

Ethical Interaction Capability As A Driving Power For Lecturer Performance (Empirical Study In Indonesian Higher Education)

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ABSTRACT

The excellent human resources at universities are mutually beneficial, therefore having the ability to interact ethically is crucial. Ethical Interaction Capability is put out as a notion that mediates views of organisational support for the performance of lecturers in private universities in order to guarantee the continuation of high-quality higher education. The goal of this research is to provide a novel idea for the variable relationship model. This quantitative research was categorized as explanatory research. In this study, a questionnaire was employed as the data collection method. The data analysis method utilized the Structural Equation Model with the support of AMOS 25. The contribution of Ethical Interaction Capability, defined as an individual's ability to behave honestly, fairly, and trust-worthily, will bridge the gap in lecturer performance in the higher education environment, which begins with the organization's support. The ability to interact ethically is regarded as fostering a sense of trust in one's capacity to take accountability for the advancement and development of higher education. Lecturer development is facilitated and supported by higher education, which will result in high performance in the future and a surge in performance.

Keywords: Perceived Organization Support (POS), Ethical Interaction Capability, Lecturer Performance

Introduction

To achieve responsible and high-quality performance, lecturers engage in what is known as lecturer performance (Suryaman and Hamdan, 2016; Narasuci, Setiawan, Noermijati 2018). The vision of becoming a professional lecturer is to establish a learning environment based on professional principles, enabling all citizens to have equal access to high-quality education (Mukhtar et al., 2020; Qurbani et al, 2021). Data on the degree of lecturer competence attained by private universities (PTS), particularly in the Yogyakarta region, indicate that it is good. Moreover, lecturers at private universities also achieved some recognition related to The Top Twelve (12) Competing Teams in the AUAP (Association of Universities of Asia and The Pacific) Research Fund 2021 (Admin, LRI. UMY.ac.id, 2022). Multiple awards that lecturers have received serve as proof of their integrity and excellent work. This demonstrates that lecturers will be unable to reach an achievement point in supporting careers without making an effort. According to the report by LLDikti Region V Yogyakarta Special Region (DIY), 103 private universities in Indonesia are accredited under seven standards and have BAN-PT No. 3 of 2019 status, which is based on IAPT 3 and IAPS 4.

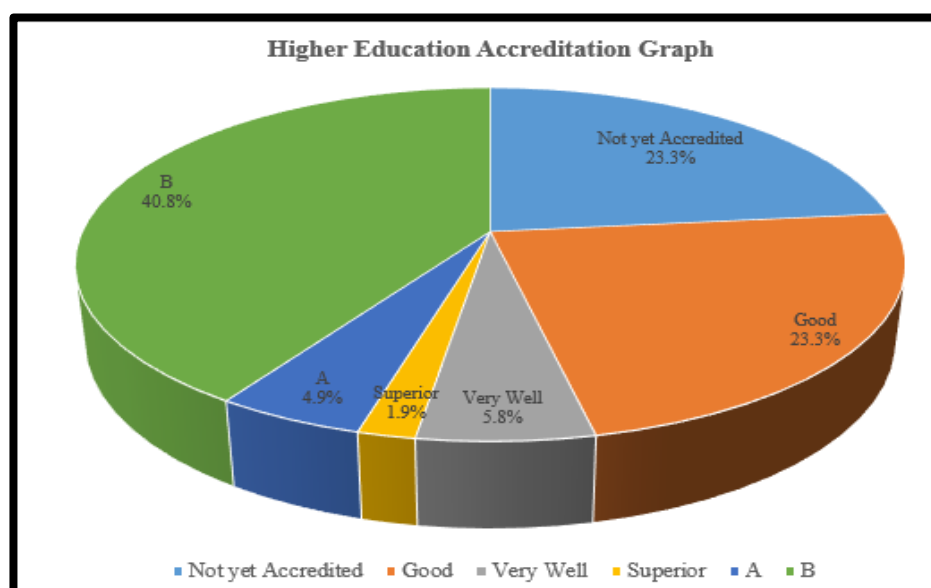


Figure 1. Institutional Accreditation Assessment
Source: The Report by LLDikti Region V DIY

With 4.9% of private universities in Yogyakarta having an A accreditation and 1.9% having a –superior accreditation, the data above shows how few private universities in Yogyakarta still hold A or superior accreditation. Even as much as 23.3%, there are private universities that have not been accredited. This indicates that a large number of those evaluated still do not satisfy the requirements for accreditation assessment.

This phenomenon signifies that some lecturers continue to perform below par. These subpar performances can be attributed to a variety of factors, such as perceived organizational support (POS) or the type of support provided by the organization. How lecturers receive organizational support influences how their attitudes and behaviors develop in response to that support. Research by Yih and Htaik (2011); and Chang, et al (2020) claimed that organizational support can be divided into reinforcing support and hindering support. When an employee receives support from their employer, they are more likely to develop a loyal attitude toward the company and are less likely to consider moving, and conversely. Contradictory results (Gap Research) revealed that support in the organization has no impact on improving performance (Obeng, et al, 2020). In addition, organizational support fails to have a moderating effect on employee performance commitment, according to research by Danso et al. (2020). This could be the result of the support not being proportional to the employees' perceived workload, leaving them unaffected. The difference raises a new issue: organizational support for the employees goes in two different directions, offering both advantages and disadvantages. A positive impact occurs when the support provided is well received as a source of motivation and concern for lecturers, resulting in an impact on performance. Negative effects arise when the support given to lecturers is not commensurate with the university's concern for them, resulting in a lack of response and no improvement in performance.

By utilizing the principles of integrity and trust, the relationship between theory development and behavior is established. Studies conducted by Aksan et al. (2009); Beekun R.I. (2019); and Nurdiana et al. (2022) claimed that ethical interaction capability refers to a person's capacity to behave justly and without taking advantage of opportunities in the service system, was selected as one of the interaction theory's dimensions. Applying the principles of integrity and trust upholds ethical behavior in the context of higher education. The research of Aksan et al (2009); Beekun R.I (2019); Lee and Kim (2021); Nurdiana, et al (2022) revealed that Ethical Interaction Capability was chosen as a dimension of interaction theory because ethical interaction capability is a person's ability to act fairly and not opportunistically in the service system. As a lecturer, a person has the responsibility to carry out their duties according to the description of the Tri Dharma for higher education. As a result, lecturers have an ethical obligation to fulfill all of their responsibilities. Likewise, one type of ethical behavior used in the context of higher education is acting fairly and consistently in the performance of his duties as a lecturer.

Thus, the research model involving lecturer performance perceived organizational support (POS), and ethical interaction capability was carried out at the individual level of analysis with respondents from private university lecturers within the Yogyakarta Special Region. In general, this study aimed to propose a conceptual model of the role of Perceived Organizational Support (POS) in improving lecturer performance through Ethical Interaction Capability.

Literature Review

The Concept of Ethical Interaction Capability

The concept development of *Ethical interaction capability* is illustrated in the following chart:

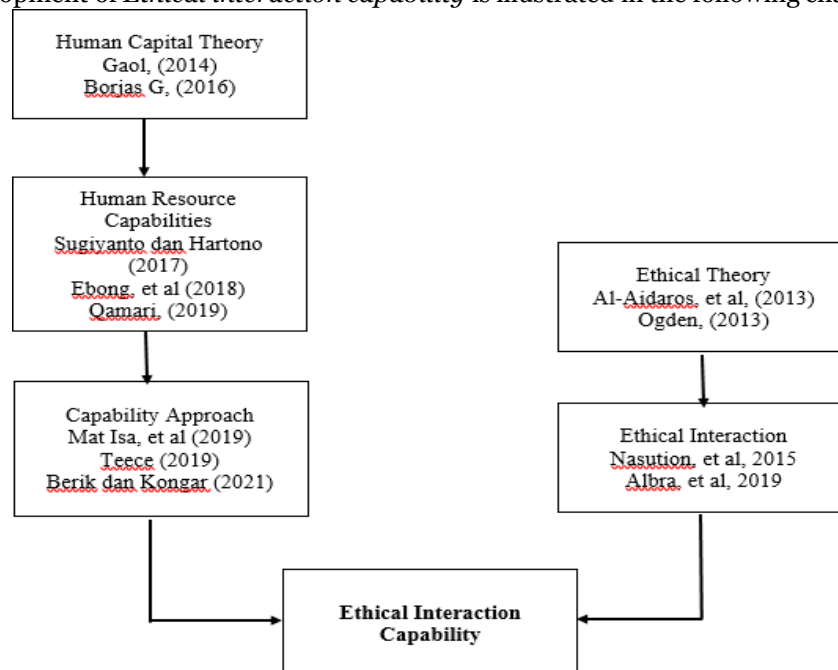


Figure 2. Illustration of the Concept of Ethical interaction capability

Based on the development of the Ethical Interaction Capability model, the above picture can explain the theories that build the human capital theory, the concept of ability (capability approach), the concept of human capability theory, and the ethical theory. When examined from the theory, conclusions can be drawn that are all interrelated in its reduction. First, the idea of human capital theory describes the abilities that people possess and how an organization can use those skills as a value to grow itself in the future. This ability is a valuable organizational asset that requires ongoing support to grow. The concept of ability (capability approach) is therefore a step down from the earlier theory, which somehow related to the degree of individual ability and allowed for the determination of the appropriate decision based on an individual's abilities. As a result, an organization with human capital is still provided with resources and encouragement to advance its capabilities. The organization benefits from having a large pool of competent human capital. This has to do with the next theory, which is the concept of human capability theory (the concept of human capability theory). Human capital resources are a set or group of individuals who have the ability in an organization that contribute to improving organizational performance.

Then, the next theory is related to ethical theory which brings up integrity. Honesty and integrity are two factors that are closely related to being able to build a long-term company/organization. It is derived from the theory of the concept of Ethical interaction related to behavior and attitudes. In this case, it is more about upholding honesty and integrity to all parties involved. Someone who has high integrity towards the company/organization will go beyond just the words honest and trustworthy in his actions. Three dimensions are used to develop the concept of Ethical Interaction Capability: behaving honestly (directing to be honest), justice in understanding emotions, and having reliability (able to be relied upon). It is possible to interpret the Ethical Interaction Capability proposition as a type of constructive action that demonstrates the capacity to realize a person's full potential. How the offender or the organization/company treats its subordinates can be exhibited. To demonstrate that moral conduct maintains integrity is trustworthy, and has self-respect for the organization or organization's capabilities.

Perceived Organizational Support (POS)

According to Eisenberger, et al (2020), perceived organizational support is an attitude that convinces a person that the organization where he works values his contribution and cares about his welfare. The perception that employees are valued by the organization strengthens employees' belief that the organization will fulfill its obligation to recognize employee attitudes and behavior. In essence, perceived organizational support is something that every employee anticipates. There are general organizational practices that are regarded as beneficial and can boost employee perceptions of organizational support, such as equity, supervisor support, organizational rewards, and working conditions. This study executed the 8-item Survey of Perceived Organizational Support measurement indicators to measure the Perceived Organizational Support variable. In

Cherubin's research (2011), Robert Eisenberger, Robin Huntington, Steven Hutchison, and Debora Sowa developed an 8-item survey of perceived organizational support. The survey includes detailed indicators such as appreciation for employees, recognition of their efforts, interests, welfare, and work results, as well as company concern, attention to employees, and achievements in their work.

Adopting previous research related to Ethical Interaction Capability, setting business and marketing organizations (Karpen, 2015) is defined as a trust-based partnership between customers and employees not to take misleading actions, or injustice in the interaction between the two. It can be concluded that Ethical Interaction Capability within the scope of higher education is a manifestation of instilling trust in lecturers by universities to be able to develop themselves in the future. In this instance, the university reimburses lecturers based on their performance, fairly and in compliance with the applicable policies. To promote the development of the Ethical Interaction Capability, which fosters a sense of confidence in one's capacity to assume responsibility for that which has been entrusted to the university's advancement and development. According to Tanjung et al. (2020), people who have high self-esteem are highly assured of their performance abilities. However, there is still a dearth of research on the aforementioned hypothesis; in fact, very few people discuss the subject of ethical interaction capability in the context of HR management. Thus, the development in this study examines the relationship between the influence of institutional support and the rise in lecturers' confidence in their capacity to be impartial and totally committed to the higher education Institution. In light of the above description, the following is the study's hypothesis:

H1: Perceived Organizational Support (POS) has a positive effect on Ethical Interaction Capability.

Lecture Performance

As stated by Robbin and Judge (2017), the relationship between ability and motivation determines how well an employee performs. When someone performs as an employee, their accomplishments are evaluated based on the standards or requirements established by the company. In the context of higher education, a lecturer's performance is measured by how well they manage their classes, write research publications, publish periodic research indices, and engage in community service and higher education benefits. Government Regulation Number 37 of 2009 explains that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and art through education, research, and community service. In their capacity as educators of various sciences and skills, lecturers bear the duties and responsibilities of forming students into individuals with the abilities and skills necessary to enter the workforce. They also bear the responsibility of modelling moral behavior and correcting incorrect attitudes and behaviour for their students by acting as role models. Lecturer performance is outlined in the Coordinating Minister's Decree on the Functional Position of Lecturer and its Credit Score for Development, Supervision, and Empowerment of State Apparatus. The main task of lecturers is to carry out education and teaching at universities, research and community service.

In this study, Ethical Interaction Capability is expected to improve market performance by attracting diverse experiences. To do so, employees must refrain from monologic or unethical behaviors, such as lying, cheating, and others (Abela and Murphy, 2008; Kerpen et al, 2012; Laczniak and Murphyn, 2019). Subsequently, a conclusion is reached about Ethical Interaction Capability in the context of higher education, specifically that it is a means by which higher education empowers lecturers to grow as individuals in the future. As noted by Lee and Kim (2021); and Nurdiana (2022), creativity increases with Islamic Ethical Interaction Capability. Employee creativity in an organization refers to the degree to which employees generate concepts and exhibit creative behavior in completing tasks that are assigned to them, coming up with fresh and appropriate answers, stepping outside of their comfort zones at work, and trying new things without worrying about failing. Ethical Interaction Capability, according to Maryann and Unogu (2020), uses the word honesty as a synonym for trust, whereby an organization gives its partners confidence in their ability to perform to generate positive results that contribute to organizational development. Higher education can enhance the performance of its lecturers by fostering ethical behavior that builds trust in their abilities and dedication. In this instance, higher education helps lecturers hone their skills to ensure they can perform well in the future, which has the effect of raising higher education performance. In light of the above description, the following is the hypothesis of the study:

H2: Ethical Interaction Capability has a positive effect on lecturer performance.

According to research findings by Fristin et al. (2019) and Sudiyono et al. (2020), there is a direct correlation between higher employee commitment and performance and perceived organizational support. According to Chang et al. (2020), university physical education teachers' performance is positively impacted by organizational support. According to them, there are two types of organizational support: reinforcing support and hindering support. Strengthening organizational support has a positive effect on the new performance of frontline workers. In light of the above description, the hypothesis in this study is:

H3: Perceived Organizational Support (POS) has a positive effect on lecturer performance. Research Methods

This was a quantitative study that sought to explain phenomena. To investigate the causal relationship between Perceived Organizational Support (POS) variables on lecturer performance, if it is mediated by Ethical Interaction Capability, a statistical analysis was used in this study. There were 7,795 lecturers from private universities in Yogyakarta who participated in the study's population. In this study, purposive proportional random sampling was used as the sampling method. To achieve the objectives of the research (purposive sampling), conditional sampling was employed and the samples were: Private universities that hold accreditations of –A and –superior according to data from Yogyakarta, LLDikti region V, and employ permanent lecturers with functional positions for longer than two years. Six private universities in Yogyakarta, Indonesia, were chosen with a sample size of 343 lecturers based on Webometrics Impact Rank. Referring to the Webometrics Impact Rank, 6 private universities in Yogyakarta were selected with a sample size of 343 lecturers.

Three different types of variables—lecture performance, perceived organizational support (POS), and ethical interaction capability—were measured using a questionnaire as part of the data collection method in this study. The Semantic Differential scale, which is a numerical scale with intervals of 1 to 10, is a scale utilized to measure each variable. The Semantic Differential Scale is a tool used to measure attitudes. Unlike multiple choice or checklist forms, it is organized into a continuous line with very positive responses on the right side and very negative answers on the left, or vice versa (Nunnally and Bernstein, 1994). Using AMOS 25, the data analysis method applied the Structural Equation Model (SEM) model.

Result

Confirmatory Factor Analysis: This type of analysis evaluates the validity and reliability of the instrument that will be used in the study. If the acceptance criterion is ≥ 0.3 , the loading factor value criterion is considered valid. As stated by Hair, Black, Baby, Anderson, and Tatham (2010), a loading factor value of ± 0.3 -0.4 is considered acceptable. The instrument is considered reliable if its construct reliability (CR) is ≥ 0.70 . The variable value of 8 items of perceived organizational support (POS) was declared valid and had a CR value of 0.842 (≥ 0.6). The variable of 3 items of Ethical Interaction Capability was declared valid and the CR value was 0.615 (≥ 0.6). The variable of 11 items of Lecture Performance was declared valid and the CR value obtained was 0.761 (> 0.6).

Structural model: the purpose of a structural model is to analyze the relationship between variables through causation. This refers to figuring out each exogenous latent variable's causal relationship with each construct and endogenous latent variable. The criteria for goodness of fit are Chi-Square: 200.980 and P-value: 0.159 Fit, RMSEA: 0.017 (≤ 0.08), GFI: 0.947 (≥ 0.90), CMIN / DF: 1.104 (≤ 2.00), CFI: 0.992 (≥ 0.90), TLI: 0.989 (≥ 0.90). The model was in a fit condition, according to the results of the aforementioned criteria, allowing for more analysis to be done.

The following are the outcomes of the Regression Weight Structural Equation Modeling calculation used in hypothesis testing:

Table 1. Hypothesis Testing Results

Hypothesis	Estimation	S.E.	C.R.	P	Description
<i>EIC</i> <--- <i>POS</i>	0.095	0.042	2.270	0.023	Significant
<i>LP</i> <--- <i>POS</i>	0.082	0.044	1.870	0.061	Not Significant
<i>LP</i> <--- <i>EIC</i>	0.562	0.188	2.981	0.003	Significant
<i>EIC</i> mediating <i>EIC</i> <--- <i>POS</i>	1.993			0.035	Significant

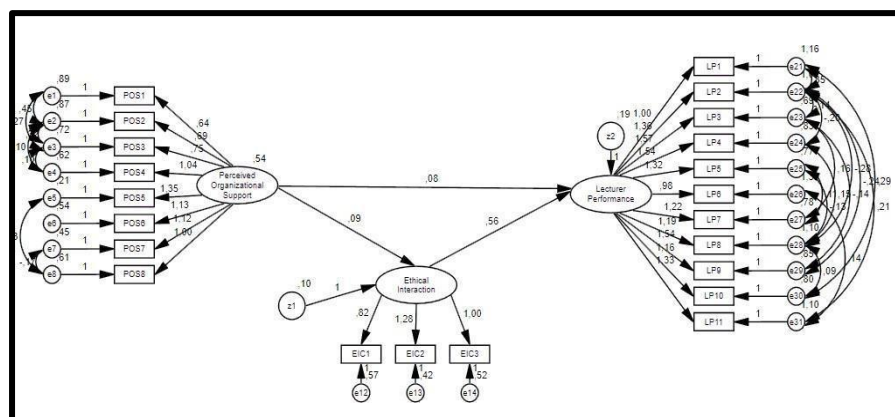


Figure 2. Full Model of Structural Equation

H1: There was an effect of perceived organizational support on Ethical Interaction Capability in Higher Education. Based on data processing, it was found that the t-value was 2.270, with a P-value of 0.023. These results showed a t-value above 1.96 ($2.270 > 1.96$) and a P-value below 0.05 ($0.023 < 0.05$).

H2: There was no effect of perceived organizational support on lecture performance in higher education. Based on data processing, it was discovered that the t-value was 1.870, with a P-value of 0.061. These results indicated that the t-value was below 1.96 ($1.870 < 1.96$) and the P-value was above 0.05 ($0.061 > 0.05$).

H3: There was an influence of Ethical Interaction Capability on Lecturer performance (lecture performance) in higher education. Based on data processing, it was discovered that the t-value was 2.981, with a P-value of 0.002. These results indicated a t-value above 1.96 ($2.981 > 1.96$) and a P-value below 0.05 ($0.002 < 0.05$).

H4: Based on the results of the Sobel test analysis, it was proven that the role of Ethical Interaction Capability as a mediator between Perceived Organizational Support (POS) in improving Lecturer Performance, as evidenced by the Sobel Test value of 1.993 with a probability of 0.035 ($0.035 < 0.05$).

Discussion

The first hypothesis's empirical testing revealed that Perceived Organizational Support (POS) had an effect on Ethical Interaction Capability among lecturers at private universities in Yogyakarta. Positive behaviors that demonstrate their capacity to reach their potential had an impact on enhancing Ethical Interaction Capability, which was influenced by organizational support levels. Three dimensions—behaving honestly (directing to be honest), understanding justice in emotions, and having reliability (able to be relied upon)—were included in the assessment of ethical interaction capability derived from the development of several theories. These dimensions are mutually reinforcing. According to Yolanda and Syamsir (2020), integrity is the quality of a person that makes them worthy of trust. This includes personal attributes like being a person of integrity, being responsible, having maturity, being courteous, being willing to be kind, and so on. According to Rahim et al. (2020), employees with high integrity are considered to be more autonomous, logical, honest, and fair than those who have less integrity. According to research by Tanjung et al. (2020), people who have strong self-esteem are very assured of their performance abilities. Reliability is necessary for reaching the point of Ethical Interaction Capability, which means that having a strong work ethic is necessary for accomplishing tasks and obligations (Noor et al., 2020; Wahyudi, 2022).

The second empirical test of the hypothesis stated that there was an effect of Ethical Interaction Capability on the Lecture Performance of Private Universities (PTS) in Yogyakarta. This clarifies how an individual with a high Ethical Interaction Capability value will influence performance improvement. Lee and Kim (2021); and Nurdiana (2022) said that the higher the Islamic Ethical Interaction Capability, the higher the creativity. Employee creativity in an organization is measured by how well they come up with ideas and act creatively when completing tasks assigned to them, emanating fresh ideas and appropriate answers, products, or solutions to tasks, or by how much they desire to venture outside of their comfort zone and endeavor new things without becoming concerned about failing. Based on Maryann and Unogu (2020), Ethical Interaction Capability adopts the word honesty as an alternative term for trust, whereby an organization places their partners' performance in their hands to yield positive results for organizational development.

The third hypothesis was empirically tested, and the findings indicated that Yogyakarta Private Universities' lecture performance was impacted by perceived organizational support (POS). Support from the organization is crucial for improving performance. Providing support to lecturers such as appreciation, appreciation, fulfillment of interests, welfare, work input, care, attention and work achievement results, will provide a great opportunity to build good work performance. Lumineau, et al (2023); Musenze, et al (2022) perceived the extent to which the organization provides support to employees and the extent of the organization's readiness to assist when needed, as well as appreciating contributions and caring about employee welfare (Patnaik, et al,

2023). According to Fristin et al. (2019), there is a direct correlation between higher employee engagement and performance and perceived organizational support. Chang et al. (2020) explained that organizational support improves the effectiveness of university physical education teachers. Employee involvement in their work will boost performance, according to Wijaya (2023), who also stated that enhancing employee competency will increase the perception of organizational support.

To address the research gap on the impact of perceived organizational support (POS) on lecturer performance, this study proposes a new concept: ethical interaction capability. It has been demonstrated that the impact of perceived organizational support (POS) on lecturer performance is mediated by ethical interaction capability. One type of constructive behavior that demonstrates the capacity to reach one's full potential is ethical interaction capability. This form of action can be demonstrated by the perpetrator or the organization/company towards its subordinates. Therefore, it can be illustrated that ethical behavior leads to honest behavior that can be trusted and has self-integrity towards the organization/company for its capabilities. Unfortunately, there is currently very little research on the aforementioned theory, and virtually none of it addresses ethical interaction capability in the context of HR management. Thus, the effect of the higher-education Institution's support on the rise in lecturers' self-efficacy in their capacity to be impartial and committed to the university was chosen as the topic of this study. According to Lee and Kim (2021); Nurdiana, et al (2022) the higher the Islamic Ethical Interaction Capability the higher the Creativity. Higher education facilitates lecturers to hone their skills allowing them to perform at a high level in the future, resulting in the effect of improving their job performance.

Theoretical Implications

Several findings, including the following, illustrate the theoretical significance of developing the Ethical Interaction Capability model supported by Perceive Organization Support (POS) on lecturer performance. They are as follows:

To create new perspectives understood as their capacity to realize their potential, the findings of Ethical Interaction Capability in the field of management are based on a number of ideas about human mode behavior, ethical interaction theory, and human abilities. The form of action can be demonstrated by the perpetrator or the organization/company towards its subordinates. So that it can be illustrated that ethical behavior leads to honest behavior that can be trusted and has personal integrity towards the organization/company for its abilities.

The contribution of Ethical Interaction Capability as a form of the ability of individuals to behave honestly, fairly and trustworthily will lead to improved lecturer performance in the higher education environment which begins with the support of the organization. Teaching in the classroom is only one aspect of being a lecturer; another is how someone with integrity can be relied upon to play by the rules, act morally, and, of course, live up to the expectations of their profession. Furthermore, as a lecturer, controlling an individual's emotional awareness in line with the emotional intelligence framework demonstrates the capacity to overcome obstacles and generate people who are accountable, fruitful, and optimistic while confronting and resolving issues. Having a positive attitude towards their work is essential for lecturers to be able to carry out their obligations and functions as educators with full responsibility. A person who lacks self-reliability is undoubtedly lacking confidence in their talents. Hence, the concept of Ethical Interaction Capability can be understood as fostering a sense of assurance in an individual's ability to assume accountability for the advancement and growth of higher education. Higher education assists lecturers develop their skills and provides them with the encouragement they need to perform well in the future, which has the effect of improving their productivity at work.

Limitations Of The Research

This study has certain limitations as it attempted to improve team performance by presenting new concepts and models, specifically:

1. Lecturers from private universities in Yogyakarta who have been employed for at least a year serve as the study's unit of analysis. The top 5 private universities were selected using Webometrics rankings. Thus, the unit of analysis that includes lecturers should be further broadened for researchers so that state universities and private universities can be compared.
2. A Google Form-distributed questionnaire was utilized to collect data for this study. Data collection took a lengthy time because of this. This is due to the extremely low willingness of people to complete Google Forms; occasionally, they are merely skimmed over without being submitted. As a result, to collect data on a big scale, a team must approach and adhere to each object's bureaucratic process. This is to guarantee that there is no bias in the data collection process and that the research will yield more accurate facts that need to be taken into account when generalizing the results.
3. A more thorough evaluation of each variable's measuring scale should be conducted by searching for hypotheses regarding its development that are grounded on competent literacy. A patent measurement scale can be used to equalize the measurement scale before it is adopted and developed.

4. A component of external assessment (dyadic research) is required for the evaluation of performance characteristics. This is done to make the performance evaluation more thorough and independent of the sense of subjective opinion.

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