



**THE ROLE OF MODERATION OF ORGANIZATIONAL SUPPORT
ON SOCIAL CAPITAL EFFECTS ON PERFORMANCE OF
LECTURERS**

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ABSTRACT

This study aims to determine how the Model of Improvement of Lecturer Performance Based on Social Capital and Organizational Support at Private Islamic Universities in Medan City. This research is basic research. The study population was all permanent lecturers of Islamic Private Universities in Medan i.e. University of Muhammadiyah Sumatera Utara, Islamic University of North Sumatra, University of Muslim Nusantara Al Washliyah, Al-Washliyah University and Al-Azhar University. However, this study only limited to Islamic universities owned by Islamic Foundation or Islamic Organization i.e. University of Muhammadiyah Sumatera Utara and University of Muslim Nusantara which amounted to 425 permanent lecturers who have functional positions as expert assistants, senior lectures and associate professors. The sampling technique in this study is the proportional random sampling with 129 samples used. The data analysis method used in this study is moderating regression analysis (MRA). The results showed that social capital had a positive and significant effect on lecturer performance and organizational support was a moderating relationship between social capital and lecturer performance.



Keywords: Lectures Performance, Social Capital, Organizational Support

1. INTRODUCTION

Higher education as a national education subsystem is expected to be the centre of the organization and development of higher education as well as the maintenance, fostering and development of science, technology and/or art as a scientific society full of noble ideals, educated people who love to learn and serve the community as well carry out research that produces benefits that improve the quality of life in the community, nation, and country (Jufrizenet al., 2017).

The mission carried by universities through the Higher Education Tridharma program and by article 20 paragraph (2) of Law Number 20 the Year 2003, universities are required to conduct research and community service, in addition to organizing education. In this case, the mission carried by universities is basically to collect, maintain and transfer culture, values, and knowledge of humanity from generation to generation. In other words, universities are not only required to transfer knowledge through the teaching process but also are required to be able to gather and explore new knowledge through research and development.

According to Law No. 14 of 2005, the position of lecturers as professionals serves to improve the dignity of lecturers and develop science, technology, and arts to improve the quality of national education. In line with this function, the position of lecturers as professionals aims to implement the objectives of national education, namely the development of the potential of students to become human beings who believe in God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic citizens. and responsible.

Furthermore according to Government Regulation No. 37 of 2009, as a professional, lecturers are required not only to have competencies by their fields of expertise but lecturers are also required to be able to explore all their capabilities and competencies and be able to transform, develop, and disseminate knowledge and technology through Tri Dharma of Higher Education includes education, research, and community service.

During this time much attention has been paid to the performance of lecturers, including training, comparative studies, and workshops also providing opportunities to improve education to a higher level both independently and through scholarships by the government. The results have been felt through improving the quality of education or through the achievements shown by students both during education and after entering the workforce.

However, field facts prove that the performance of lecturers as the spearhead to improve the intelligence of the nation's life has not shown optimal performance. This can be seen from the observations and interviews that there are still many lecturers who do not make the Lecture Program Unit (SAP) and Teaching Outline (GBPP), lecturers who come to class and go home on time, do not return student homework or assignment, submitting late exam results, in lectures tend to use the same lecture method for all types of subjects, do not use teaching tools, the learning process is dominated by lecturers, less innovative and rarely provide exercises to students as theoretical implementations or principles taught in class into practice, and finally, student learning outcomes are unsatisfactory which is marked by a large number of students taking the Remedial Exams (Short Semester).

Besides that, one of the problems of tertiary education in Indonesia lies in the aspect of research quality from tertiary institutions. This is evident from one of the results of development achievements in aspects of improving the quality and competitiveness of education indicating that the quality of research from higher education is still low (Fauzan, 2012). The low quality of higher education research tends to occur also in private universities (PTS) in Medan.

The inadequate performance of lecturers in carrying out their duties as above is assumed to be caused by several factors including job satisfaction, low commitment, low work motivation, recruitment system, college climate that is less conducive to developing academic culture, repayments, and appreciation for lecturers who are still low. Therefore, many lecturers are forced to work on projects, businesses, and other professions that do not have a direct bearing on their academic assignments. Improved lecturer performance is strongly influenced by the level of social capital ownership and organizational support (universities).

In this study, the dimension of social capital follows (Nahapiet & Ghoshal, 1998) which divides social capital into three dimensions i.e. (1) the structural dimension, (2) the relational dimension and (3) the cognitive dimension. Organizational support internally also has a connection in the implementation of lecturer duties. The intended support is also one of the supports in motivating the work of lecturers in the teaching and learning process, not only administrative but also moral in the organization (Chun and Tsung, 2012) state that organizational support can improve and provide effectiveness in improving performance, of course, performance will produce a very significant influence on the organization, the organization will progress along with the organization's support for the performance of its members as expected by the organization.

2. LITERATURE REVIEW

2.1. The concept of lecturer performance

The word "kinerja" in the Indonesian dictionary is a translation of the English word, i.e.: "performance" which means: (1) work; deed, or (2) appearance; instructions (Bintoro & Daryanto, 2017). While Sagala, (2006) defines performance as a measure of success in achieving the goals set (previously planned). Robbins (2004) suggests that performance is a measure of work done using criteria that are mutually agreed upon.

Wahjosumidjo, (2007) states that performance is a measurable qualitative and quantitative contribution to help the achievement of group goals in one work unit. The intended work objectives are concrete, observable and measurable results of work. Viewed from the characteristics of performance personnel include the ability, skills, personality, and motivation to be able to carry out tasks well (Mulyasa, 2009).

Hasibuan, (2011) added that there were 11 (eleven) performance indicators that could be assessed namely: loyalty, work performance, honesty, discipline, creativity, cooperation, leadership, personality, initiative, skills, and responsibility. Kamars (2005) states that performance is a translation of the word performance which means the willingness and ability to do work. Wibowo, (2013) states that performance can be seen as a process or work result that has a strong relationship with the organization's strategic goals, customer satisfaction, and economic contribution.

Sedarmayanti (2014) states that performance is the result of work that can be achieved by a person or group of people in an organization by their respective authorities and responsibilities to achieve organizational goals legally and legally following morals and ethics. Thus we can interpret that the emphasis of the expert opinion above, performance as a process to achieve certain results. High or low performance of a person at work can be evaluated from the actions and behaviours shown.

Talking about performance will be related to its forming factors both directly and indirectly, both internally and externally. This is as explained by Timpe (Mangkunegara, 2014). Performance factors consist of internal and external factors. Internal factors (dispositional), namely factors that are associated with the characteristics of a person. For example, a person's performance is good because they have high ability and type of hard worker, while someone has a bad performance due to that person has a low ability and has no efforts to improve his

ability. External factors are factors that affect the performance of someone who comes from the environment, such as the behavior, attitudes, and actions of coworkers, subordinates to the leadership and organizational climate.

Internal factors and external factors are attributions that affect one's performance. The types of attributions made by education personnel have several psychological consequences and are based on action. An employee who thinks his performance is good comes from internal factors such as ability or effort, it is suspected that the person will experience more positive feelings about his performance. Meanwhile, according to Gibson, Ivancevich, and Donnelly (2008) include individual variables, including skills, mental abilities, physical, family background, social level, experience, and demographics.

Organizational variables, consisting of resources, leadership, rewards, structure, and job design. Psychological variables, including perceptions, attitudes, personality attitudes, learning, and innovation. Furthermore, according to Gibson et al., (2008) performance is influenced by individual factors namely ability and expertise, background, demographics. Organizational factors are resources, leadership, rewards, and structure (job design). Psychological factors consist of perception, attitude, personality, learning, and motivation.

Performance in carrying out its functions does not stand alone but is related to job satisfaction and reward levels, influenced by the skills and abilities and individual traits. Therefore, according to Gibson et al., (2008) individual performance is influenced by factors: a) expectations regarding rewards, b) encouragement, c) ability needs and nature, d) perceptions of tasks, e) internal rewards and external, and f) perception of the level of reward and job satisfaction. Thus, the performance is determined 3 (three) things i.e. 1) ability, 2) desires, 3) environment. Therefore, to have good performance, one must have a high desire to do and know they work. It can be said that without knowing these three factors, good performance will not be achieved as planned and expected.

2.2. The Concept of The Social Capital

According to Bell and Kilpatrick, (2000) social capital is a form of capital because some resources or assets can be invested and in the future. It is expected to produce, which can be used for various purposes. At the individual level, social capital is a personal asset that is attached to a person who has social relations. According to Lin, Cook, and Burt (2017) social capital at the individual level is the ability of individuals to access and utilize the resources

inherent in social networks to achieve certain goals. Social capital as an investment in social networks and individuals involved in social networking can generate profit.

Field, (2012) states the definition of social capital consists of "social networks, reciprocity that arises, and the value to achieve common goals". Social capital is often interpreted differently. Some researchers claim that social capital is a community-level attribute, although other researchers treat social capital as an individual-oriented approach. The diversity of definitions of social capital arises from different levels of analysis.

Li et al. (2014) and Narayan and Cassidy (2001) analyze at the organizational level. Whereas in this study using individual-level analysis as conducted (Hau et al., 2013), (Stam, Arzlanian, & Elfring, 2014), (Nahapiet & Ghoshal, 2009). Social capital is organized into structural dimensions, relational dimensions, and cognitive dimensions (Hau et al., 2013; He, Qiao & Wei, 2009; Chow & Chan, 2008).

The structural dimension is the pattern of relationships between people and social interactions that exist in organizations. The relational dimension is an asset that is created and grows in relationships between members of an organization that includes trust and trustworthiness. Trust is an attribute that is inherent in a relationship. Trustworthiness is an attribute inherent in the individuals involved in the relationship.

The cognitive dimension is a resource that provides representation and interpretation together and becomes a system of meaning (system of the meaning) between parties in the organization. (Nahapiet & Ghoshal, 1998) defines this third dimension as shared languages (codes), shared narratives and shared vision which facilitate understanding of collective goals and ways of acting in a social system.

Shared language (codes) will appear in the use of certain words as words (terms) that are understood together in communication between members of the organization. Shared narratives will appear if members of the organization often tell the same things in the form of "organizational myths" or about things that happen in their work lives. A shared vision will appear if the members of the organization have the same understanding of what the organization wants to achieve.

Social capital in college management has an important role. According to Leana and Pil (2006) a university will be more effective if it has human capital and social capital so that a high-learning environment can be created, which enables the exchange of information and knowledge between lecturers about teaching material and current learning practices.



2.3. The Concept of The Organizational Support

Social interaction can occur in the context of individuals and their organizations. Related to that, the concept of organizational support tries to explain the interaction of individuals with organizations that specifically study how organizations treat individuals (employees). Organizational treatment received by employees is captured as an organized stimulus and interpreted as a perception of organizational support. This perception will foster a certain level of trust of employees for the appreciation given by the organization for their contributions (valuation of employees 'contribution) and organizational attention to their lives (care about employees' well-being) (Eisenberger et al., 2002).

Perceived organizational support is an important resource that is considered in the management of the work environment, especially in the service sector (Bakhshi, Kumar & Rani, 2009). According to Kristanto, Rahyuda and Riana (2014) the concept of organizational support explains the interaction of individuals with organizations that specifically study how organizations treat their employees. The perceived organizational support is defined as employee perceptions about the extent to which organizations value employee contributions and care about their well-being (Uçar & Otken, 2010).

According to Hutchison (1997), organizational support can also be seen as an organizational commitment to individuals. If in the interaction of individuals-organizations, organizational commitment is recognized from individuals in their organizations; then organizational support means the opposite, namely organizational commitment to individuals (employees) in the organization. Organizational commitment to employees can be given in various forms, including rewards, equal compensation, and a fair organizational climate. These forms of support also developed from extrinsic (material) things such as salaries, benefits, bonuses, and so on; to those that are intrinsic (non-material), such as attention, praise, acceptance, intimacy, information, self-development.

The theory that is a reference in organizational support is the theory of social exchange (Social Exchange Theory). This theory describes various transactions that occur throughout a person's social life which are characterized by strong emotional connections. Employees will develop a strong level of support from their organization or leader and can lead to effective work behaviours, such as better performance and giving more help to their colleagues (Cheung & Wu, 2012).



Eisenberger et al., (2002) suggested that psychologically perceived organizational support at a high level raises three things for employees, namely: (a). Create a sense of obligation to care about the safety of the organization and help the organization to achieve its goals, (b). The organization's concern, recognition, and respect for them will meet the employees' socio-emotional needs, so they are proud to be members of the organization and include their role status in the organization as their social identity, and (c). Strengthening employee confidence that the organization recognizes and appreciates improved performance, in other words, the better the employee's performance the greater the award given by the organization.

Chiang and Hsieh, (2012) states that organizational support can improve and provide effectiveness on improving member performance, of course, performance will produce a very significant influence on the organization, the organization will progress along with the organization's support for the performance of its members as expected by the organization, however, it still needs further research whether each process of advancing the organization is also part of improving the ability of personnel.

Darolia, Kumari and Darolia, (2010) explained that organizational support plays an important role in determining the performance of members, in their research also explained that organizational support is related to work performance, where rewards by the organization are considered to provide benefits for members, such as work comfort because they are accepted and recognized, get salaries and promotions, get information easily, and several other things needed by members to be able to carry out their work effectively. This reciprocal norm relationship causes members and organizations to pay attention to organizational goals (Rhoades & Eisenberger, 2002).

3. RESEARCH METHOD

This study used an explanatory research approach, which aims to explain the causal relationship between research variables and test hypotheses (Nasution, Fahmi, Jufrizen, Muslih, & Prayogi, 2020). The location of this study was carried out at several Private Universities in Medan, North Sumatra Province.

The study population was all permanent lecturers of Islamic Private Universities in Medan, i.e. University of Muhammadiyah Sumatera Utara, Islamic University of Sumatera Utara, University of Muslim Nusantara, Al-Washliyah University and Al-Azhar University. However, this study is only limited to Islamic universities owned by Islamic Foundations

(Islamic Organizations) i.e. UMSU and UMN, totaling 425 permanent lecturers who have functional positions as Expert Assistant, Senior Lecturer, and Associate professor and have the following characteristics: (1) 1 year, (2) Domicile in Medan and (3) Carry out Tri Dharma Higher Education with a population of 485 lecturers. Determination of the number of samples will provide accurate results according to the Slovin formula (Umar, 2011) and obtained 219 lecturers as samples.

Data collection in this study was conducted by interviewing relevant parties, giving questionnaires to the parties concerned in this case are permanent lecturers at the Private Islamic University in Medan and documentation techniques aim to obtain secondary data that will be used to obtain analogies that are useful in the formulation of theory, and a foundation in analyzing primary data, as well as reinforcing conjectures in the discussion of problems.

The research subjects as a source of quantitative data in this study were lecturers who were targeted by the research. Lecturers who are the subjects of this study are permanent lecturers. Whereas management is a permanent employee of the university. To see the instruments arranged need a good measuring instrument, it needs to be tested for validity and reliability.

The analytical method used is regression. Regression is a method for determining the causal relationship between variables and other variables. In this study using regression to determine the causal relationship between the independent variable and the dependent variable. Based on the proposed hypothesis, the linear regression analysis model in this study can be formulated as follows:

$$Y = \beta_0 + \beta_1 X_1 + e$$

Which:

Y = Lecture Performance

β_0 = Constant

β_1 = Coefficient

X_1 = Social Capital

e = Error

The Second Model is to test hypothesis 2 uses regression with moderating variables:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_1 X_2 + e$$

Which:

Y = Lecture Performance

β_0 = Constant

$\beta_1, \beta_2, \beta_3$ = Coefficient

X_1 = Social Capital

X_2 = Organizational Support

$| X_1 X_1 |$ = Multiply between X_1 and X_2

e = Error of Term

4. RESULT

Based on the data that has been collected, the research data description is obtained as follows:

Table 1: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Social Capital	180	18.00	55.00	44.8778	5.52663
Organizational Support	180	33.00	60.00	46.7278	5.48826
Performance	180	43.00	65.00	55.4000	4.60701
Valid N (listwise)	180				

According to the SPSS data processing above, it shows that the number of respondents (N) is 180, out of 180 respondents for the social capital variable the average score of answers is 44.8778. Respondents' answer scores regarding Social Capital ranged from 18 to 55 with a standard deviation of 5.52663. Organizational Support Variables obtained an average count answer score of 46.7278. Respondent's answer score regarding Organizational Support ranged from 33 to 60 with a standard deviation of 5.48826. Lecturer Performance Variable obtained an average answer score of 55.4000. Respondents' scores on Lecturer Performance ranged from 43 to 65 with a standard deviation of 4.60701.

4.1. Classic Assumption Test

This study uses multiple regression analysis and regression with moderating variables so in this study classic assumption tests need to be done. This is because in multiple regression analysis it is necessary to avoid deviations from classical assumptions so that problems do not arise in the use of multiple regression analysis.

4.2. Normality Test

This test is to determine whether the independent variables and dependent variables are normally distributed or not. If the data spread around the diagonal line and follows the direction of the diagonal line, the regression model meets the normality assumption (Juliandi, Irfan, & Manurung, 2015). The following can be seen as a graph of the results of research data that has been processed by testing SPSS for windows version 16.0.

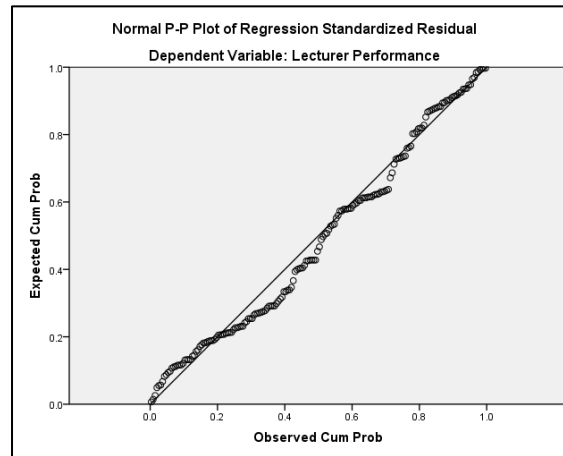


Figure 1: Normality Test of P-P Plot of Regression

The P-P Plot of Regression normality chart above shows that the points spread around the diagonal line and follow the direction of the diagonal line, so it can be concluded that the regression model has fulfilled the normality assumption so that the data in the regression model of this study tend to be normal. In addition to using the P-P Plot of Regression Normality chart to test residual normality is to use the Kolmogorov-Smirnov test, namely with A Symp. Sig (2-tailed) is greater than 0.05 ($\alpha = 5\%$, significant level). The Kolmogorov -Smirnov test table data are as follows:

Table 2: Normality Test Result of Kolmogorov- Smirnov

		Unstandardized Residual
N		180
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.92299578
Most Extreme Differences	Absolute	.082
	Positive	.082
	Negative	-.046
Kolmogorov-Smirnov Z		1.094
Asymp. Sig. (2-tailed)		.183
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the results of normality test data using the Kolmogorov-Smirnov test, it can be concluded that the data has a normal distribution. This can be known by looking at Kolmogorov Smirnov value of 1.094 with a significance level of 0.398. Where the significance

of $0.183 > 0.05$. If the significance of Kolmogorov Smirnov's value is greater than 0.05, then it can be stated that the data has a normal distribution. Then it can be concluded that the regression model in this study meets the assumption of normality or has a normal distribution and deserves to be examined.

4.3. Multicollinearity Test

The multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model. If a multicollinearity regression model occurs, the regression coefficient cannot be estimated and the standard error value becomes infinite.

Table 3 Multicollinearity Test

Model		Unstandardized Coefficients		Collinearity Statistics	
		B	Std. Error	Tolerance	VIF
1	(Constant)	30.127	3.107		
	Social Capital	.290	.055	.933	1.072
	Organizational Support	.263	.056	.933	1.072

a. Dependent Variable: Lecturer Performance

From Table 3 the Multicollinearity Test can be seen that the tolerance number on social capital and organizational support variables is 0.933 and the VIF is 1.072. because the value of tolerance and value inflation factor (VIF) is greater than 0.1 or the VIF value is smaller than 10. This shows that there is no multicollinearity among the research variables.

4.4. Heteroscedasticity Test

Heteroscedasticity testing concluded that the regression model did not occur heteroscedasticity. In other words, there are similarities in the variance of residuals from one observation to another. The results of heteroscedasticity testing can be seen in Figure 2 below:

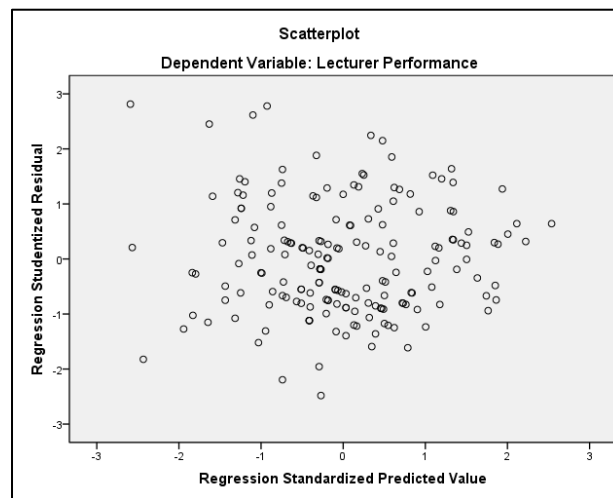


Figure 2: Heteroscedasticity

Based on Figure 2 above, the scatterplot graph shows that the points spread randomly and spread both above and below the number 0 (zero) on the Y axis. It is concluded that there was no heteroscedasticity in the regression model.

4.5. Hypothesis Test

4.5.1. The First Hypothesis Test

The results of regression I tests with Social Capital as an independent variable and lecturer performance as the dependent variable are presented in the following table:

Table 4: Regression Model Result I

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.428 ^a	.184	.179	4.17436
a. Predictors: (Constant), Social Capital				
b.				

Figures Adjusted R Square shows the coefficient of determination or the role of variance (the independent variable in relation to the dependent variable). Figures Adjusted R Square of 0.179 shows that only 17.90% of the lecturer performance variable can be explained by the social capital variable, the remaining 82.10% is explained by other factors.

Table 5: The Significance of the F Value of the Regression Model I

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	697.496	1	697.496	40.028	.000 ^a
	Residual	3101.704	178	17.425		
	Total	3799.200	179			
a. Predictors: (Constant), Social Capital						
b. Dependent Variable: Lecturer Performance						

Table 6: Significance of t Value of Regression Model I

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	39.371	2.553			15.424	.000
	Social Capital	.357	.056	.428		6.327	.000
a. Dependent Variable: Lecturer Performance							

Based on Table 6 above, the linear regression equation that can be formulated is as follows:

$$Y = 39,371 + 0.357 X_1 + e$$

Notes:

- a) Value " β " = 39,371 indicates that the independent variable is Social Capital in a constant or unchanged state (equal to zero), then Lecturer Performance is 39,371.

- b) The social capital Regression coefficient of 0.357 indicates that each addition of 100%, will increase Lecturer Performance by 0.357 assuming that the other variables are constant.

Furthermore, as shown in table 5.14 above, the F_{count} value is 40.028 with a significance level of 0.000 less than 0.05. This shows that social capital influences the performance of lecturers. The results of the regression analysis I (table 7) show that the t-value of social capital is 6.327 with a significance of t value of 0.000 (significant). This means that social capital has a positive and significant effect on lecturer performance.

4.5.2. The Second Hypothesis Testing

The results of regression II testing with social capital as an independent variable and lecturer performance as the dependent variable, and organizational support as a moderating variable are presented in table 7 below:

Table 7: Results of Regression Model II

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
I	.555 ^a	.308	.296	3.86440

a. Predictors: (Constant), Interaction, Organization Support, Social Capital

Figures Adjusted R Square shows the coefficient of determination or the role of variance (the independent variable in relation to the dependent variable). From table 5.16 it can be seen that there is an increase in the adjusted R Square value from the regression model I to the regression model II by 11.70% (adjusted R square in the regression model I by 17.90%). The adjusted R square figure of 0.296 shows that only 29.60% of the performance variable can be explained by the variable social capital and organizational support, the remaining 73.30% is explained by other factors.

Table 8: Significance of F Value of Regression Model II

Model		Sum of Squares	Df	Mean Square	F	Sig.
I	Regression	1170.893	3	390.298	26.136	.000 ^a
	Residual	2628.307	176	14.934		
	Total	3799.200	179			

a. Predictors: (Constant), Interaction, Organization Support, Social Capital
 b. Dependent Variable: Lecturer Performance

From table 8 above, the F_{count} value of 26.136 with a significance of 0,000 is smaller than 0.05. This result shows that social capital, organizational support and the interaction between social capital and organizational support jointly influence the performance of lecturers.

Table 9: Significance of t Value of Regression Model II

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	87.661	20.002		4.383	.000
	Social Capital	-.995	.445	-1.194	-2.237	.027
	Organizational Support	-.927	.412	-1.104	-2.248	.026
	Interaction	.026	.009	2.355	2.910	.004

a. Dependent Variable: Lecturer Performance

Regression equation obtained:

$$Y = 87,661 - 0,995 X_1 - 0,927 X_2 + 0,026X_1 X_2$$

The results of regression analysis II (table 10) show the t-value of social capital is - 2.237 with a significance of t value of 0.027 (significant). The organizational support variable has a t-count of -2,248 with a significance of t value of 0.026 (significant). Interaction variables (interactions between social capital and organizational support) have a t count of 2.910 with a significance of 0.004 less than 0.05 (significant). This means that organizational support is a moderating relationship between social capital and lecturer performance.

5. DISCUSSION

5.1. The Effect of Social Capital on Lecturer Performance

Hypothesis 1 test results show that social capital has a positive and significant effect on lecturer performance ($\beta = 0.357$ $t = 6.327$; $p < 0.000$). The magnitude of the results of the calculation of the value of the regression coefficient shows R² of 0.184 or 18.40%. This can be interpreted that 18.40% of the variation in changes in the performance variable, while 71.60% the rest is caused by other variables not included in this research model. Therefore, hypothesis 1 is stated as supported. These findings support previous research findings that social capital influences performance, using diverse performance measures (Lamtini, Cholifah, & Sutopo, 2016; Warmana & Widnyana, 2018; Cendani & Tjahjaningsih, 2015; Mulyapradana & Firdaus, 2018).

The findings of this study reflect the greater number of collaborations conducted by a lecturer, the higher the exchange of information and knowledge and the opportunity to engage in sustainable productive activities as a certification of social trust from external agents towards the individual concerned (Lin et al., 2017) and the impact on the higher lecturer job performance.

According to Cohen and Prusak (2001) social capital is as every relationship that occurs and is bound by a trust, mutual understanding, and shared values that bind group members to

make possible actions together can be done efficiently and effectively. Employees who always do greetings, maintain good relations, involve themselves in every activity, always maintain togetherness, have the same understanding of the organization's vision, help friends if there are difficulties, and trust in the abilities of coworkers. This will provide enthusiasm and encouragement for employees to actively work so that performance can be achieved well (Nahapiet & Ghoshal, 1998).

The results of previous studies by Pujiastuti (2012) states that social capital has an influence and a positive relationship with organizational performance. Likewise research (Tjahjono, 2017) which says that social capital plays a role in improving organizational outcomes. Thus, the higher their social sense, the more performance they get.

5.2. The Effect of Social Capital on Lecturer Performance Moderated by Organizational Support.

Hypothesis 2 test results indicate that organizational support is a moderating relationship between social capital and lecturer performance ($\beta = 0.026$, $t = 2.910$; $p < 0.04$). The magnitude of the results of the calculation of the value of the regression coefficient shows R^2 of 0.308 or 30.80%. This can be interpreted that 30.80% of variations in changes in performance variables, while the remaining 69.20% is caused by other variables not included in this research model. Therefore, hypothesis 2 is stated as supported. In the context of this study, social capital especially those working in tertiary institutions can assist lecturers in improving performance. When lecturers, especially in the context of the scope of institutions of Higher Education have high social capital, they will have high performance in the workplace.

The test results show that organizational support positively significantly moderates the effect of social capital on the performance shown to lecturers. The results of the study (Rhoades & Eisenberger, 2002) as well as research from (Chiang & Hsieh, 2012) where performance is also highly influenced by organizational support factors. Likewise the results of research from (Wayne et al., 2002) also states that organizational support influences performance accompanied by other factors.

Rhoades and Eisenberger, (2002) and Darolia et al. (2010) also explained that organizational support plays an important role in determining personnel performance, in their research it is also explained that organizational support is related to work performance. where the positive attention given by the organization will provide benefits to personnel, such as the

feeling of being accepted and recognized, get a promotion, get a salary, get information channels and other needs to be able to carry out their work.

6. CONCLUSION

Based on the results of research at the Islamic Private University in Medan showed that social capital had a positive and significant effect on the performance of lecturers at the Private Islamic University in Medan and organizational support was moderating in the relationship of social capital with the performance of lecturers at the Islamic Private University in Medan.

Based on the description of the results of the research, the results of this study can be used by interested parties, especially for university management, especially university leaders and PTS private foundation organizers and the government in making policies. For lecturers individually, the findings of the research show that social capital has a positive and significant effect on the performance of lecturers, therefore, it can be used as a reference for lecturers the importance of improving the ability of social capital through the process of developing bonding and bridging continuously in an effort to improve lecturer performance.

For university management, the research findings show that social capital has a positive effect on lecturers' performance giving signals to the leadership of the need to facilitate the development and activation of social capital at the individual level as an effort to improve the quality and performance of human capital, thereby impacting the acceleration of university performance.

The results showed that social capital influences lecturer performance, therefore university management in recruiting lecturers needs to consider the ability of social capital as one of the elements of assessment and development of lecturer professionalization. The university management and Private Universities foundation organizers need to support the improvement of lecturers' performance, and continually need to institutionalize cultural values as a code of conduct for all university residents to achieve the vision, mission and goals of the university.

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