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THE INFLUENCE OF ORGANIZATIONAL SUPPORT AND HOLISTIC INTELLIGENCE ON LECTURER ENGAGEMENT IN ICHSAN GORONTALO UNIVERSITY

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Abstract
This study aims to examine the effect of perceived organizational support (POS) and holistic intelligence on Lecturer Engagement . Design research   used   is a   cross-sectional study on 45 lecturers as   a   sample   of 206 lecturers . The data analysis   model used is SEM PLS analysis through the SmartPLS program . The analysis showed that the perception of organizational support is positively and significantly affect e ngagement lecturer with a value P-value of 0 , 00 <0.05 . And Holistic Intelligence has a positive and significant effect on the engagement of lecturers with P-Value . 0 , 00 <0.05 , meaning that all hypotheses are accepted . The contribution of POS variables and holistic intelligence to lecturer engagement is indicated by an Rsquare value of 0 , 64 .
Keywords: Employee Engagement, Perception Of Organizational Support , Holistic Intelligence

PENDAHULUAN

Determinants of success and achievement of organizational goals are always related to human   resources. This makes   the   work attitude of employees an important thing to consider by the organization. One of the work attitudes that provides the best contribution as a predictor of organizational performance is engagement (Dalal, Brummel, Baysinger, & LeBreton, 2012).

Engagement   is related   to   states of mind that are characterized by vigor), absorption, dedication, (Kahn, 1990, Maslach et al., 2001, May et al., 2004; Rothbard, 2001; Salanova et al., 2005), which in turn affect organizational

effectiveness. Employee engagement as an organization's corestrategy drives performance. Engagement will strengthen   energy, identification, passion, dedication and success in work (Schaufeli, Salanova, Gonzalez-Roma & Baker, 2002).

Engagement is the expression that a person wants related to the behavior of his task, which connects his   work   with   personal existence (physical, cognitive, and emotional) and the role of the whole self. Physical, cognitive, emotional and expressed through self-expression that shows identity, thoughts, and feelings sesung really about (Kahn, 1990) .

Gallup management consultant (2006) revealed engagement is   the behavior   of employees who work with enthusiasm, a deep relationship with   the companyoccurs . Engagement is   the willingness and ability of employees to help the company's   success   consistently   by providing   discretionary   efforts   at   work (Towers Perrin 2005).

Globally (Blessing White, Towers Perrin and Gallup, 2009) provides a contradictory picture, that globally, only one fifth of employees are involved (engagement) in their work, the level of involvement continues to

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decline and have an impact on decreasing company productivity. This finding is also supported by the Towers Perrin report (2007-2008) showing that 80% of losses in each company are caused by employees who are not enganged .

Branhan (2005) in his book, " the 7 Hidden Reason Employees Leave . How to Recognize the Subtle Signs and Acts Before it's too Late " says that more than 85% of managers believe that employees leave the company because they are interested in higher salaries or better opportunities. However, more than 80% of employees said that the factors that caused them to leave the company were driven by matters relating to poor management practices or weak company culture including values values, norms, ethics in employee work behavior.

Thus Employee engagement not only makes employees contribute more, but also higher loyalty thereby reducing the desire to leave the company voluntarily (Macey & Schneider, 2008). Therefore the engagement drivers examined in this study are perceived organizational support (POS) and holistic intelligence .

THEORY REVIEW
2.1. Employee Engagement

Perrin's Global Workforce Study (2003) defines employee engagement as an employee's willingness and ability to contribute to the company's continued success.Employee engagement was first introduced by the Gallup Research Group in 2004. Gallup defines employee engagement as participation and anthusiism for work, and is also associated with positive emotional attachment and employee commitment (Dernovsek, 2008), as a combination of cognitive antecedent variables and emotionally at work (Harter, et al., 2002).

While Robinson, et al (2004) define employee engagement as a positive attitude that employees have towards the organization where they work and the values

held by the organization. Thus, in the concept of employee engagement, there is a two-way relationship between employees and the company.

In addition to the above definition, some researchers add other elements to the concept of employee engagement such as feeling proud to be part of the company, being proactive in carrying out initiatives and looking for opportunities to make the best contribution, although these elements will make the scope of the concept ofemployee engagement broader (Macey) and Schneider, 2008; Robinson et al., 2004).

Perrin's Global Workforce Study (2003) defines employee engagement as an employee's willingness and ability to contribute to the company's continued success. Stephen Young, managing director of Tower Perrin, said that employee engagement is the determinant of organizational performance, not satisfaction. So engagement employee is maximum satisfaction to be proportional to the maximum contribution (Rice, el al. 2012). Engagement refers to the elements of emotional or attitude, while more commitment involves the element of motivation and physical. Engagement will involve workers to go the extra mile and work for somethingabove what is normally expected (Clifton & Anderson, 2002). According to Gibbons (in Hughes and Rog, 2008) employee engagement is a high emotional and intellectual relationship that employees have towards their work, organization, manager,or colleague .

Engagement work is defined as positive, fulfillment, work-related state of mind, which is most often characterized by vigor, dedication and absorption (Schaufeli, Salanova, González-Roma & Bakker, 2002, p. 74).

The vigor dimension is a component of physical involvement in work, Chughtai and Buckley (2008) postulate that a higher level of enthusiasm increases the readiness of

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individuals to devote efforts in their work by not being easily tired, and developing a tendency to remain steadfast in the face of task difficulties or failure.

The dedication dimension is an emotional component of work involvement, and is often characterized as putting one's heart at work (Schaufeli et al., 2002). In addition, it describes an individual's strong feelings with their work (Chughtai & Buckley, 2008), and also includes feelings of enthusiasm, passion, pride and challenges (Schaufeli et al., 2002). In addition, the dedication shows k eterlibatan individual psychological in their work, combined with a sense of meaning (Geldenhuys, 2009 ;.Schaufeli et al, 2002).

The dimensions of absorption are exchanged with the cognitive component of work involvement , which is characterized by individuals who are truly immersed in their work so that time passes so quickly that they forget everything else that is around them (Chughtai & Buckley, 2008; Schaufeli et al. , 2002). The component of work engagement refers to the full concentration, satisfaction and engrossment that individuals receive from carrying out their work-related tasks (also referred to as the eudaimonic approach, thereby deriving pleasure from work). Such individuals often find it difficult to break away or break away from their work (Schaufeli et al., 2002).

The concept of employee engagement itself is the development of the concept of understanding individual behavior in organizations. In organizations, there are three things that affect individual behavior and achievement (Gibson, Ivancevich, Donnely: Organization Behavior), namely: a). individual variables in the form of abilities and skills b). organizational variable c). psychological va riables such as perception, attitude and behavior. Employee engagement is included in psychological variables.

Drivers of employee engagement will differ in each type of job and

organization. In general there are 3 (three) main clusters that drive employee engagement (Sridevi, 2010) , namely: a) Organization. Organizational matters that can drive employee engagement are the organization's culture, vision and values, the brand of the organization. b) Management and Leadership. Engagement is built through a process, takes a long time and high commitment from the leader. For this reason, it takes a consistent leader in mentoring employees in creating employee engagement . c). Working life . The comfort of the working environment conditions triggers the creation of employee engagement.

This study uses a Three-factor engagement model developed by Schaufeli et al. (2002). This model, combining three factors (enthusiasm, dedication and absorption) and determined steps (Uwes- 9), has also been chosen as the most appropriate and complete model of employee engagement and some researchers use the Uwes-9 concept (McBain, 2006; Chughtai & Buckley, 2008; Simpson, 2009; Wefald et al., 2011).

2.2. Perception of Organizational Support (POS)

Perception of organizational support refers to employees' perceptions of the extent to which organizations value contributions, provide support, and care for their well-being (Rhoades & Eisenberger, 2002). POS is the level where employees feel the company pay attention to their well-being and assess the contribution they have made to the company (Bakker, et al, 2007).

POS is also considered as a global belief formed by each employee regarding their assessment of organizational policies and procedures that are formed based on their experience of organizational policies and procedures, acceptance of resources, interactions with their organizational agents (eg supervisors) and

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their perceptions of organizational concern towards their well-being (Eisenberger, et al, 2002). POS is also considered as a guarantee that assistance will be available from theorganization when needed to carry out one's work effectively and when facing very stressful situations (Rhoades & Eisenberger, 2002).

Organizational support is a person's belief that the organization in which he works appreciates his contribution and cares for his well-being (Rhoades et al,2001). The perception that employees are valued by the organization reinforces the employee's belief that the organization will fulfill its obligation to recognize employees' attitudes and behavior, giving them the rewards they want.

The POS concept tries to explain the interaction of individuals with organizations in the sense of how organizations treat individuals or employees. Organizational treatment of employees is seen as a stimulus that is organized and interpreted into a perception of organizational support. This perception can foster the level of employee confidence in the appreciation given by the organization to their contribution and organizational attention to their lives (Eisenberger et al., 1986).

According to Robbins (2008) perceived organizational support is the level to which employees believe the organization appreciates their contribution and cares about their well-being. Unless management is not supportive , employees can view these tasks as unpleasant and show results that are not effective for the organization.

Perceived organizational support is also an effort to give appreciation, attention, and increase welfare to every employee in accordance with the efforts given to the organization. This organizational support is basically something that is always expected of every employee. If employees feel the support of the organization and the support is in accordance with the norms , desires, and expectations, employees will naturally have a commitment to fulfill their obligations to the organization, and employees will certainly never leave the organization, because employees already have a strong sense or emotional attachment on the organization where he works (Eisenberger et al, 2002).

Perception of organizational support in this study refers to the theory of Rhoades and Eisenberger (2002). The perception of organizational support is a general belief that employees have about the extent to which organizations value their contributions, provide support and care for their well-being. The dimensions of perceived organizational support measured in this study are: (a) fairness, namely fairness in carrying out tasks and their distribution among employees in an organization. It is a method used to determine how to distribute resources among employees, including structural justice and social aspects . (b) superiors' support is the actions, policies and decisions of a superior in an organization, superiors in an organization also have the authority to direct and evaluate the performance and performance of employees below and the extent to which superiors assess their contribution and care for their welfare. (c) Organizational rewards and conditions of work (organizational reward and job conditions), including employee perceptions relating to the appreciation of the organization for working conditions and resources within an organization.Includes salary, recognition and promotion, safety in work, independence, role processor, training and organizational size.

2.4. Holistic Intelligence

According to Dilthey, holistic is a circular relationship between parts (part) and whole (whole), it defines holism as the cycle between parts (parts) and whole(whole) in understanding something. Part (part) can be understood when associated with other parts to form a totality or whole (whole). Holistic is interpreted as a theory about the importance of seeing all aspects of the human body both physical, mental, and social conditions in

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preventing disease. Holistic is a totality of all physical and non-physical aspects of humans.

In the revolving times of the modern era this time, we are required to be able to find formulations of modern human characters that can meet the expectations of the new world. So from a theoretical perspective, a intelligence formulation was recently developed that is expected to grow and develop in the segmentation of modern society, namely holistic intelligence.

In the context of human resource management , the potential for intelligence (IQ, EQ and SQ) possessed by humans needs to be developed as a whole and cannot be developed partially because this potential has the power to create great expectations in achieving the success of human resources themselves and also organization. Through the development of these three intelligences, it can produce resources that have intact personalities, give birth to complete organizational resources.

Therefore, holistic intelligence can be developed based on the holism view which is based on perennial philosophy. Perennial philosophy considers that everything in nature is part of and interrelated in a unified whole. Thus the construct of holistic intelligence as a preposition in research will be discussed based on theholism view by placing the theory of IQ, EQ and SQ as dimensions of holistic intelligence.

Holistic intelligence is the ability of employees to integrate the dimensions of intellectual intelligence (IQ), emotional intelligence (EQ) and spiritual intelligence (SQ) in their activities to achieve company goals. Intellectual intelligence (IQ) is the ability possessed by an employee to use his reasoning with ideas in a rational and directed manner to be able to solve a problem so that it can successfully reach its goals. Emotional intelligence (EQ) is the ability to use emotions effectively in managing oneself and influencing relationships with others. Spiritual intelligence

(SQ) is the intelligence to deal with problems and place their behavior and life in the context of a broader and richer meaning, intelligence to assess that someone's actions or way of life are more valuable and meaningful. The holistic intelligence variable is measured by three indicators namely intellectual intelligence (IQ) developed by Robbins (2003), (Wibowo, 2013) with seven dimensions, which are then used by Trihandini, 2005; and Nur Subiantoro, et al, (2011) only three dimensions ; emotional intelligence (EQ) by Daniel Goleman, (2001); and spiritual intelligence (SQ) developed by Taufiq Pasiak (2012). The indicators were developed into several items, namely: Intellectual intelligence consists of 3 indicators, namely: 1. number aptitude (the ability to calculate accurately); 2. verbal comprehension (verbal understanding); 3. spatial visualization (spatial visualization). Adopted from Robbins, 2003, Trihandini 2005 , Nur Subiantoro, et al, 2011. Emotional intelligence , namely, 1. Self-awareness (self awareness), 2. Setting yourself (self management), 3. Empathy (Social awareness), 4. Skills social(Relationship management). Adopted from Daniel Goleman, (2001), Catarina (2010). Spiritual Intelligence, namely: 1) The Meaning of Life (fostering the desire to emulate from others / Inspiring and passing down something of high value to life / legacy), 2) Positive emotions (the ability to be grateful, patient and sincere), 3) Spiritual experience (aesthetic, amazed and unification), 4. Ritual (need / prayer, sense of loss of something / alms).

CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESES
3.1. Conceptual framework
E mployee engagement in organizations is needed to ensure the survival of the organization. Therefore it is necessary to find the factors

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that build attachment lecturer (engagem ent lecture) . After reviewing a number of references , there are several variables that can potentially shape lecturer engagement, including perceived organizational support (POS) and holistic intelligence . POS variables as factors that are beyond the employee is sourced from all bijakan party agencies (workplace), namely fairness in distributing resources to all faculty, dukunga n leadership and awards received by faculty. Whereas the variable of holistic intelligence originating from within individual lecturers is intellectual intelligence, emotional intelligence, and spiritual intelligence. By combining these two factors, it will be able to form a continuous engagement oflecturers . It is also the underlying desire researchers to explore some antecedent variables that could potentially increase the attachment of lecturers (engagement) against its institutions so that it has a positive impact on the success of the institution on an ongoing basis.
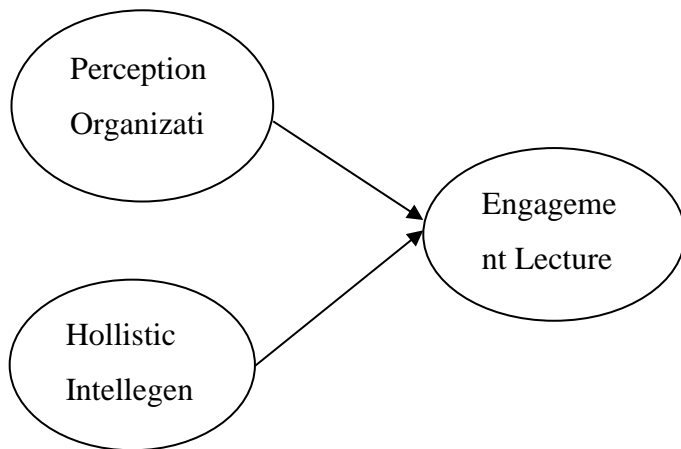

Figure 2.2 Research Conceptual Framework

3.2. Research Hypothesis

H1: Perception of organizational support has a positive and significant effect on lecturer engagement

H2: Holistic intelligence has a positive and significant effect on teacher engagement

RESEARCH METHOD

In accordance with the problems raised in this study, the research design used is explanatory research or confirmation research that aims to explain the causal relationship between variables through surveys (Rahayu, 2005). The approach used is causal to study one or more variables that are determinants of other variables. The survey method used in this study, which is a method that utilizes a questionnaire in the collection of main data.

Data collection was conducted at Gorontalo University Ichsan lecturers . The population in this study were all lecturers , amounting to 206 lecturers . The sampling technique used probability sampling with proportionate random sampling approach, data were collected through a questionnaire to 45 lecturers . Data analysis method used is descriptive analysis method and SEM- PLS statistical analysis using PLT SmartT .

RESULTS AND DISCUSSION

Value of Loading Factors, Testing Validity and Reliability

Perceived organization support consisting of indicators of organizational justice, supervision support, and organizational appreciation, all have loading factors above those required $(> 0 , 8)$ meaning that all indicators are able to explain the construct variable. Holistic intelligence variables consisting of indicator quation intellectual, emotional intelligence, and spiritual Intelligence loading factors also have above than required ie$> 0 , 70$. Likewise, the employee engagement variable consisting of indicators vigor, dedication, and absorption each have loding factors values above 0.70 meaning that all indicators have a very large contribution in explaining the construct. The loading value of each indicator of the construct

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is above 0.70 (> 0.7 0) meaning that all indicators are able to explain their respective constructs.

The reliability testing of the research instrument is Composite Reliability coefficients and Cronbach's alpha coefficients . Constructs said to be reliable if nila i C ronbach's alpha > 0 , 60 d an Composite Reliability > 0.70 (Sholihin and Ratmono, 2013) , meaning that the construct of the perception of support for the organization (X1), holistic intelligence (X2), and the engagement of lecturers (Y) is reliable . While the construct validity is indicated by the value AVE above 0 , 5 means that all items are valid.The results of AVE value, reliability testing in WarspPLS can be seen in the following table:

Table 1. AVE values, Composite Reliability and Cronbach's alpha coefficients

Variable	AVE	Composite Reliability coefficients	Cronbach's alpha coefficients
POS (X1)	0.791	0.919	0.867
Holistic	.608	0.823	.678
Intelligence (X2)	0.649	0.846	0.731
Lecturer			
Engagement (Y)			

Hypothesis Testing Results

From the results of hypothesis testing using SEM- PLS it was found that the value of sig (0.00> 0.05) means that all hypotheses can be accepted or supported by empirical facts . This means that the first hypothesis perceived organizational support has a positive and significant impact on the engagement of lecturers can be accepted. Likewise, the second hypothesis namely holistic intelligence has a positive effect and significant on the engagement of lecturers is acceptable.
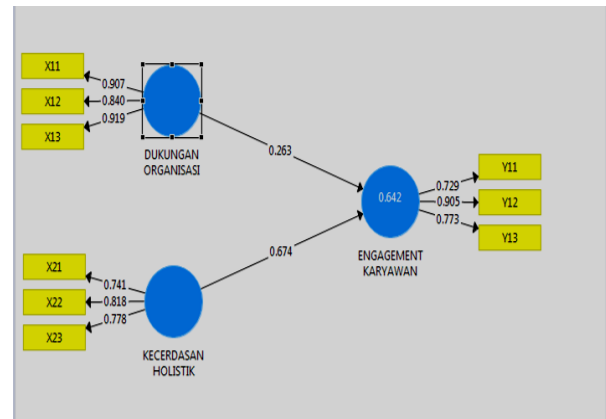
Based on the results of testing the hypothesis with t araf significance of parameter estimates set at 95% or probabiliti = 0 , 05 or Value p <0.05.

The magnitude of the contribution of the POS variable and holistic intelligence to lecturer engagement is indicated by an Rsquare value of 0.64, meaning that 64% of the lecturer engagement variable is explained by the POS variable and holistic intelligence, while 36% is explained by variables outside this research model.

Influence of Perception of Organizational Support with Lecturer Engagement

From the results of hypothesis testing it was found that the perception of organizational support had a positive and significant effect on the engagement of lecturers, meaning that the more positive organizational support, the higher the engagement of lecturers both in their assignments and in their organizations. These findings are consistent with the opinion of Thomas (2009) that the perception of positive organizational support from employees will make employees work more than the word "good enough", ie employees work with commitment to the goals, use intelligence to make choices how best to complete a task monitoring their behavior to ensure that what they are doing is correct and in accordance with the objectives to be achieved and will make the decision to correct if necessary is an indication of

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employees who have high engagement . The consequences of perceived organizational support not only have an impact on the attitudes shown by employees to work and the organization but also have an impact on the behavior exhibited by employees. When employees feel the support of the organization, employees willshow

behavior that can help the achievement of organizational goals, they want to work with extra effort. Khan (in Shaks, 2006) mentions that changing their level ofengagement is a function of their perception of the benefits they receive from their assignments. When the lecturer receives the appropriate salary and award from the company , the lecturer will feel obliged to reply with a high level of engagement . The more positively perceived organizational support will be increasinglyhigh employee engagement . Conversely the negatively perceived organizational support will be getting lower engagement lecturer .

The Influence of Holistic Intelligence on Lecturer Engagement

The results of hypothesis testing both discovered that the intelligence holistic positive and significant effect restricted ap engagement of lecturers, meaning that if the lecturer has the intelligence integrated namely intellectual, emotional intelligence and spiritual intelligence of the lecturers will show attachments in full (full engagement) either on duty or in the organization .

In the context of human resource management , the potential for intelligence (IQ, EQ and SQ) possessed by humans needs to be developed thoroughly and cannot be developed partially because this potential has the power to create enormous expectations in achieving the success of the lecturers themselves and also the organization. Through the development of the three intelligences, it can produce resources that have a whole personality, and give birth to a complete human resourceorganization.

The ability to integrate holistic intelligence possessed by lecturers in their activities to achieve the goals of higher education . Thus the ability possessed by alecturer by using his reasoning with ideas in a rational and directed way to be able to solve a problem so that it can successfully achieve its goals. Emotional intelligence (EQ) is the ability to use emotions effectively in managing oneself and influencing relationships with others. Spiritual intelligence (SQ) is the intelligence to deal with problems and place their behavior and life in the context of a broader and richer meaning, intelligence to assess that someone's actions or way of life are more valuable and meaningful. With such professors who have the ability to integrate intelligence , not only able to direct his behavior will but was able to demonstrate a high loyalty to attach themselves to the institution .

Bates (2004) states that engagement has a lot to do with how employees feel work experience, how they are treated. It has a lot to do with emotions. "Keteri katan (engagement) is a joint contract between employer and employee". The Company is responsible for establishing meaningful work while k Aryawan have a responsibility to contribute in the workplace it .

Research findings are consistent with the results of research conducted by Ravichandran et al. (2011) that there is a weak but positive correlation between emotional intelligence and work engagement . The results of research conducted by Al Mazrouei, et al. (2015) showed that there was a significant positive relationship between elements of emotional intelligence, namely the assessment of emotional self , the use of emotions, the regulation of emotions on employee engagement .

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CONCLUSIONS AND SUGGESTIONS

Conclusion

Engagement of lecturers makes lecturers to always think positively of their work and organization, be serious in their work, full of enthusiasm, full of dedication in working and live their profession as a lecturer . Lecturer engagement is the work attitude of the lecturer who invests himself physically, emotionally, in his mind for the success of the company now and in the future .

1) Provides a basic configuration of the development of modeling the relationship of lecturer engagement with the variable perception of support for the organization and holistic intelligence.

2) Provide empirical evidence that lecturer engagement functions as a consequence variable of perceived organizational support and holistic intelligence.

3) Prove an integrated conceptual model in explaining the effect of perceptions of organizational support and holistic intelligence on lecturer engagement .

Suggestion

For the institution to be able to provide full support to lecturers to be able to increase trust in the institution through institutional justice for lecturers, superiors' support, and must be able to give awards to lecturers so as to increase their attachment to the institution (organizational engamenent).

For the lecturers, all lecturers must be able to integrate their intellectual intelligence, emotional intelligence, and spiritual intelligence so that they can show professional lecturers with dignity and integrity and loyalty as a form of lecturer engagement in their institutions.

Given the importance of engagement, researchers are expected to look for other key variables that can shape lecturer engagement.

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