD
		Low	Enough	High			
1.	Sense of Proud to be a lecturer at Unusa because of the NU Value	0	49 (46,7%)	56 (53,3%)	105 (100%)	2,53	0,50
2.	Sense of Proud to be a lecturer at Unusa Internally	1 (1,0%)	57 (54,3%)	47 (44,8%)	105 (100%)	2,44	0,52
3.	A feeling of pleasure when people see as Unusa lecturers	0	53 (50,5%)	52 (49,5%)	105 (100%)	2,50	0,50
	Pride of the Organization	0	48 (45,7%)	57 (54,3%)	105 (100%)	2,54	0,50

Source: Primary research data, 2016

In table 1, it can be seen that Unusa lecturers have sufficient organizational pride (average 2.54). Proud of being a lecturer at Unusa because the NU value has the highest average of others. This shows that the lecturer is proud of the value of NU that is applied, not proud of being part of the organization (Unusa). Even then, it indicated by the average category

Unusa Lecturer Performance: Lecturer performance as a lecturer's behavior carries out tridharma according to the standards of implementing Unusa lecturer workload, which is detailed in *Task performance*, *Contextual performance*, *Adaptive performance*, *Counterproductive work behavior*. Explanation of each lecturer performance indicator in the table 2

Table 2: Composite Descriptions of Unusa lecturers' performance in 2016

No.	Lecturer's Performance	Criteria			Total	Mean	SD
		Low	Enough	High			
1.	Task Performance	4 (3,8%)	14 (13,3%)	87 (82,9%)	105 (100%)	2,79	0,49
2.	Contextual Performance	4 (3,8%)	10 (9,5%)	91 (86,7%)	105 (100%)	2,83	0,47
3.	Adaptive Performance	4 (3,8%)	14 (13,3%)	87 (82,9%)	105 (100%)	2,79	0,49
4.	Counterproductive Work Behavior	0	13 (12,4%)	92 (87,6%)	105 (100%)	2,88	0,33
	Kinerja Dosen	0	16 (15,2%)	89 (84,8%)	105 (100%)	2,85	0,36

Source: Primary research data, 2016

Table 2 provides a real picture of the performance of Unusa lecturers in implementing tridharma in sufficient categories (2.85). This means that Unusa lecturers have done enough tridharma obligations on task performance, contextual performance, adaptive performance and not doing Counterproductive Work Behavior, which is a unified indicator of lecturer performance in this study. Thus, Unusa lecturers work quite well in carrying out learning, research and community service activities. Lecturers are expected to be able to control themselves and not emotionally, or not show Counterproductive Work Behavior when they are in a situation of workload pressure or unfavorable conditions and disrupt the implementation of tridharma.

Linear Regression test results prove that there is a significant effect of Organizational Pride on Lecturer Performance with $p = 0.002$. The value of $b = 0.301$ indicates that Organizational Pride can play a role in encouraging an increase in Lecturer Performance with a contribution of 30.1%. This means that, there are other factors beside Organizational Pride that can improve Lecturer Performance with a contribution of 69.9%.

DISCUSSION

The contribution of Organizational Pride to Lecturer Performance is 30.1%, which is a positive impact of the sense of leadership towards Unusa. A sense of pride in Unusa can occur internally and be recognized by Unusa's performance and competitiveness as a university in the middle of other universities. If Unusa's work and competitiveness is still uncovered, it will be difficult to have pride.

Another factor that can improve Lecturer Performance with a contribution of 69.9%, including the ability of lecturers to master their competence. In accordance with Amarta Law number 14 of 2005 concerning Teachers and lecturers, that lecturer competence includes pedagogic competence, professional competence, personality competence, and social competence. This competence is a requirement to be an educator or lecturer and can be deepened by attending lecturer competency training.

The concept put forward by Tyler and Blader, Cooperation in Groups: Procedural Justice, Social Identity, and Behavior Engagement, Pride is as a belief

in a person or individual that refers to the way an individual or someone evaluates his organization without making explicit comparisons with other organizations. A proud attitude of being part of an organization provides positive value, so that it can spur the spirit of carving out one's achievements. The proud attitude of the lecturer who feels Unusa lives and gives positive value to him, so that anything that comes into with Unusa, the lecturer will appear proud. However, if anyone tries to harass Unusa in various ways, he will try his best to defend. In fact, when someone harasses and attacks Unusa, it will be desperate to defend Unusa.

If the achievements and competitiveness of Unusa are still not felt by the lecturer, then the lecturer will be difficult to have pride.

Pride of the part of the organization, according to Tyler and Blader, is as a belief in the individual who refers to the way individuals evaluate their organization without making explicit comparisons with other organizations⁵.

Pride is with everyone who feels lucky and likes to be a member or part of the organization. Individuals feel proud to use all the attributes of the organization every day. The proud attitude of individuals who feel the organization supports the individual and gives positive value to him. Individuals feel that the organization has important and beneficial meaning for individuals as members of the organization. Pride will not exist in individuals who feel that the organization gives a negative value to itself as a member of the organization.

According to M. Shamsul Haque, in his book *Pride and Performance in The Public Service Three Asian Cases*. SAGE Journals, International review of administrative sciences, It was stated that one's pride in the organization has implications from the motivation and commitment needed by the organization which is an intrinsic factor.

By having pride in the organization, the lecturer feels Unusa has an important and beneficial meaning. Pride is an attitude observed in the lecturer in carrying out Tridharma activities in Unusa. Thus, pride can be seen as a powerful motivator. Lecturers, who are proud of working, for what have done and for whom the lecturer works. Furthermore, pride increases teamwork, as partners treat each other with respect⁶.

Lecturers who are proud of Unusa, have positive attitudes towards fellow lecturers and other Unusa members, strengthen the sense of togetherness and willingness to act more than what is supposed to be done. This condition is effective to foster a sense of ownership in the organization, as a lecturer as capital to nourish the life of the organization and develop it.

The sense of belonging to this organization can thicken the life of the lecturer, especially to do everything; that is good a lecturer not always driven by everything that benefits him.

CONCLUSIONS

The conclusion of the study is that the higher the Pride of the Organization will ultimately increase the Lecturers' Performance. Lecturers feel Unusa has important and beneficial meaning. Pride is an attitude observed in the lecturer in carrying out Tridharma activities in Unusa.

Thus, pride can be seen as a powerful motivator. Employees, for example, are proud of working, what they do and who they work for. Furthermore, pride increases teamwork, as partners treat each other with respect.

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