

The Effects of Organization Learning and Self Efficacy Towards The Work Effectiveness of The Lecturers at Politeknik Kesehatan Kemenkes RI Tanjungkarang

Ferizal Masra

Politeknik Kesehatan Kemenkes RI Tanjungkarang, Lampung, Indonesia
ferizalmasra@yahoo.co.id

Maruf Akbar, Nurhartatti Fuad

Universitas Negeri Jakarta, Indonesia
marufakbar_unj@yahoo.co.id
nurhattati@gmail.com

Abstract

The aim of this research is to determine the impact of organizational learning and self efficacy to the effectiveness of lecturers' work at Politeknik Kesehatan Kemenkes RI Tanjungkarang. This research uses the quantitative survey method and conducted to the lecturers of Politeknik Kesehatan Kemenkes RI Tanjungkarang with 99 people taken as samples. The data was collected using questionnaires and analyzed using the path analysis. The results of this study show that organizational learning and self efficacy have a direct positive effect on work effectiveness; and organizational learning have a direct positive effect on self efficacy. This research is expected to have implications for improving organizational learning and increasing the confidence of lecturers at the Politeknik Kesehatan Kemenkes RI Tanjungkarang

Keywords: *Work Effectiveness, Organizational Learning, and Self Efficacy.*

1. Introduction

Universities are one of the educational institutions that are tasked to produce qualified human resources through the improvement of science, technology and behavior change. Universities must be able to create competent human resources having the ability for competitiveness who will eventually be able to work more effectively and efficiently in various fields. Therefore, the leaders and all academic community in universities need to make improvements to every component of education in it. One important component that needs to be addressed is lecturers.

A lecturer has an important and strategic position in shaping the quality of graduates and the quality of educational institutions. Therefore a lecturer is required to work effectively, efficiently, creatively, innovatively and productively in producing qualified and competitive graduates. A job is said to be effective if it gives results that are completed on time and in accordance with predetermined criteria. In other words, the effectiveness of work is the accuracy in the implementation and completion of work tasks in accordance with the time and objectives that have been previously planned. Robin and Coulter (2013) stated that work effectiveness is to carry out work activities that will help the organization achieve its goals.

The use of the term effectiveness must be distinguished from the term efficiency, because both terms have fundamental differences. As stated by Drucker (2002) which states that: "that there is a big difference between doing things right (efficiency) and doing the right things (effectiveness)". The same opinion was expressed by Mullins (2010) that effective is related to product or output, and the focus is on doing the right things. Whereas it is efficiently related to input and how we do it properly and correctly (doing things right). Therefore effective it must be related to achieving the goals and objectives of a task or work, and also related to the performance of the process of carrying out a job.

The work effectiveness is importantly owned by every lecturer working in higher education institutions in order to give maximum contribution to the achievement of institutional purpose. The effectiveness of the lecturer's work is demonstrated as in the case of lecturers' ability to use the right time, to work in a planned and systematic manner, to

work in accordance with operational standards, and to achieve the planned work objectives.

Research on work effectiveness is still not done much at this time, because generally researchers prefer to research about performance. But basically, effectiveness is one of the criteria for measuring one's performance, as regulated by the Department of National Education which states that the performance can be measured from the effectiveness, quality, productivity, efficiency, innovation, quality of life work, and work moral (Rahmat, 2013). So when we assess the effectiveness of someone's work, then in fact at that time we assess the performance of the person.

Politeknik Kesehatan Kemenkes RI Tanjungkarang, a health education institution in Lampung Province Indonesia, requires lecturers who have high work effectiveness in implementing *Tridharma* of Higher Education. However, the fact is, the effectiveness of lecturers's work at Politeknik Kesehatan Kemenkes RI Tanjungkarang is still not in accordance with expectations, so that academic services to students are often constrained due to the ineffective work of lecturers.

In reality today, based on the preliminary survey results, there are still lecturers within the Politeknik Kesehatan Kemenkes RI Tanjungkarang who have not been able to work effectively. As the indication, there are still lecturers who are late to submit the semester final score to the Academic Administration. It could have an impact on the delay in the process of making the Student Study Result Card, which finally can cause students to delay in re-registration in the next semester. In addition, there are 40% of lecturers who cannot complete the minimum number of classical meetings at the end of the current semester so that the lecturers often ask for additional hours, which is actually a burden for students and have an impact on the incomplete lecture material that must be provided based on the applicable curriculum. And only about 40% of lecturers prepare syllabuses and 30% of lecturers have made Learning Agenda Unit as a plan in giving lectures, as well as less than 10% of lecturers who already have textbooks and learning modules of the subject matter.

These problems have an impact on the quality of education performance which is reflected in the passing rate of students in 2012 which only reached an average of 90% among all departments and programs. In addition, there is the emergence of complaints among students on the quality of teaching and learning activities. This is reinforced by the preliminary survey results by interviewing 30 college students of Politeknik Kesehatan Kemenkes RI Tanjungkarang about the implementation of teaching and learning activities, practicum activities, and clinical practice. It has been shown that lecturers often change lecture schedules unilaterally and are often not on time while teaching and conducting laboratory and clinical practice guidance (Bustami, 2015).

Work effectiveness is influenced by several factors, both internal and external. Internal factors are factors that come from individual lecturers in the form of knowledge, confidence, work culture, motivation, commitment, skills, and so forth. While external factors are in the form of leadership, organization, work system, environmental changes, and so forth. These factors affect the lecturers in performing their duties (Mahmudi, 2007).

Many factors can affect the effectiveness of a lecturer in a higher education institution, but in this study the researcher limits it to examining some factors that potentially affect the effectiveness of lecturers' work at Kesehatan Kemenkes RI Tanjungkarang such as organizational learning and self efficacy.

First: Organizational learning affects toward the work effectiveness. Fiol and Lyles (1985) stated that organizational learning means the process of improving actions through better knowledge and understanding. Dimovski (1994) stated that organizational learning is a process of acquisition and interpretation of information which will result in changes in behavior and knowledge, and will ultimately impact on employees' performance. The theory is in line with the opinion of Guinot et al. (2013), based on the results of his research in 2010 on 402 companies in Spain that have attention to managing human resources. The respondents are human resource managers who have a minimum of 2 years work experience in each company. The results of this empirical study show that companies that facilitate organizational learning for their human resources will produce better organizational performance. The same opinion was also expressed by Klein and Lishchinsky (2016) based on the results of his research on 389 teachers and school employees from selected schools from the three largest districts in Israel. The results of his research show that organizational learning has a direct contribution to the performance of teachers and school employees. So by doing organizational learning, a lecturer can continuously develop his knowledge and insight, as well as expanding his capacity that will result in behavioral and cognitive changes, and in turn have an impact on his performance.

Second: Self-efficacy affects toward the work effectiveness. Luthans (2011) stated that self-efficacy refers to an individual's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context. The theory is in line with the opinion of Jacobsen and Andersen (2012) based on the results of his study at October 2012 of principals and teachers from all schools in Denmark. The results of his research show that self efficacy is positively related to performance. The same opinion was also expressed by Fattah (2017) based on the results of his research on 120 employees of Palembang's Department of Education, Youth and Sports, showing that leader behavior, self efficacy,

and job satisfaction directly effect toward performance. So that one effort to improve employee performance is to create strong employee self-efficacy. A lecturer urgently needs full confidence in organizing and implementing learning activities in order to produce a good qualified graduate.

Third: Organizational learning affects toward the self-efficacy. King (2009) states that Organizational learning is a process that concerns transforming information into knowledge and knowledge into action, which is then reflected in accompanying behavioral and cognitive changes (BCC)". The same opinion was expressed by Chang (2018) based on the results of his research on teachers and students in the tourism department at 30 universities and colleges in Taiwan. Chang stated that application of teachers' knowledge innovation has positive moderation effect on students' creativity self-efficacy and students' innovation behaviors. Based on these two opinions, the increase in knowledge and understanding of the tasks that must be completed and the results that must be achieved, will increase self-efficacy in its ability to complete each task that is their responsibility.

1.1 Research Aim

Determining the effectiveness of lecturers' work can be done with a quantitative performance appraisal through a study directed at the activities, attitudes and beliefs of lecturers in carrying out their duties. This research expects to find the main problem why the effectiveness of lecturers' work at Politeknik Kesehatan Kemenkes RI Tanjungkarang has not been as expected. The aim of this research is to determine whether or not there is a direct positive impact of:

- 1) Organizational learning towards lecturers' work effectiveness
- 2) Self efficacy towards lecturers' work effectiveness
- 3) Organizational learning towards lecturers' self efficacy.

2. Methodology

This research uses a quantitative approach, with survey methods and path analysis techniques. This analysis is used to make it easier to determine the effect or cause and effect of exogenous variables on endogenous variables (Sandjojo, 2011). In this study, there are three variables to be studied, namely Organizational Learning and Self-Efficacy as an exogenous variable, and work effectiveness as an endogenous variable. As shown in Figure 1 which presents Constellation Theory Model of the Effect of Organizational Learning (X_1) and Self Efficacy (X_2) toward Work Effectiveness (Y)

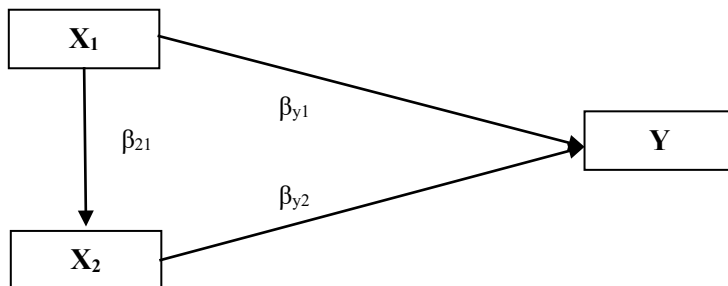


Figure 1. Constellation Theory Model

Remarks:

- Y ; Work Effectiveness
- X_1 ; Organizational Learning
- X_2 ; Self Efficacy

2.1 Questionnaire Design and Data Collection

The population of this study was all 131 lecturers of Politeknik Kesehatan Kemenkes RI Tanjungkarang which has functional positions because those who had the obligation to carry out teaching activities. The Slovin formula is used to determine the sample size so obtained 99 lecturers as a unit of research sample. Selection of sample units using simple random sampling technique. 131 lecturers were numbered starting from number 1 to 131, then drawn by shuffling to get 99 names of lecturers chosen as sample units. The use of simple random sampling technique because the study population is homogeneous. Even though they are placed in different departments, all lecturers are institution lecturers.

Data collection in this study uses the instrument in the form of a questionnaire, were distributed to lecturers who are selected as sample units to obtain research data about the overall variables studied. Instrument used consists of two main parts: the first part is about the respondent's social profile, which contains the respondent's data related to the respondent's identity, such as: name, number identity of employee, and work unit. While the second part contains questions about organizational learning, self-efficacy and work effectiveness, which are measured using the five-point Likert scale.

Instrument were tested prior to used in this study. Questionnaire testing includes validity test and reliability test performed on lecturers who are not selected as sample units. From the test results valid and invalid instrument items were obtained. Invalid instrument was deleted.

2.2 Data Analysis Method

The data analysis used is descriptive statistics and inferential statistics. Descriptive statistics aims to determine the description of each research variable based on the value of the central measure in the form of mean, median, mode. The value of the size of the spread is in the form of variance, standard deviation, minimum value, and maximum value. Data presentation is done in the form of a frequency distribution table and histogram. Inferential statistics using path analysis equipped with structural equation modeling is used to test the research hypothesis.

3. Analysis Results

3.1 Hypothesis Testing

The statistical hypothesis proved in this research is: (1) The first hypothesis, there is a direct positive impact of organizational learning (X_1) towards work effectiveness (Y), (2) The second hypothesis, there is a direct positive impact of self efficacy (X_2) towards work effectiveness (Y), and (3) The third hypothesis, there is a direct positive impact of organizational learning (X_1) towards self efficacy (X_2).

Based on the Analysis of the path coefficients, 3 model structures of path coefficients were obtained. First: the path coefficient of Organization Learning toward Work Effectiveness (p_{y1}) was 0.296 and after tested by t-test the effect was real/significant, second: the path coefficient of Self Efficacy towards Work Effectiveness (p_{y2}) of 0.209 and after tested by t-test the effect was real/significant, and third: the path coefficient of Organization Learning towards Self Efficacy (p_{21}) was 0.265 and after tested by the t-test, the effect was real/significant. The results of the path coefficient analysis can be seen in table 1. And the final model of path coefficient analysis can be seen in Figure 2.

Table 1. The Results of the Path Coefficient Analysis

Variable	Path Coefficient	t _{count}	t _{table}	Test Decision
X ₁ towards Y	0.296	2.939	1.988	H ₀ is rejected There is a direct positive effect X ₁ towards Y
X ₂ towards Y	0.209	2.649	1.988	H ₀ is rejected There is a direct positive effect X ₂ towards Y
X ₁ towards X ₂	0.265	2.080	1.988	H ₀ is rejected There is a direct positive effect X ₁ towards X ₂

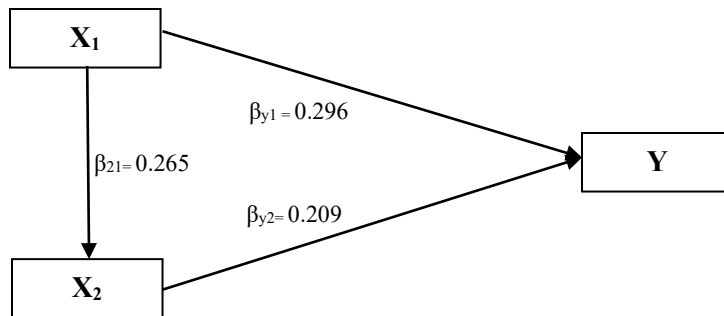


Figure 2. Final Model of Path Coefficient Analysis

4. Discussion of Results

4.1 Organization Learning has a direct positive effect towards Work Effectiveness

Based on the results of the path coefficient analysis (table 1), it is known that Organization Learning has a direct positive effect towards Work Effectiveness. This means the higher the Organization Learning undertaken by lecturers of Politeknik Kesehatan Kemenkes RI Tanjungkarang, the higher the Work Effectiveness will be.

The results of this study are in line with Dimovski's statement that organizational learning is a process of acquisition and interpretation of information which will result in changes in behavior and knowledge, and will ultimately impact on employees' performance (Dimovski, 1994). A similar statement was also raised by Nevis that organizational learning is a process within the organization that will improve the performance of experience-based workers (Nevis et al, 1995). In line with the opinions of Nazem and Mozaini (2014) who conducted research on all staff employed in all branches of the Azad Islamic University in Iran, namely 420 branches and education centers. The results of his research point to organization learning at all levels of the organization that can be paved the way for agreed-upon reforms in structures and processes that will end in organizational efficiency and effectiveness. Organizational learning is a process for acquiring individual and group knowledge, and then apply them to work that can be a source of individual competitive advantage, and ultimately result in work effectiveness.

4.2 Self-Efficacy has a direct positive effect towards Work Effectiveness

Based on the results of the path coefficient analysis (table 1), it is known that Self-Efficacy has a direct positive effect towards Work Effectiveness. This means the higher the Self-Efficacy possessed by lecturers of Politeknik Kesehatan Kemenkes RI Tanjungkarang, the higher the Work Effectiveness will be.

The results of this study are in line with the statement of Kreitner and Kinicki (2010) who argued that "self-efficacy is a person's belief about his or her chances of successfully accomplishing a specific task". Also Schemerhorn (2010) argues that "self-efficacy refers to a person's belief that she or he is capable of performing a task".

The same opinion expressed by Opseth et al. (2017) based on the results of his research on students (n = 111) in Norway, shows that some students perform well academically and have high self-efficacy for practical skills. The stronger the perception of one's self efficacy, the more active and diligent his efforts in completing his work. When facing difficulties, individuals having great self-doubt towards his ability will reduce his efforts or give up altogether. While those who have strong self-efficacy, will make greater efforts to overcome any challenges they face (Bandura, 1997).

4.3 Organizational Learning has a direct positive effect towards Self Efficacy

Based on result of path coefficient analysis (table 1), it is known that Organizational Learning has a direct positive effect towards Self Efficacy. This means the higher the Organizational Learning undertaken by lecturers of Politeknik Kesehatan Kemenkes RI Tanjungkarang, the higher the Self Efficacy will be.

The results of this study are in line with the Fiol and Lyle's (1985) statement that Organizational Learning means the process of improving actions through better knowledge and understanding.

With organizational learning, one will be able to know better and understand all the tasks that must be done and the results that must be achieved. Furthermore, with the knowledge and understanding gained, it will arise a sense of confidence of his ability to complete every job assigned to him.

5. Conclusion and Future Research Directions

5.1 Conclusion

The work effectiveness of lecturers can be improved through Increasing organizational learning and self-efficacy of lecturers. Based on statistical analysis, Organizational Learning have a direct positive effect toward the work effectiveness, Self Efficacy have a direct positive effect toward the work effectiveness, and Organization Learning have a direct positive effect towards Self Efficacy of the lecturers of Politeknik Kesehatan Kemenkes RI Tanjungkarang. Based on this research, the Politeknik Kesehatan Kemenkes RI Tanjungkarang is expected to design a sustainable education program so that each lecturer can continue to improve their knowledge, skill as well as competence, and Politeknik Kesehatan Kemenkes RI Tanjungkarang is expected to reward outstanding lecturers in order to increase lecturers' self-efficacy towards their ability to carry out their duties.

5.2 Implications

The implications obtained from the results of this study are: 1) There is an increase in lecturer organizations learning: Lecturers to take advanced education, attend seminars and professional training, or engage in discussions with fellow lecturers, will have implications for the development of lecturers' knowledge and insights, and 2) There is an increase in lecturer self-confidence: The lecturer is confident in his ability to complete each of his work which is his responsibility.

5.3 Recommendation

- 1) The local government must reactivate the lecturer union, provide education funds for lecturers, and provide educational facilities and infrastructure.
- 2) The Politeknik Kesehatan Tanjungkarang must create conducive conditions that can encourage communication and interaction between academicians, and plan continuing education programs for all lecturers, and provide awards for outstanding lecturers.
- 3) Politeknik Kesehatan Tanjungkarang lecturers must attend further education, seminars, and professional training, and be active in conducting research and writing textbooks.

5.4 Limitations of the study

Like most studies, this study has limitations. The main limitation is the small number of research respondents, due to the limited number of lecturers who meet the criteria as the research sample. Another limitation, due to the limited research time, the data collection used the questionnaire method, which could have the risk of affecting the validity of the research data, even though there had been directions in filling out the research instruments.

5.5 Future Research

Further research on the work effectiveness of lecturers needs to be carried out with more varied variables with a larger number of samples in order to produce a comprehensive picture of work effectiveness, so that it can be a reference material and add insight for lecturers in increasing their work effectiveness

6. Acknowledgment

Thank to the Ministry of Health of the Republic of Indonesia for funding this research.

References

- Bandura, A., (1997), *self-Efficacy: The Exercise of Control*, New York, WH Freeman & Co, p. 3
- Bustami, A., (2015) *Pengaruh Rotasi Kerja, Responsibilitas, dan Keadilan terhadap Mutu Pelayanan Akademik di Politeknik Kesehatan Kemenkes RI Tanjungkarang Lampung (The Influence of Work Rotation, Responsibility, and Justice on the Quality of Academic Services at Politeknik Kesehatan Kemenkes RI Tanjungkarang)*, Dissertation, UNJ
- Chang, Y.C., (2018), *Analyzing the moderating effect of knowledge innovation of tourism and hospitality department teachers on student creative self-efficacy and innovation behaviors by using hierarchical linear modeling*, Cogent Education, 5: 1535755.
- Dimovski, V. (1994), *Organizational Learning and Competitive Advantage, PhD*, Thesis, Cleveland.
- Drucker, P.F., (2002) in Choo, C.W. and Bontis, N., *The Strategic Management of Intellectual Capital and Organizational Knowledge*, Oxford University Press.
- Fattah, A.H., (2017), The Effect of Organizational Culture, Leader Behavior, Self-Efficacy, and Job Satisfaction on Job Performance of The Employees, *Journal of Management and business*. 2017;3(2):pp102-110.
- Fiol, C.M. and Lyles, M.A., Organizational Learning, in *Academy of Management Review*, Vol. 10. No. 4, 1985.
- Guinot, J., Chiva, R., and Mallén, F.,(2013) Organizational Trust and Performance: Is Organizational Learning Capability a Missing Link?, in *Journal of Management & Organization*
- Jacobsen, C.B., dan Andersen, L.B, (2012), *Leading public service organizations: How to obtain high employee self-efficacy and organizational performance*, In Taylor and Francis Online: Public Management Review.
- King, W.R., (2009), *Knowledge Management and Organizational Learning*, ed. Springer, London
- Klein, J. and Lishchinsky, O.S., (2016), *Intergenerational Sharing Of Knowledge As Means Of Deepening The Organisational Learning Culture In Schools*, in *School Leadership & Management: Formerly School Organisation*.
- Kreitner, R., and Kinicki, A., (2010), *Organizational Behavior*, New York: McGraw-Hill, p. 128
- Luthans, F., (2011), *Organization Behaviour*, 12th Ed., New York: Mc Graw-Hill Co.
- Mahmudi, (2007), *Manajemen Kinerja Sektor Publik (Public Sector Performance Management)*, Yogyakarta, UPP STIM YKPN.
- Mullins, L.J., (2010), *Management and Organizational Behavior, 7th ed.*, London: Prentice Hall.
- Nazem, F., and Mozaini, M., (2014), Validation Scale For Measuring Organizational Learning In Higher, Educational Institutes, *European Journal of Experimental Biology*, 4(1)
- Nevis, EC, et al, (1995), *Understanding Organization as learning system*, Sloan Management Review, Winter, pp. 73-85
- Opseth, T.M., et al., (2017), *Self-efficacy for therapeutic mode use among occupational therapy students in Norway*, Cogent Education, 4: 1406630
- Rahmat, A., (2013), *Manajemen Pendidikan Islam (Islamic Education Management)*, Ideas Publising Gorontalo.
- Robbins, S.P., Coulter, M., (2013), *Management 11th ed.*, England, Pearson.
- Sandjojo, N., (2011), *“Metode analisis jalur (path analysis) dan Aplikasinya*, Pustaka sinar harapan, Jakarta, p.64
- Schemerhorn, JR., (2010), *Introduction to Management*, Asia: John Wiley and Sons Inc, p.359

Biography

Ferizal Masra is a student of the Universitas Negeri Jakarta Education Management doctoral program. Working as a lecturer at Politeknik Kesehatan Kemenkes RI Tanjungkarang, Indonesia. The main goal In this research is to find factors that affect the effectiveness of the work of lecturers in the institution where they work, so that by implementing the information obtained, it is hoped that the effectiveness of lecturers' work at Politeknik Kesehatan Kemenkes RI Tanjungkarang can increase.

Maruf Akbar is a Professor of Educational Management at the Universitas Negeri Jakarta. He has been recognized as an experienced professional educational management consultant. He has taught courses in Research Methodology and Statistics. He is actively involved in various researches both National and International, and is active in various educational project activities in collaboration with the government

Nurhattati Fuad is a senior lecturer and serves as deputy director of the Jakarta State University Postgraduate Program. His expertise is in the field of Education Management. He is actively involved in various studies and has published journal and conference papers