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The Effectiveness of Organizational Structure and Effect on Lecturer and Employee Campus Performance: A Case Study on Private Christian University in Jakarta

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Abstract: ***In maintaining the quality of education in Indonesia, the college has a very important role, including the Private Higher Education (PHE). For that PHE should have the right organizational structure and reliable performance to create an atmosphere conducive lectures and staff. Research on five private Christian's universities in Jakarta. In general PHE showed that the Christian University has had an effective organizational structure to the level of performance of lectures and staff on the criteria of "good" and "medium". Correlation test showed that there is a strong positive correlation (r_{xy}=0.8) between the organizational structure of the campus with staff level performance. It is therefore, to improve the performance of lectures and staff can be done by improving the quality of the organizational structure of the campus. It is recommended that every Christian private university in Jakarta evaluate themselves in order to improve the effectiveness of the organizational structure and performance of lectures and staff.***

Keyword: Christian Private Higher Education, organizational structure, Lecturer and Employee Performance

1. Introduction

College (PT) is an important part in maintaining the quality of education, including private universities. Currently, Private University (PHE), including Jakarta faced with various challenges, opportunities, and obstacles that increasingly complex. Thus, PHE should be able to face any challenge, taking every opportunity and pass and complete each obstacle. This is because challenges, opportunities and constraints will increasingly complex big in the future.

With the increasing complexity of the challenges, opportunities and constraints, then every PHE should have a strong team leader so as to create an ideal organizational structure and appropriate campus. The ideal organizational structure and the right will create a conducive working atmosphere so as to improve the performance of lectures and staff campus. With the increasing performance of lectures and staff, of course, will facilitate in achieving the vision, mission and goals set. Thus, the structure and performance of the implementing organization (lectures and staff) is a very important factor in achieving the programs that have been optimally planned. Appropriate organizational structure and good performance will create a good outcome and vice versa.

Robbins (1990) states that organizational structure has three components, namely: (1) complexity, (2) formalization and (3) centralization. Considering the complexity of the distance differences that occur in the organization, which consists of the degree of specialization or division of labor, the number of levels in the organizational hierarchy, and the distance which organizational units are formed geographically. Meanwhile, considering the centralization of decision-making centers where policy makers placed. For example, in some organizations making decisions is located in a very central level. Although in other organizations such delegated decision making.

In addition, Mullins (2005) states that "A structure is needed to enable the achievement of effective performance of various key activities and can support a variety of efforts made by employees". The structure of an organization shows the framework of a joint organizational management pattern developed. That is, the structure of the organization means that the organization's goals and the work should be carried out.

According to Colquitt, Lepine and Wesson (2009), the organizational structure is how the various tasks of a job, a variety of power relations, and how accountability for decisions taken within the organization can be formulated in a way that is indicated by the appropriate division of the existing position, the system reporting and formalization of power, subordinates led many, of formal decision-making positions, and the application of various rules and procedures as a reference standard of behavior and decision-making.

Based on the description of the organizational structure at the top, then the organizational structure of the synthesis can be formulated as follows: organizational structure is how the tasks of a job, power relations and decision-making responsibility formulated in the organizations represented by work specialization, chain of command, span supervision, centralization, and formalization.

Performance by Certo (1997) defined the concept of management by individual productive activities that contribute to the achievement of the goal of a management system. Performance can also be reviewed on the theory of motivation. Motivation theory most widely recognized is expectancy theory developed by Vroom. This theory states that the strength of a tendency to do use a certain way

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depending on how strong expectation that the act will be followed by an outcome and how attractive the outcomes for the individuals concerned. In other words, it can be said that educators will be motivated to try as much as possible if he believes that his efforts will produce a good performance assessment, namely: assessment of performance that will earn remuneration in the form of bonuses, salary increases, promotions so that such remuneration will satisfy or fulfill personal goals. Thus, the theory is talking about three things, namely: (1) Effort-performance relationship, i.e. the probability perceived by the individual that works with a briefing at a certain level will give birth to high performance; (2) Performance-reward relationship, i.e. the degree to which individuals believe that the achievement of a certain level of performance will lead to the achievement of the desired remuneration; and (3) Reward-personal goal relationship, the level of remuneration which organizations satisfy personal goals or needs of the individual and the relationship of the potential remuneration for the individual.

Arguments about the performance suggested by Robbins (1990) which states as that success in a job or a task facilitated or complicated by the presence or absence of ancillary factors, such as: the ability and opportunity. It is formulated as follows: P = f (A + M + O), where P = performance; M = Motivation; A = Ability; and O = Opportunity. If drawn would look as follows:

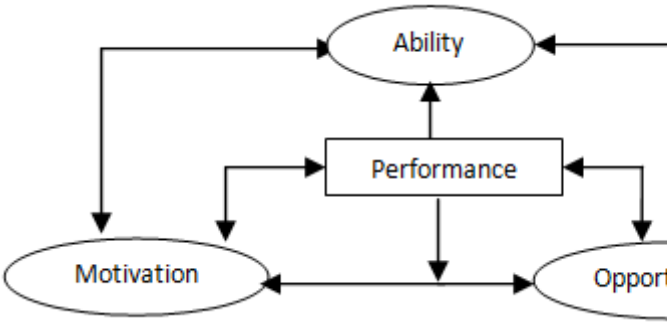


Chart 1: Performance Dimensions

Thus, the performance is satisfactory final results expected by the organization or leadership of an employee after he was hired. To determine whether an employee / academic staff produce high performance or not, it is necessary to the performance appraisal. Performance assessment into the fifth or the last step of the process of providing human resources and decent. Previous steps are acceptance, selection, orientation and placement, and training. Knowles, et al (1998), proposes one measure in measuring performance. Performance outcomes include turnover, absenteeism, productivity, and output. Moreover the performance of knowledge and expertise, renewal and growth, individual learning, and ethical performance. Thus, there are basically three criteria are made the object of assessment, namely: (1) work, (2) behavior, and (3) disposition. Performance assessment conducted on employees who are in line positions, such as salesmen, sales volume can be seen coming from the area of responsibility.

To assess the performance of an employee of Robbins (1999), states that there are at least five parties can make an assessment of an employee, namely: (1) the immediate supervisor; (2) co-workers(peers); (3) carried out by the employees concerned (self-evaluation); (4) direct reports(direct subordinates); and(5) 360-degree evaluation. Meanwhile, Wilson said there are seven methods of performance appraisal, namely: (1) line manager appraisal; (2) self-appraisal; (3) upward appraisal; (4) peer appraisal; (5) review and appraisal team; (6) competency-based appraisal; and (7) 360-degree feedback. As for the assessment model of Robbins (1999), explained that there are five performance assessment models that can be used, namely: (1) Written Essays; (2) Critical Incidents; (3) Graphic Rating Scales; (4) behaviorally Anchored Rating Scales; and (5) Multiple Comparisons person.

2. Research Methods

Having regard to the objectives to be achieved in this study, this study used a quantitative approach to the method used was a survey method. This method was chosen because it allows the holding of a broader study of the causal relationship between the variables studied. The study began in September 2011 to December 2011.

The populations of the research object or unit of analysis in this study were all Head of Study Program, lectures and staff is the reat the Christian University of Indonesia, Jakarta, Atma Jaya Catholic University in Jakarta, Tarumanagara University, the University of Pelita Harapan, and Kridawacana Christian University. At each campus chairman taken 3 courses, 15 lecturers and 10 employees, bringing the total number of respondents was 140 people. The sampling technique used was simple random sampling.

Data collection techniques used in this study is the delivery instrument (questionnaire) that has been prepared for each respondent to be filled. The questionnaire was formulated based on the criteria of the effectiveness of the organizational structure of the lecturers and employees as well as the level of performance of 20 questions. Respondents was measured with a Likert rating scale pattern with five points, namely: (5) strongly agree, (4) agree, (3) hesitant, (2) do not agree, and (1) strongly disagree. Thus the effectiveness of the organizational structure and performance is determined by the number of average scores obtained on each campus. The average score obtained by calculating the total score divided by the number of respondents each college. With 20 questions and 28 respondents at each campus, the maximum average score to be obtained by each campus is 100 and the minimum average score is 20. This assessment it is seen in the following table:

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Table 2: Scores organizational structure and performance assessment

No	*Organization Structures*	*Average score*	*Performance*
1	Very Good	85-100	Very Good
2	Good	71-84	Good
3	Medium	55-70	Medium
4	Not Good	35-54	Not Good
5	Very Not Good	20-30	Very Not Good
	Total		Total

To see the correlation between the effectiveness of the organizational structure and level of performance, then the calculation is done using the Pearson product moment correlation formula, namely:

$$r_{xy} = \frac{N\Sigma xy - (\sum x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\sum x)^2)(N\Sigma y^2 - (\Sigma y)^2)}}$$

Specification:

Rxy = correlation coefficient of variables X and Y
Σxy = number of multiplications between variables X and Y
Σx^2=sum of squares of the variable X
Σy^2=sum of squares of the variable Y
$(\Sigma x)^2$= sum of the squared value of the X variable
$(\Sigma y)^2$= sum of the squared value of variable Y

3. Results and Discussion

After the questionnaire was distributed to five private universities in Jakarta Christians, then we obtain the data as shown in the following table:

Table 3: The average score of the organizational structure and criteria

No	*PHE*	*The Organization Structures Score Average*	*Organization Structures Criteria*
1	A	86	Very Good
2	B	77	Good
3	C	89	Very Good
4	D	87	Very Good
5	E	67	Medium

Based on the table above shows clearly that there are three criteria obtain by PHE organizational structure "very good" in a sequence that is C scored 89, D scored 87 and A scored 86. It also can be seen that B scored 77 with the criteria of "good". While E scored 67 with the criteria of "medium". The data shows that most of the Christian (3 of 5) has had an organizational structure that is "very good" or in other words the structure in Christian college organization in Jakarta has been very effective.

Things that need to be examined in more depth is related to the acquisition of the average score of each campus. Although there are already three of the five campuses that have the criteria of "very good" in the organizational structure, but the scores obtained are still not optimal. There is therefore a need to increase organizational structure. To do that, the campus management needs to do a more in-depth evaluation. Evaluation is primarily related to the number, capacity and integrity of the lectures and staff. By knowing the exact number of human resources, their abilities and integrity, then it will be easier to create the strong organizational structure. Through this way is expected an increase in the average score on the organizational structure of the lectures and staff as an indicator of an increase in the effectiveness of the organizational structure of the resource.

Organizational structure affects not only productivity and efficiency but also morale and job satisfaction. Once getting the structure right, then the first step in organizational change. Therefore, the structure must be designed, in order to create the willingness of the members of the organization to participate in the organization and achieve effective performance. For example, there is port on the quality of working reference to the organization in the 1990s that expressed a constant change. About 60% of managers stated they had run organization restructuring in the past year. Thus, the structure is an essential part of the organization rather than learning and empowerment organization, so it must be responsive to the changing environment.

Table 4: Average Scores and Performance Criteria.

No	*PHE*	*Performance Score Average*	*Performance Criteria*
1	A	80	Good
2	B	64	Medium
3	C	82	Good
4	D	76	Good
5	E	65	Medium

Based on Table 5 above, it appears that the acquisition of the score for the level of performance of lectures and staff varies. Successive levels of performance are best obtained by C scored 82, A scored 80, D scored 76, E scored 65 and B scored 64. It shows that the level of performance of lectures and staff in Christian private university in Jakarta are the criteria for "good" and "medium". There are three PHE with the levels performance is "good" and two private universities with the performance levels is "medium".

More in-depth analysis needs to be carried out on existing data associated with the acquisition of the average score performance of lectures and staff at each campus. Although there are already two of the five campuses that have the criteria of "good" in the performance of lectures and staff, but the scores obtained are still not optimal. There is therefore a need to increase the performance of lectures and staff. When examined in depth, it is of interest from existing data. Clearly all of the data shows that if the level of both the organizational structure will be followed by a good performance level as well. However, to see the extent of the relationship between the level of effectiveness and influence of organizational structure to the level of performance, then both the existing data needs to be correlated. To correlate, it is necessary to write data in table as shown by Table 5 below:

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Table 5: Correlation of the average score of the organizational structure and performance

No	*PHE*	*Organization Structures Score Average (X)*	*Performance Score average (Y)*
1	A	86	80
2	B	77	64
3	C	89	82
4	D	87	76
5	E	67	65

The correlation of the two mean scores (X and Y values) were calculated using the formula of the product moment correlation with a rough figure r_{xy} price obtained was 0.8 (very significant). Thus it is clear that both of these data has a very strong correlation. In other words, the effectiveness of the organizational structure that will affect the level of performance of lectures and staff. Moreover, it can also be concluded that the level of performance of lectures and staff will be influenced by the effectiveness of the organizational structure of the campus; the more effective the organization college lectures and staff performance levels will also increase. It can be concluded that to improve the performance of lectures and staff, the management needs to create a dictionary of effective campus organization.

4. Conclusion

Based on the above it can be some of the conclusions are:

1. In general, the level of structure in the private university campus Christian organization in Jakarta has been very effective.
2. The level of performance of lectures and staff in private universities in Jakarta Christians in middle category, that means still needed performance improvement for lectures and staff in the PHE environment.
3. The correlation between the effectiveness of the organizational structure and the level of performance of lectures and staff is very strong ($\mathbf{r}r_{xy}$=0.8). It shows that both variables affect each other strongly. The increase or decrease in the score of one of the variables will be followed by an increase or decrease in the other variable.

Recommendations

Based on the results of the above discussion, the author provided several recommendations, including the need for intensive coaching, precise and continues for every lectures and employees of private universities in Jakarta Christians. It is intended that the policy makers (the college management) has reliable resources and quality. With the availability of reliable and quality resources will facilitate the college management in establishing appropriate organizational structure and reliable that will ultimately improve the performance of the lectures and staff. To support the success in conducting organizational structure of resources, it is necessary to research and in-depth study of all the potential possessed by each lectures and staff. Therefore, the formation and development of resource organization structure can be based on the ability and integrity of the lectures and staff.

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