

PAPER NAME

B2409030818.pdf

WORD COUNT

7754 Words

CHARACTER COUNT

45250 Characters

PAGE COUNT

11 Pages

FILE SIZE

403.5KB

SUBMISSION DATE

Apr 14, 2023 2:53 PM GMT+8

REPORT DATE

Apr 14, 2023 2:54 PM GMT+8**● 4% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 4% Publications database

● Excluded from Similarity Report

- Internet database
- Crossref Posted Content database
- Bibliographic material
- Crossref database
- Submitted Works database

The Influence of Resilience, Workplace Spirituality, and Organizational Climate on Lecturer Performance Through Engagement at the College of Economics in Makassar

Ridwan¹, Basri Modding,² Ramlawat,³ & Sunusi Hamid,⁴

¹Doctor of Management Science, Universitas Muslim Indonesia, Makassar

^{2,3,4}Faculty of Economics & Business, Universitas Muslim Indonesia, Makassar

e_mail: : ridwan.ridwanumi@gmail.com

Abstract: The research objective is to analyze: (1) to partially analyze the effect of resilience, workplace spirituality, and organizational climate on engagement at the College of Economics in Makassar and (2) to partially analyze the effect of resilience, workplace spirituality, and organizational climate on performance of lecturers at the College of Economics in Makassar (3) to analyze the effect of engagement on lecturer performance at the College of Economics in Makassar (4) to analyze the effect of resilience, workplace spirituality, and organizational climate on lecturer performance through engagement at the College of Science Economics in Makassar. The research location is at the College of Economics in Makassar. The population is 536 lecturers and the sample is 229 lecturers. The sampling method used disproportionate stratified random sampling and purposive sampling. The data collection method used a questionnaire. The method of analysis uses Structural Equation Model (SEM). The results of the study prove that: (1) Resilience, workplace spirituality, and organizational climate have positive and significant effect on engagement at the College of Economics in Makassar, and (2) Resilience and organizational climate have a positive and significant impact on lecturer performance at the College of Economics in Makassar (3) Workplace spirituality has a positive and insignificant effect on the performance of lecturers at the College of Economics in Makassar (4) Engagement has a positive and significant effect on the performance of lecturers at the College of Economics in Makassar (5) Workplace resilience and spirituality have an effective positive and insignificant on lecturer performance through engagement at the College of Economics in Makassar. (6) Organizational climate has a positive and significant effect on lecturer performance through engagement at the College of Economics in Makassar

Keywords: Resilience, Workplace Spirituality, Organizational Climate, Engagement, Lecturer Performance

Date of Submission: 26-08-2022

Date of acceptance: 10-09-2022

I. Introduction

Higher education as one of the instruments of national education is expected to become a centre for the implementation and development of higher education as well as the maintenance, guidance and development of science, technology and the arts as a scientific community that can improve the quality of life in society, nation and state. To achieve the goals of national education as stated in Law no. 20 of 2003 concerning the National Education System (SISDIKNAS), the national higher education provider that applies in Indonesia is carried out by the government through State Universities (PTN), Service Universities (PTK), Religious Universities (PTA), and the private sector through Private Universities (PTS).

Seeing the main mission of higher education is to develop, transfer and apply knowledge through the practice of tri dharma, placing lecturers as the main resource. Lecturers greatly determine the quality of education and graduates born by the university, in addition to the general quality of the university itself. If the lecturers are of high quality, the quality of the university will also be high, and vice versa. No matter how good the educational program is, if it is not supported by high-quality lecturers, it will end in unsatisfactory results. This is because to run a good educational program, lecturers who are also of good quality are needed. By having good and high-quality lecturers, universities can formulate the most modern programs and curricula to ensure the birth of graduates with outstanding achievements and special qualities.

Lecturers are required to be able to show good performance. However, this expectation has not been fully actualized by lecturers at universities. Manuel & Asuquo (2010) found that unexpected attitudes and negative perceptions of work were due to the issue of remuneration and pension insurance which were deemed inadequate. Sara R. Banfield & McCroskey, (2006) stated that the challenge in realizing the professionalism of lecturers is the underperforming educative staff and work performance that is not in line with expectations. There are still many

lecturers who have not optimally implemented the tri dharma of higher education and have not been able to devote all their attention to one hundred per cent focus on their work.

One indicator of the progress of a university is the number and educational qualifications of its lecturers. Quality education can produce quality and productive human resources. The performance of lecturers will contribute significantly to the performance of the institution so the competitiveness of the institution is very dependent on the competitiveness of the lecturers in implementing the Tridharma of Higher Education. Professional lecturers are required to carry out their duties or have a lecturer workload (BKD) (Law No. 14 of 2005). The workload of lecturers is related to several jobs assigned by the university leadership to lecturers to carry out the Tri Dharma of Higher Education. Tri Dharma of Higher Education explains that the workload of lecturers is at least commensurate with 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester in accordance with their academic qualifications with the following provisions. (1) the task of conducting education and research is at least commensurate with 9 (nine) credits carried out at the tertiary institution concerned; (2) the task of doing community service can be carried out through community service activities organized by the university concerned or through other institutions in accordance with the laws and regulations; (3) the supporting duties of the higher education tri dharma can be calculated for credits in accordance with the laws and regulations (4) the task of doing community service and supporting tasks are at least commensurate with 3 (three) credits (5) the task of carrying out special obligations for professors is at least commensurate with 3 credits per year. Table 2 shows the number of lecturers who have carried out their duties or fulfilled the workload of lecturers at the twelve STIEs in Makassar City as follows:

Table 2 Odd Semester Lecturer Workload 2021-2022

No.	College	Number of Lecturers	Number of Lecturers who meet BKD
1	STIE Makassar Bongayya	106	78
2	STIE LPI	9	9
3	STIE Makassar Maju	19	13
4	STIE Indonesia	26	21
5	STIE Amkop	106	75
6	STIE Wira Bhakti	72	36
7	STIE Nusantara	18	14
8	STIE Pelita Buana	32	15
9	STIE Pembangunan Indonesia	15	9
10	STIE Tri Dharma Nusantara	71	63
11	STIE YPUP	49	42
12	STIE Ciputra Makassar	13	6
		536	381

Source: LLDIKTI Wil.IX 2022

Several studies have found that resilience has an important influence on performance. Research from Shamira et al (2021) Na'imatus & Cholichul (2021), and Luciano et al. (2020) generally prove that resilience has a positive and significant effect on engagement. Meanwhile, the findings from You Kim (2020) prove that resilience has a positive and significant effect on performance. Coping theory (Lazarus and Folkman 1984) (Kaswan, 2016) explains that coping is related to the visible and hidden behaviour of lecturers that are carried out to reduce or eliminate psychological tension in stressful conditions. The stressful situation experienced by lecturers will cause unfavourable effects both physiologically and psychologically or have low resilience which ultimately affects engagement and performance. The development of spirituality in the workplace is one of the potential components in forming a sense of engagement and lecturer performance (Karakas 2010). Work spirituality is related to the means for lecturers to integrate their work and spirituality, to provide them with accuracy, connectedness, and

wholeness in the workplace (Miller, 2013). Work spirituality can increase work commitment and performance (Petchsawang & Duchon, 2012). Good work spirituality will make lecturers feel that their presence and capabilities are appreciated, thus making lecturers more engaged. Work spirituality can unite motivation together to work, increase job retention and can make lecturers more engaged which in turn affects their performance. Research from Djatmiko (2007) proves that without good work and spirituality, organizations can be successful but generally short-term. However, with good work spirituality, the level of employee performance increases by 23.08%, reduces employee turnover by 3.42% and increases a more harmonious working atmosphere by 21.37%. Based on the phenomenon and the inconsistency of the findings of previous researchers, the main theme in this study is related to lecturer performance which is influenced by resilience, work spirituality, and organizational climate and uses engagement as an intervening variable at the College of Economics in Makassar City

II. Research Method

The research approach used in this study is quantitative and qualitative (mixed approach). A mixed research approach is a research that combines quantitative and qualitative approaches in every phase of the research process, including terms of guidelines for collecting and analyzing Creswell and Clark data (Sanjaya, 2015, p. 49). The quantitative approach is research based on the philosophy of positivism to examine a particular population or sample and take random samples with data collection using instruments, data analysis is statistical (Sugiyono, 2018, p.14). The method used in the quantitative approach is associative research. The associative research in question is carried out to find out whether or not there is an influence between two or more variables studied (Sanjaya, 2015, p. 37). The qualitative approach is a research method based on the philosophy of postpositivism (phenomenology to be precise), which is used to examine scientific conditions in which the researcher himself is the instrument, data collection techniques and qualitative analysis emphasize more meaning. Qualitative research methods aim to analyze and describe phenomena or research objects through the perceptions of people individually or in groups (Sugiyono, 2018, p. 213). The method used in the qualitative approach is descriptive qualitative. Qualitative description is a method that aims to describe in full and in-depth the social reality and various phenomena that occur in the research subject so that in detail the characteristics, characters, traits, and models of the phenomena studied are described (Sanjaya, 2015, p. 47)

III. Research Results And Discussion

Based on the empirical model proposed in this study, it is possible to test the hypothesis by testing the path coefficient on the structural equation model. The direct effect can be seen in the following table:

Table 18. Hypothesis Testing Results

HP	Variable			Direct Effect	Indirect Effect	Total Effect	P-Value	Description
	Exogenous	Intervening	Endogenous					
1	Resilience (X1)	0	Engagement (Z)	0.327	0	0.327	0.000	(+) Significant
2	Workplace Spirituality (X2)	0	Engagement (Z)	0.245	0	0.245	0.015	(+) Significant
3	Organizational Climate (X3)	0	Engagement (Z)	0.368	0	0.368	0.000	(+) Significant
4	Resilience (X1)	0	Lecturer Performance (Y)	0.246	0	0.246	0.026	(+) Significant
5	Workplace Spirituality (X2)	0	Performance lecturer (Y)	0.019	0	0.019	0.853	(+) Not Significant
6	Organizational Climate (X3)	0	Lecturer Performance (Y)	0.201	0	0.201	0.039	(+) Significant
7	Engagement (Z)	0	Lecturer Performance (Y)	0.352	0	0.352	0.023	(+) Significant

8	Resilience (X1)	Engagement (Z)	Lecturer Performance (Y)	0.327	0.116	0.443	0.059	(+) Not Significant
9	Workplace Spirituality (X2)	Engagement (Z)	Lecturer Performance (Y)	0.245	0.079	0.324	0.094	(+) Not Significant
10	Organizational Climate (X3)	Engagement (Z)	Lecturer Performance (Y)	0.368	0.152	0.520	0.040	(+) Significant

1. Effect of Resilience on Engagement

Resilience has a positive and significant effect on engagement ($P=0.000$ 0.05 and direction coefficient value = 0.327). So the statement from the first hypothesis is accepted and this means that resilience provides significant benefits to engagement and the higher the resilience, the higher the engagement.

2. The Influence of the Workplace

Spirituality on Engagement Workplace spirituality has a positive and significant effect on engagement ($P=0.015$ 0.05 and direction coefficient value = 0.245). So the statement from the second hypothesis can be accepted and this means that workplace spirituality provides significant benefits to engagement and the better the workplace spirituality, the higher the engagement.

3. The Effect of Organizational Climate on Engagement

Organizational climate has a positive and significant effect on engagement ($P=0.000$ 0.05 and direction coefficient value = 0.368). So the statement from the third hypothesis is accepted and this means that the organizational climate provides significant benefits to engagement and the better the organizational climate, the higher the engagement.

4. Effect of Resilience on Lecturer Performance

Resilience has a positive and significant effect on lecturer performance ($P=0.026$ 0.05 and direction coefficient value = 0.246). So that the statement of the fourth hypothesis is accepted and this means that resilience provides significant benefits to the performance of lecturers and the higher the resilience, the higher the performance of the lecturers.

5. The Influence of the Workplace

Spirituality on Lecturer Performance Workplace spirituality has a positive and insignificant effect on lecturer performance ($P=0.853$ 0.05 and direction coefficient value = 0.019). So that the statement of the fifth hypothesis is unacceptable and this means that workplace spirituality does not provide significant benefits to the performance of lecturers, although the better the spirituality of the workplace, the higher the performance of the lecturers.

6. Effect of Organizational Climate on Lecturer Performance

Organizational climate has a positive and significant effect on lecturer performance ($P=0.039$ 0.05 and direction coefficient value = 0.201). So that the statement of the sixth hypothesis is accepted and this means that the organizational climate provides significant benefits to the performance of lecturers and the better the organizational climate, the higher the performance of lecturers.

7. Effect of Engagement on Lecturer Performance

Engagement has a positive and significant effect on lecturer performance ($P=0.023$ 0.05 and direction coefficient value = 0.352). So that the statement of the seventh hypothesis can be accepted and this means that engagement provides significant benefits to the performance of lecturers and the higher the engagement, the higher the performance of the lecturers.

8. Effect of Resilience on Lecturer Performance Through Engagement

Resilience has a positive and insignificant effect on lecturer performance through engagement ($P=0.059$ 0.05 and direction coefficient value = 0.116). So that the statement of the eighth hypothesis cannot be accepted and this means that engagement does not provide significant benefits in mediating the effect of resilience on lecturer performance.

9. The Influence of Workplace Spirituality on Lecturer Performance Through Engagement

Workplace spirituality has a positive and insignificant effect on lecturer performance through engagement ($P=0.094$ 0.05 and direction coefficient value = 0.079). So that the statement of the ninth hypothesis cannot be accepted and this means that engagement does not provide significant benefits in mediating the influence of workplace spirituality on lecturer performance.

10. The Effect of Organizational Climate on Lecturer Performance Through Engagement

Organizational climate has a positive and significant effect on lecturer performance through engagement ($P=0.040$ 0.05 and direction coefficient value = 0.152). So that the statement of the tenth hypothesis can be

accepted and this means that organizational climate provides significant benefits in mediating the influence of organizational climate on lecturer performance.

DISCUSSION

1. The Effect of Resilience on Engagement

The results of hypothesis testing prove that resilience has a positive and significant effect on engagement. This means that the higher the resilience of the lecturer, the better the engagement. The significant positive correlation between resilience and engagement is based on the indicators of optimism, self-efficacy, persistence, initiative, and creativity. Lecturers with high resilience can respond in a healthy and productive manner when faced with challenges or problems in their work assignments. This is because lecturers have optimism, self-efficacy, perseverance, initiative, and creativity, thus making them engaged. Resilience is the ability of a lecturer to overcome, go through, and return to his original condition after experiencing problems in his work assignments. Resilience enables lecturers to have the ability to accept, face and transform the problems that have been, are being and will be faced in their work assignments. Based on the resilience possessed by lecturers, lecturers are more enthusiastic, dedicated and more aware of their work assignments. Coping theory (Lazarus and Folkman 1984) (Kaswan, 2016) explains that coping strategies are used by lecturers to reduce or eliminate psychological tension in stressful conditions. Stress conditions experienced by lecturers will cause unfavorable effects both physiologically and psychologically that affect engagement. Lecturers with high resilience can respond in a healthy and productive manner when faced with challenges or problems that affect their engagement. Low resilience has an impact on increasing depression, negative emotions, physical disorders, decreasing positive emotions, life satisfaction, and happiness which will affect lecturer engagement.

The results of this study support the opinion of Schaufeli, Bakker & Leiter (2010) which explains that an optimistic attitude, self-efficacy, perseverance, initiative, and creativity will make lecturers higher engagement. Meanwhile, several previous research results support the findings of researchers, such as Shamira et al (2021), Na'imatus & Cholichul (2021), and Luciano et al. (2020) which generally proves that resilience has a positive and significant effect on engagement.

2. The Effect of Workplace Spirituality on Engagement

The results of hypothesis testing prove that workplace spirituality has a positive and significant effect on engagement. Improved workplace spirituality will increase engagement. The significant positive correlation between workplace spirituality and lecturer performance is based on the indicator value of having a meaningful feeling towards work, feeling connected to the community, and alignment with organizational values. Workplace spirituality affects engagement because lecturers can live their work as worship. This is due to the unification of the sacred (holy) and profane (secular) areas. Organizations must facilitate the development of the spiritual dimension as a form of acceptance that every lecturer is a human being who needs value and meaning from a job. The presence of spirituality in the workplace provides values that can be understood and shared, such as honesty, integrity, and religion provides a way for its implementation at the individual level according to their respective teachings. Good workplace spirituality is seen by lecturers as an environment that can facilitate feeling more motivated in interpreting their work assignments, feeling part of a community, and feeling that the values of the organization are in accordance with their needs and interests. A good workplace spirituality creates a better interaction process, thus making lecturers more engaged. Lecturers who have high work spirituality will display involvement in work (not only cognitively but also effectively and behaviorally). *Theory of Reasoned Action* (TRA) (Ajzen et al. (1980) in Utami (2018) explains that a person's intentions are very dependent on subjective norms for that behaviour. Subjective norms are related to the work environment of an organization. A conducive work environment makes lecturers have a positive perception together to better interpret their work, and feel more connected to the community, and there is an alignment between organizational values and the needs of lecturers so that lecturers are more engaged. Lecturers who have a feeling of being connected to the community will create a sense of shared responsibility and interaction with colleagues. connected with the community is described by the lecturer as feeling a better future together with colleagues, feeling part of the community, believing that colleagues support each other, feeling free to express opinions, feeling that there is a connection with common goals at work, believing that colleagues are mutually exclusive. care, and feel like one family.

The results of this study are also supported by findings from several previous studies, such as Milliman & Kim, JS (2018), Freda (2018), and Eka & Oshan Katiara (2020) which generally prove that workplace spirituality has a positive and significant effect on engagement. This shows that the meaning of work, connectedness with the community, and the alignment of organizational values can increase enthusiasm, dedication, and appreciation for work.

3. The Effect of Organizational Climate on Engagement

The results of hypothesis testing prove that organizational climate has a positive and significant effect on engagement. This means that the better the organizational climate, the higher the engagement. The significant

positive correlation between organizational climate and lecturer performance is based on the indicator values of the physical environment, social environment, and social and cultural systems. A good organizational climate is the quality of the organization's internal environment that is relatively ongoing and experienced by members of the organization and affects the behaviour of lecturers towards their work. A good organizational climate can increase the enthusiasm, dedication, and appreciation of lecturers toward their work assignments. *Theory of Reasoned Action* (TRA) (Ajzen et al. (1980) in Utami (2018) explains that a lecturer's intention is very dependent on subjective norms for that behaviour. Subjective norms are related to the climate of an organization. Organizational climate is a set of characteristics of the work environment that is assessed directly or indirectly by the lecturer, which is considered the main force in influencing the behaviour of the lecturer to increase his engagement.

The results of this study indicate that responsibility, support and commitment are indicators that provide benefits to engagement. Responsibility is the awareness of a lecturer to carry out his work duties and willingness to accept the risk due to his actions. The amount of responsibility entrusted to the lecturer arises because of the availability of work challenges, work demands, and the feeling of enjoying the achievements of the work. High responsibility when lecturers are given the authority to carry out their duties and solve problems in their way. Lecturer responsibilities are described by discipline, honesty, good ethics, totality, and being able to work with groups.

4. The Effect of Resilience on Lecturer Performance

The results of hypothesis testing prove that resilience has a positive and significant effect on lecturer performance. This means that the higher the resilience of the lecturer, the better the performance. The significant positive correlation between resilience and lecturer performance is based on the indicators of optimism, self-efficacy, perseverance, initiative, and creativity. Resilience is a basic construction that provides strength to help lecturers to rise and grow from the difficulties of work. The effect of lecturer resilience is very significant because the ability to survive will bring changes to performance. Resilience causes lecturers to have the capacity to respond in a healthy and productive manner when faced with challenges or problems that will hinder their performance. The results of respondents' perceptions show that creativity is the highest indicator that shapes lecturer resilience, thus affecting their engagement. Lecturers who have creativity will think of various options, consequences and alternatives in dealing with and solving problems in work assignments. Creativity helps lecturers use their imagination to generate ideas in problem-solving work assignments, minimize stress and improve performance.

Coping theory (Lazarus and Folkman 1984) (Kaswan, 2016) explains that coping strategies are used by lecturers to reduce or eliminate psychological tension in stressful conditions. The state of stress experienced by lecturers will cause unfavorable effects both physiologically and psychologically that affect their performance. Therefore, the resilience of lecturers greatly affects work stress which has an impact on their performance. Lecturers with high resilience can respond in a healthy and productive manner when faced with challenges or problems that hinder their performance. Lecturers who have good optimism, self-efficacy, perseverance, initiative, and creativity can improve their performance, as stated in the Tri Dharma of Higher Education. The results of this research are also supported by Alhota (2020), You Kim (2020), and Walpita (2020) which generally prove that resilience has a positive and significant effect on performance. However, the findings of Hallak et al. (2018), and Lhalloubi & Ibnchahid (2020) prove that resilience has a positive and insignificant effect on performance. The absence of a significant positive relationship between resilience and performance is due to the assumption that the relationship between the two variables is not a simple relationship that can affect directly.

5. The Effect of Workplace Spirituality on Lecturer Performance

The results of hypothesis testing prove that workplace spirituality has a positive and insignificant effect on lecturer performance. This means that the spirituality of the workplace does not provide benefits to the performance of lecturers. The meaning of work, feeling connected to the community, and alignment with organizational values did not affect the performance of lecturers. This is because lecturers think that work is a routine that is almost empty of meaning and value. This means that working lecturers are not required to have work performance and do not contain spiritual values. Indeed, work is a value-laden activity where work contains spiritual values. Lecturers who are not able to unite work with spirituality will not have a significant effect on their performance. The union of work and spirituality is related to how to interpret work as a form of worship. So that with this unification, it will lead to good lecturer characters related to integrity, honesty, and discipline in the workplace which ultimately supports their performance. *Theory of Reasoned Action* (TRA) (Ajzen et al. (1980) in Utami (2018) explains that a lecturer's intention is very dependent on subjective norms for that behaviour. Subjective norms are related to the work environment of an organization. Spirituality in the workplace is part of the work environment, where people in it or parts of the organization have the same perception of trying to produce optimal performance. The results of this study support the findings of Umam & Auliya, (2018), and Iqbal & Kenny (2021) which prove the spirituality of work positive and insignificant effect on performance. In general, these findings indicate

that workplace spirituality does not provide benefits to performance due to the inability of employees to realize the unification of the meaning of worship (human being) and performance (human doing). what is done is an act of worship, so that our achievement Nerja can be done in various ways. Meanwhile, according to researchers, the unification of the meaning of worship (human being) and performance (human doing) will present moral values that will support the performance of lecturers. However, the results of this study do not support the findings of several previous studies, such as those: of Tayebiniya & Khorasgani, (2018), Biswakarma, (2018) and Badaruddin, (2020) Rolland et al. (2019), Hafni et al (2020), Rahayu et al (2020) which generally prove that workplace spirituality has a positive and significant effect on performance.

6. The Effect of Organizational Climate on Employee Performance The

results of hypothesis testing prove that organizational climate has a positive and significant effect on lecturer performance. This means that the better the organizational climate, the better the lecturer's performance. The significant positive correlation between organizational climate and lecturer performance is based on the indicator value of responsibility, support and commitment. Organizational climate is a set of measurable properties of the work environment that are either directly or indirectly felt by lecturers who work in the organizational environment that influence and motivate their behaviour. A good organizational climate can motivate lecturers to improve their performance as stated in the Tri Dharma of Higher Education. *Theory of Reasoned Action* (TRA) (Ajzen et al. (1980) in Utami (2018) explains that a lecturer's intention is very dependent on subjective norms for that behaviour. Subjective norms are related to the climate of an organization. Organizational climate is a set of characteristics of the work environment that is assessed directly or indirectly by lecturers, which is considered the main force in influencing lecturers' behaviour to improve their performance. The

results of this study indicate that responsibility, support and commitment are indicators that provide benefits to performance. Responsibility is the awareness of a lecturer to carry out his work duties and his willingness to accept the risks due to his actions. The amount of responsibility entrusted to the lecturer arises because of the availability of work challenges, work demands, and the feeling of enjoying the achievements of the work. High responsibility when lecturers are given the authority to do their assignments and solve problems in their way. Lecturer responsibilities are described by discipline, honesty, good ethics, totality, and being able to work with groups.

7. The Effect of Engagement on Lecturer Performance

The results of hypothesis testing prove that engagement has a positive and significant effect on lecturer performance. This means that the higher the engagement, the higher the lecturer's performance. The significant positive correlation between engagement on lecturer performance is based on the value of the indicators of enthusiasm (*vigour*), dedication (*dedication*), and absorption (*absorption*). Engagement is a positive condition, attitude or behaviour of a lecturer towards his work and organization which is characterized by feelings of enthusiasm, dedication and appreciation for the achievement of organizational goals and success. Social exchange theory (John Thibaut & Harlod Kelley (1959) in Kaswan (2016) explains that high engagement is formed when in a social relationship there are elements of rewards and sacrifices. Lecturers who feel the rewards received exceed the sacrifices given to the organization making them more engaged. Engaged lecturers have work spirit, dedication and absorption of work so that they can improve their performance.

The results of this study support the findings of Erwina (2020) which proves that engagement has a positive and significant effect on lecturer performance. Lecturers who have work spirit, dedication, and absorption towards a good job will improve their performance. Meanwhile, indicators reflecting engagement refer to the same opinion from Schaufeli, Bakker & Leiter (2010), namely strength/spirit (Vigor), dedication (Dedication), and absorption (Absorption). However, there are also differences with the findings of the researchers, where According to Erwina (2020) the performance of lecturers can be improved when the organization pays attention to the *job resource* which refers to the physical, social, and organizational aspects of work that allow lecturers to increase their engagement.

8. The Effect of Resilience on Lecturer Performance Through Engagement

The results of hypothesis testing prove that resilience has a positive and insignificant effect on lecturer performance through engagement. This means that engagement with indicators of enthusiasm, dedication, and appreciation of work assignments does not provide benefits for increasing the effect of resilience on lecturer performance. Engagement is a positive condition, attitude or behaviour of a lecturer toward work which is characterized by feelings of enthusiasm, dedication and appreciation for the achievement of organizational goals and success. However, engaged lecturers do not guarantee that they have high resilience which affects their performance. This is because only physical lecturers are present at work, they do not invest their emotions, energy and enthusiasm in doing work assignments. Meanwhile, the lack of attention from management has consistently contributed significantly to the decline in engagement over time. Lecturers who do not experience engagement do not have much emotional connection with their work roles and they are more likely to feel apathetic. Lecturers with low engagement will have low morale, a lack of dedication, and

a lack of appreciation for their work assignments. Lecturers with low morale will not have high resilience and do not devote all their abilities to improving their performance.

Furthermore, lecturers with low dedication do not interpret their work assignments and are not enthusiastic. Meanwhile, lecturers who do not live up to their work will have low concentration and are less interested and easily get away from work. So low morale, low dedication, and low appreciation of work cause lecturers not to have optimism do not get support, and do not have perseverance, initiative, and creativity that can improve their performance.

9. The Influence of Workplace Spirituality on Lecturer Performance Through Engagement.

The results of hypothesis testing prove that workplace spirituality has a positive and insignificant effect on lecturer performance through engagement. This means that engagement with indicators of enthusiasm, dedication, and appreciation of work assignments does not provide benefits for increasing the influence of workplace spirituality on lecturer performance. Engagement is related to lecturers who are fully connected physically, cognitively, and emotionally with their work roles. Engaged lecturers do not guarantee that they can invest their emotions, energy and enthusiasm in carrying out work assignments. The attention from management has consistently not contributed significantly to the increase in engagement. This makes lecturers no longer understand their work, feel disconnected from the community, and do not align their needs with organizational values so their performance has not improved.

Lecturers with low engagement, lack of morale, dedication, and lack of appreciation for their work assignments. So that lecturers with low morale will not devote all their abilities to their work assignments. Meanwhile, lecturers who lack dedication will not interpret their work assignments and are less enthusiastic about carrying out their work duties. Meanwhile, lecturers who do not appreciate their work will have low concentration and are less interested in breaking away from work. The low morale, dedication, and appreciation for work cause lecturers to lack meaning in their work feel disconnected from the community, and not align their needs with organizational values so that it does not provide benefits for their performance.

10. The Effect of Organizational Climate on Lecturer Performance Through Engagement

The results of hypothesis testing prove that organizational climate has a positive and insignificant effect on lecturer performance through engagement. This means that engagement with indicators of enthusiasm, dedication, and appreciation of work assignments does not provide benefits for increasing the influence of organizational climate on lecturer performance. Engagement is related to lecturers who are fully connected physically, cognitively, and emotionally with their work roles. However, engaged lecturers do not guarantee that they are influenced by the existence of an organizational climate that will affect their performance. This is because only physical lecturers are present at work, they do not invest their emotions, energy and enthusiasm in doing work assignments. Meanwhile, the lack of attention from management has consistently contributed significantly to the decline in engagement over time.

Lecturers who do not experience engagement do not have much emotional connection with their work roles and they are more likely to feel apathetic. Lecturers with low engagement will have low morale, a lack of dedication, and a lack of appreciation for their work assignments. So they do not have the responsibility, do not get support, and do not have perseverance, initiative, and creativity, so they cannot support their performance.

Lecturers with low engagement will have low morale, a lack of dedication, and a lack of appreciation for their work assignments. Lecturers with low morale do not devote all their abilities to their work assignments. Meanwhile, lecturers with low dedication will not interpret their work assignments and are not enthusiastic. Meanwhile, lecturers who do not live up to their work will have low concentration and are less interested and easily get away from work. Low morale, low dedication, and low appreciation of work cause lecturers to have no responsibility not get support, and not commit, so that it does not affect their performance.

IV. Research Findings and Limitations

1. Research Findings

- a. Resilience with indicators of optimism, self-efficacy, perseverance, initiative, and creativity has a positive and significant effect on the performance of lecturers at the College of Economics in Makassar City. However, resilience cannot have a significant effect on performance when mediated by engagement. Lecturers who are not engaged tend to focus on the task rather than achieving the goals of the job. They are always waiting for orders and tend to feel their contributions are ignored, so they lack enthusiasm, dedication, and appreciation for their work duties. This creates weak resilience and provides no performance benefit.
- b. Workplace spirituality with meaningful work indicators, feeling connected to the community, and alignment with organizational values have a positive and insignificant effect on lecturer performance at the College of Economics in Makassar City. Lecturers who do not realize the importance of the work carried out, do not feel the need to share responsibility and interact with colleagues and do not have a feeling that the values of the organization are in line with their interests will not provide significant

benefits to their performance. Unconsciousness to unite work with the meaning of worship causes lecturers to be considered as human doing and not human beings. The human being is reflected through the character possessed by lecturers, such as the values of honesty and human doing which is marked by performance. However, even though it is mediated by engagement, it still does not provide benefits in increasing the influence of workplace spirituality on performance. Lecturers who are not engaged are not builders and they always show a low level of performance. These lecturers cannot use their talents and passion in their work, so they cannot develop a workplace spirituality that supports their performance.

Specific findings from the results of this study are as follows:

1. The process and experience of change, opportunity, pressure, and adversity, and after some introspection, finally accessing the gifts and strengths to grow stronger through problems can result in high resilience for lecturers. However, this condition can only be realized if there is social support (external factors) and lecturers have optimism, confidence, perseverance, initiative, and creativity (internal factors).
2. The inability to live up to work assignments as worship keeps lecturers away from their deepest values or spiritual dimensions. The inability to present spirituality in the workplace cannot create improvements in morals, ethics, values, creativity, performance, and work attitudes at the individual to an institutional level.
3. If the organization provides opportunities for work spirituality by building shared values, it makes lecturers feel equal and allows them to live in a conducive work environment, so that they are sharper in intuition and creativity, as well as a sense of belonging to the organization.
4. The sustainability of an organization can have a huge influence on the motivation, behaviour, achievement, commitment and job satisfaction of lecturers so that the performance of each lecturer will increase and they feel comfortable working reflecting a good organizational climate. this can be realized if the organization has an organizational structure, management policies and practices, working relations, leadership style, and good lecturer development.
5. Consistent attention from management also contributes significantly to increased engagement. However, this can only be realized if the organization realizes the importance of the physical and social aspects of a job (*job resources*), the importance of the job resources of lecturers (*salience of job resources*), and the characteristics of lecturers (*personal resources*).

2. Research Limitations

Some of the limitations faced in the implementation of this research are:

- a. This research was conducted at the College of Economics in Makassar using lecturers as the unit of analysis, this provides limitations in generalizing the findings of this study.
- b. There is a tendency for bias in the measurement of each question answered is subjective.
- c. The need for further research studies to analyze changes in the relationship between the variables studied in this study

V. Conclusion

Based on the results of research and discussion, it can be concluded as follows:

1. Resilience with indicators of optimism, self-efficacy, persistence, initiative, and creativity has a positive and significant impact on lecturer engagement at the College of Economics in Makassar City. Lecturers who can respond in a healthy and productive manner when faced with challenges or problems in work assignments can increase their engagement.
2. Workplace spirituality with meaningful work indicators, feeling connected to the community, and alignment with institutional values have a positive and significant impact on lecturer engagement at the College of Economics in Makassar City. A conducive work environment motivates lecturers to integrate their work and spirituality, which will give them accuracy, connectedness, and wholeness in the workplace, thereby increasing their engagement.
3. Organizational climate with indicators of responsibility, support, and commitment has a positive and significant impact on lecturer engagement at the College of Economics in Makassar City. A good organizational climate can create togetherness and meaning from a policy, practice or procedure that is felt by lecturers, to increase their engagement.
4. Resilience with indicators of optimism, self-efficacy, persistence, initiative, and creativity has a positive and significant impact on lecturer engagement at the College of Economics in Makassar City. Lecturers who can respond in a healthy and productive manner when faced with challenges or problems in work assignments can improve performance.
5. Workplace spirituality with meaningful work indicators, feeling connected to the community, and alignment with institutional values have a positive and insignificant effect on lecturer performance at the College of Economics in Makassar City. The meaning of work, feeling connected to the community, and alignment with organizational values did not affect the performance of lecturers.

6. Organizational climate with indicators of responsibility, support, and commitment has a positive and significant impact on lecturer engagement at the College of Economics in Makassar City. A good organizational climate can create togetherness and meaning from a policy, practice or procedure that is felt by lecturers, to improve performance.
7. Engagement with indicators of strength/enthusiasm, dedication, and appreciation/enjoyment has a positive and significant impact on the performance of lecturers at the College of Economics in Makassar City. Lecturers who have a high emotional and intellectual relationship with their work can improve their performance.
8. Resilience has a positive and insignificant effect on lecturer performance through engagement at the College of Economics in Makassar City. Lecturers who have the strength/enthusiasm, dedication, appreciation/enjoyment in carrying out their work duties are proven to be unable to mediate the effect of resilience on their performance.
9. Workplace spirituality has a positive and insignificant effect on lecturer performance through engagement at the College of Economics in Makassar City. Lecturers who have the strength/enthusiasm, dedication, appreciation/enjoyment in carrying out their work duties are proven unable to mediate the influence of workplace spirituality on their performance.
10. Organizational climate has a positive and significant effect on lecturer performance through engagement at the College of Economics in Makassar City. Lecturers who have the strength/enthusiasm, dedication, appreciation/enjoyment in carrying out their job duties are proven to be able to mediate the effect of resilience on their performance

VI. Recommendation

1. Lecturers need to increase optimism by having a work spirit even though they are faced with challenges and difficulties in their work assignments to increase their engagement and performance.
2. Lecturers need to increase the feeling of being connected to the community by sharing a sense of responsibility with colleagues. to increase engagement and performance.
3. Lecturers need to increase responsibility related to awareness of carrying out their job duties and are willing to accept the risks due to their actions to increase engagement and performance.
4. Lecturers need to increase their enthusiasm for work by devoting all their abilities to increase engagement and performance.

Lecturers need to be more involved in community service activities which are lecturer activities by utilizing science and technology, arts and culture that can be applied directly to the community institutionally to increase engagement and performance

References

- [1]. Bakker, AB, & Leiter, MP (2010). Where to go from here: Integration and future research on work engagement. *Work Engagement: A Handbook of Essential Theory and Research*, 181–196. <https://doi.org/10.4324/9780203853047>.
- [2]. Asih, W. (2017). Improving Human Resources Performance Through Initiatives And Learning Orientation And Adjustment Ability. *Journal of Economics and Business*, 18(1), 96-105.
- [3]. Badaruddin, F. 2021. The Influence of Personality and Spirituality in the Workplace on Lecturer Performance in Makassar. <http://www.gallup.com>. Gallup Management Journal. 2005
- [4]. Biswakarma, G. (2018). Impact of Workplace Spirituality on Employee Productivity in Nepalese Hospitality Organizations. *Journal of Tourism and Hospitality Education*, 8, 62–76. <https://doi.org/10.3126/jthe.v8i0.20011>.
- [5]. Baso Amang (2011). Analysis of Lecturer Performance in Private Higher Education Accredited Study Programs in South Sulawesi. *Research and Business Media*. Volume 11, No2.
- [6]. Djatmiko, Yayat Hayati. 2007. *Organizational Behavior*. Bandung: CV. Alfabet.
- [7]. Erwina, Amri. (2020). Employee Engagement Analysis Through Vigor, Dedication and Absorption Dimensions at PT. Sumber Graha Sejahtera in Luwu Regency. *JEMMA (Journal of Economics, Management, and Accounting)*. Volume 3 Number 2.
- [8]. Hafner, L., Budiyo, B., Suhermin, S., Chandra, T., & Priyono, P. 2020 The role of workplace spirituality in improving job satisfaction and lecturer performance. *International Journal of Human Resource Studies*. Volume 10, No 3.
- [9]. Hallak, R., Assaker, G., Connor, PO, & Lee, C. (2018). The Effects of Resilience, Creative Self - efficacy, Innovation and Industry Experience. *Journal of Retailing and Consumer Services*, 40(May 2017), 229–240. <https://doi.org/10.1016/j.jretconser.2017.10.014>
- [10]. Karakas F. 2010. Spirituality and Performance in Organizations: a Literature Review. *Journal of Business Ethics*, 94 (1): 89-106.
- [11]. Lazarus, RS & Folkman, S. 1984. *Stress appraisal and coping*. New York: Springer Publishing Company.Inc.

- [12]. Lhalloubi, J., & Ibnchahid, F. (2020). Do resilience and work engagement enhance distribution manager performance? A study of the automotive sector. *Journal of Distribution Science*, 18(7), 5–17. <https://doi.org/10.15722/JDS.18.7.202007.5>.
- [13]. Petchsawang, P., & Duchon, D. (2012). Workplace Spirituality, Meditation, and Work Performance. *Journal of Management, Spirituality & Religion*, 189-208.
- [14]. Sanjaya, Vienna. (2015). *Educational Research*. Jakarta: Prenada Media Group. Sara & McCroskey. (2006). *Corporate Culture Survival Guide*. San Francisco: John Wiley & Sons.
- [15]. Schaufeli, WB (2013). What is engagement? In C. Truss, K. Alfes, R. Delbridge, A. Shantz, & E. Soane (Eds.), *Employee Engagement in Theory and Practice*. London: Routledge.
- [16]. Sugiyono. (2018). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- [17]. Suliyanto. (2018). *Business Research Methods For Thesis, Thesis, and Dissertation*. Yogyakarta: Andi.
- [18]. Utami, Sagung Diah Putri and Wayan Suana. 2015. The Effect of Transactional Leadership and Job Stress on Employee Job Satisfaction. *EJournal of Unud Management*. Vol. 4, No.4, pp: 960-975.

Ridwan, et. al. "The Influence of Resilience, Workplace Spirituality, and Organizational Climate on Lecturer Performance Through Engagement at the College of Economics in Makassar." *IOSR Journal of Business and Management (IOSR-JBM)*, 24(09), 2022, pp. 08-18

● 4% Overall Similarity

Top sources found in the following databases:

- 4% Publications database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

- | | | |
|---|--|----|
| 1 | International Journal of Educational Management, Volume 25, Issue 5 ... | 2% |
| | Publication | |
| 2 | International Journal of Commerce and Management, Volume 18, Issu... | 2% |
| | Publication | |