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

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Abstract. The purpose of this research is to know 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.

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.

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.

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. So when we asses the effectiveness of someone's work, then in fact at that time we asses the performance of the person.

Politeknik Kesehatan Kemenkes RI Tanjungkarang, a health education institution in Lampung Province, 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 (KHS) 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 (SAP) 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.

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.

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 Politeknik Kesehatan Kemenkes RI Tanjungkarang such as organizational learning and self efficacy.

The first factor affecting the effectiveness of lecturers’ work is organizational learning. Organizational learning is the work behavior of individual members of the organization to carry out his work and tasks better on the basis of the acquisition of the work knowledge application and the improvement of its understanding. 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.

The second factor is self efficacy. Self-efficacy is one's confidence and belief in his ability, proficiency, and competence which is owned exclusively for mobilization and motivation in completing every job assigned to him as good as possible. A lecturer urgently needs full confidence in organizing and implementing learning activities in order to produce a good qualified graduate.

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 purpose of this study is to determine whether or not there is a direct positive impact of: 1) Organizational learning towards the effectiveness of lecturers work, 2) Self efficacy towards the effectiveness of lecturers’ work, and 3) Organizational learning towards lecturers' self efficacy.

2. Research methods

This research uses the quantitative approach, with the survey method and path analysis technique. The analysis is used to make it easier to recognize the influence or causal of exogenous variable towards endogenous variable[1]. As illustrated in the constellation of relationships among the following research variables:
Remarks:
Y: Work Effectiveness
X1: Organizational Learning
X2: Self Efficacy

The population of this research is all 131 lecturers of Politeknik Kesehatan Kemenkes RI Tanjungkarang which has a functional position. Formula Slovin was used to determine the sample size so as to get sample of 99 lecturers. And for the sampling technique, the simple random sampling was used.

Data collection in this study uses the instrument in the form of questionnaires. Instruments were tested prior to use in the study. Instrument testing includes validity test and reliability test. From the test results valid and invalid instrument items were obtained. Invalid instrument was deleted. Questionnaires were distributed to the respondents to obtain research data about the overall variables studied.

Results and Discussion

The statistical hypothesis proved in this research is: (1) The first hypothesis, there is a direct positive impact of organizational learning (X1) towards work effectiveness (Y), (2) The second hypothesis, there is a direct positive impact of self efficacy (X2) towards work effectiveness (Y), and (3) The third hypothesis, there is a direct positive impact of organizational learning (X1) towards self efficacy (X2).

Based on the calculation of the path coefficients, 3 model structures of path coefficients were obtained. First: the path coefficient of Organization Learning toward Work Effectiveness (pY1) was 0.296 and after tested by t-test the effect was real/significant, second: the path coefficient of Self Efficacy towards Work Effectiveness (pY2) 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 (pX21) was 0265 and after tested by the t-test, the effect was real/significant.

A summary of the three hypotheses is described as follows:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Path Coefficient</th>
<th>t count</th>
<th>t table</th>
<th>Test Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1 towards Y</td>
<td>0.296</td>
<td>2.939</td>
<td>1.988</td>
<td>H0 is rejected. There is a direct positive effect X1 towards Y</td>
</tr>
<tr>
<td>X2 towards Y</td>
<td>0.209</td>
<td>2.649</td>
<td>1.988</td>
<td>H0 is rejected. There is a direct positive effect X2 towards Y</td>
</tr>
<tr>
<td>X1 towards X2</td>
<td>0.265</td>
<td>2.080</td>
<td>1.988</td>
<td>H0 is rejected. There is a direct positive effect X1 towards X2</td>
</tr>
</tbody>
</table>
3.1. Organization Learning has a direct positive effect towards Work Effectiveness

Based on the results of the path analysis 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 [2]. 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 [3].

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.

3.2. Self-Efficacy has a direct positive effect towards Work Effectiveness

Based on the results of the path analysis 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 Robert Kreitner and Angelo Kinicki who argued that “self-efficacy is a person’s belief about his or her chances of successfully accomplishing a specific task”[4]. Also John R. Schemerhorn argues that “self-efficacy refers to a person’s belief that she or he is capable of performing a task”[5].

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[6].

3.3. Organizational Learning has a direct positive effect towards Self Efficacy

Based on result of path analysis 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 statement that Organizational Learning means the process of improving actions through better knowledge and understanding.[7]

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.

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.

Conclusion
1. Organizational Learning have a direct positive effect on the work effectiveness of the lectures of Politeknik Kesehatan Kemenkes RI Tanjungkarang.
2. Self Efficacy have a direct positive effect on the work effectiveness of the lectures of Politeknik Kesehatan Kemenkes RI Tanjungkarang.
3. Learning Organization has a direct positive effect towards Self Efficacy of the lecturers of Politeknik Kesehatan Kemenkes RI Tanjungkarang.

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