

Optimizing Institutional Support in Improving Lecturer Performance in the Publication field in the Riau Islands

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Abstract. This study aims to determine the Effect of Optimizing Institutional Support in Improving Lecturer Performance in Publication at Private Universities in the Riau Archipelago. There are 12 private universities in the Riau Archipelago that have very low scientific publications, especially in terms of national and international publications. Over the past three years, data released by the government via the sinta.kemdikbud.go.id website show that lecturer publications have continued to decline. Institutional support related to information and funding is urgently needed by private tertiary university lecturers in terms of improving performance in the field of publication.

Keywords: Optimization; Organizational Support Organizational; Performance

1 Introduction

Lecturers are professional educators and scientists whose job is to transforming and developing education through the implementation of Tri the dharma of Higher Education which includes the duties of education, research, and service to society. The Tri Dharma of Higher Education then becomes the basis for and determining the main tasks of lecturers. Development of higher education itself has been mandated through the Regulation of the Minister of Education and Culture Republic of Indonesia Number 2022 of 2020 concerning the Strategic Plan of the Ministry Education and Culture 2020-2024. There are three development goals, namely: 1) Increasing the quality of learning and the relevance of higher education; 2) Increasing the quality of lecturers and education staff; 3) Realization of governance Quality Directorate General of Higher Education.

In addition to the main duties, lecturers also have several obligations. Especially for lecturers who have served as Professors or Professors. Usually lecturer It already has additional tasks that must be carried out. Obligations in terms of scientific publications from the Government, can encourage lecturers to improve the quality, quantity of research and scientific publications. In relation With this in mind, the purpose of this research is to explore the performance of lecturers in the field research and scientific publications. This information can be used by stakeholders to conduct coaching on the performance of lecturers. Law Number 12 of 2012 concerning Higher Education which mandates an allocation of 30% of the State Higher Education Operational Assistance funds emphasizes that research is the most important part of a higher education institution. The number of scientific works owned by a country will have an impact on the nation's respect in scientific matters (Asep Bayu Dani Nandiyanto, 2016).

Riau Island Province (Kepri) is one of the islands-based provinces. An island-based province means a province that has a smaller number of land areas compared to the number of sea areas. The Riau Islands Province itself has a composition of 4% of the land area and 2.96 % of the sea area. With a total area of 241,215 km² in the Riau Islands Province, the topography consists of a group of islands separated by sea. Besides being rich in topography, the Riau Archipelago also has several tertiary institutions spread across several regions to support the development of education in the area. Higher education institutions in the Riau Archipelago area are part of the working area of Higher Education Institution X in Indonesia which has several tertiary institutions, both public and private, spread across several regions. There are 59 colleges, which is divided into 7 Universities, 1 Institute, 3 Polytechnics, 43 Colleges, and 5 Academy. Of the 59 tertiary institutions, only 12 private tertiary institutions in the Riau Islands are included in the working area of Higher Education Institution X which is under the Ministry of Education and Culture (Kemendikbud). So it can be seen on table below:

Table 1. Number of Private Universities in Riau Island Province (PT) in 2022

No	Institution	Founded Date Full	Permanent Lecturer		Functional					Education		
			L	P	TJ	AA	Lekt	Lekt KP	Prof	S2	S3	Total Lecturer
1	UIB	23/08/2000	95	68	42	70	49	2	-	120	43	163
2	Batam University	04/05/2000	126	93	101	35	71	6	1	157	40	219
3	UNRIKA	15/03/2006	103	81	2	31	149	2	-	154	30	184
4	Putra Batam University	15/08/2008	109	64	27	57	88	1	-	159	14	173
5	Karimun University	10/10/2008	48	24	21	29	22	-	-	67	3	72
6	Universal University	17/10/2014	50	28	28	34	15	1	-	74	4	78
7	Batam Tourism Polytechnic	16/10/2014	22	10	13	15	4	-	-	30	2	32
8	Batam Institute of Technology	31/10/2017	17	14	10	17	4	-	-	29	2	31
9	STISIPOL Raja Haji	22/07/1999	26	12	2	24	5	7	-	34	4	38
10	STIE Pembangunan Tanjungpinang	05/08/2008	38	22	18	28	14	-	-	59	1	60
11	STTI Tanjungpinang	18/06/2007	18	9	12	14	1	-	-	27	-	27
12	STIKES Initial Bros Batam	20/08/2009	6	29	10	15	10	-	-	31	1	35
Total			658	454	256	369	432	19	1	941	144	1.112

Source: <https://pddikti.kemdikbud.go.id> (2022)

From table 1 above From a classification perspective, it can be seen that the number of private tertiary institutions in the Riau Archipelago is 12 institutions spread across several regions. It can be seen that the number of lecturers is 1,112 people.

One way to see the quality of a tertiary institution is to look at it from quality human resources, one of which is lecturers, while the quality of lecturers can be seen from several aspects including the lecturer's research at the tertiary institution, whether the lecturer has publications or scientific papers published in accordance with with the provisions of the Lecturer Performance Load (BKD) or have reported the publication into the Integrated Resource Information System (SISTER) every semester. The following is data on the performance of lecturers in the field of research at private universities in the Riau Island.

Table 2. Lecturer Performance in the Field of Research at Private Universities in the Riau Islands Province from 2020 to 2022

Performance of Lecturers in the Field of Research at Private Universities in the Riau Archipelago Province Year 2020 to 2022					
No.	Reputed Journal and Accredited	Total Article Publication Journal 2020 s/d 2022	Average Amount Publications per Years	Average Amount Publications per year per College Height	Percentage Comparison Lecturer with Publications per year
1	SCOPUS ARTICLE Q1	13	4	036	0004
2	SCOPUS ARTICLE Q2	20	7	056	0006
3	SCOPUS ARTICLE Q3	25	8	069	0007
4	SCOPUS ARTICLE Q4	51	17	142	0015
5	SCOPUS ARTICLE NON Q	38	13	106	0011
6	GARUDA DOCUMENT Sinta 1 (NON SCOPUS)	7	2	0.19	0.002
7	GARUDA DOCUMENT Sinta 2	83	28	2.31	0.025
8	GARUDA DOCUMENT Sinta 3	139	46	3.86	0.042
9	GARUDA DOCUMENT Sinta 4	306	102	8.50	0.092
10	GARUDA DOCUMENT Sinta 5	352	117	9.78	0.106
11	GARUDA DOCUMENT Sinta 6	19	6	0.53	0.006
12	UNACCREDITED GARUDA DOCUMENTS	750	250	20.83	0.225

Source: sinta.kemdikbud.go.id

From table 2 above it can be seen that Lecturer performance in the field of research can be said to be low, this is judged by the average number of publications per year which is still low, especially for Scopus indexed international publications, namely only 36 lecturers who have succeeded in publishing their scientific works or articles in Scopus indexed international journals. this should be a concern for tin colleges private companies in the Riau Islands to continue to improve their publications in order to improve quality at the national and even international levels.

In terms of improving lecturer performance, high commitment from various parties is needed, including organizational support. Organizational support is one of the motivating factors for lecturers to be able to increase the number of publications and publish their scientific work in both national and international journals. Nyoto (2021) says that lecturer performance can increase if they fulfill the Tri Dharma of Higher Education which is carried out with the support of leaders and also learning infrastructure (learning media).

Organizational support is a very important factor in terms of improving lecturer performance, especially related to the implementation of the Tridharma of Higher Education, and without support from the organization a lecturer will not be able to work optimally so that it will affect the quality of the lecturer's development. This problem often occurs in most universities, especially private universities. Organizations always demand that lecturers have good performance, but they don't really provide support for this, for example in financing activities related to the Tridharma of higher education. One of them is related to the field of research where lecturers do it at their own expense which is taken from the salary they get every month, so that research results cannot be maximized.

Based on existing phenomena and also supported by existing evidence, this journal will be discussed in depth to find out and examine how the relationships between variables are, for this purpose it is necessary to conduct a research entitled "The Influence of Optimizing Institutional Support in Improving Performance" Lecturer in Publication at Private Higher Education in the Riau Archipelago".

1.2 Identification of Problems

Many factors greatly influence the performance of private lecturers in the Riau Archipelago which makes the lecturer's performance not optimal in order to improve the quality of lecturers at each tertiary institution. And moving from this phenomenon, the authors see that the role of organizational support is very important in improving the performance of private lecturers in the Riau Archipelago, so the authors identify the following problems: is not maximal yet 2. The support of private universities for lecturers in the Riau Islands is not optimal yet.

2 Literature Review

2.1 Performance

Edison (2016) says that performance is the result of a process that refers to and is measured over a certain period of time based on predetermined conditions or agreements. Andreas (2005) defines employee performance as the result of employee behavior in carrying out an activity or job. This opinion shows that employee performance is related to attitudes and behavior of employees at work.

According to Sinambela, et al (2012) suggests that employee performance is defined as the ability of employees to do certain skills. Moeheriono (2014) defines performance as an illustration of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision and mission of the organization as outlined through the strategic planning of an organization. Every organization or company will always try to improve employee performance in order to achieve organizational goals.

2.2 Organizational Support

Perceived organizational support is organizational support that is felt with general beliefs regarding the extent to which the organization assesses contribution, pays attention to welfare, hears complaints, pays attention to employees' lives, and can be trusted to treat employees fairly (Eisenberger & Rhoades, 2002).

According to Robbin and Judge (2007), perceived organizational support is the level at which workers believe that the organization values their contribution and cares about their well-being. According to Rhoades & Eisenberg (2002), perceptions of organizational support have three aspects, namely: a) Fairness, b) Supervisor Support, c) Organizational Reward and Job Conditions.

3 Research Method

This research uses a qualitative descriptive method obtained from secondary data on 12 private tertiary institutions in the province of Riau Islands (Kepri), Indonesia. Data analysis techniques in the form of 1). Processing and preparing data for 2) Reading the entire data, 3) Showing again how this description will be restated in a qualitative report.

3 Results and Discussion

Several explanations related to the problem of low organizational support for lecturer performance evaluation will be discussed by looking at the data available at Source: sinta.kemdikbud.go.id regarding lecturer scientific publications at private tertiary institutions.

Table 3. Average Lecturer Performance in the field of research for the period 2020 to 2022

No	Reputable and Accredited Journal	Number of Journal Article Publications from 2020 to 2022	Average Number of Publications per Year	Average Number of Publications per Year	Percentage Comparison of the Number of Lecturers and Publications per Year
1	Scopus Article Q1	13	4	0.36	0.004
2	Scopus Article Q2	20	7	0.56	0.006
3	Scopus Article Q3	25	8	0.69	0.007
4	Scopus Article Q4	51	17	1.42	0.015
5	Scopus Article Non Q	38	13	1.06	0.011
6	Sinta 1(Non Scopus)	7	2	0.19	0.002
7	Sinta 2	83	28	2.31	0.025
8	Sinta 3	139	46	3.86	0.042
9	Sinta 4	306	102	8.50	0.092
10	Sinta 5	352	117	9.78	0.106
11	Sinta 6	19	6	0.53	0.006
12	Unaccredited Garuda Documents	750	250	20.83	0.225

Source: sinta.kemdikbud.go.id

From table 3 above it can be seen that the percentage ratio between the number of lecturers and publications per year is very low, this can be seen from the percentage which is only around less than 1 percent of the journals published by lecturers at private tertiary institutions in the publication of Reputable and Accredited Journals. This really needs to be improved considering that the duties and obligations of lecturers in terms of performance are very high and need support from all parties involved, especially from organizations that are expected to be able to provide access and knowledge in terms of publication information and funds that are useful for assistance in publishing the article.

4 Conclusion

There are still a number of private tertiary institutions that have low performance in terms of the number of scientific publications of lecturers. The low publication of international lecturers at private Universities indexed by Scopus both Q1, Q2, Q3 and Q4. The decrease in the number of lecturers' scientific publications every year for the last three years.

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