

# The Effect of University Organizational Climate on Lecturer Productive Behaviour in Private Universities in East Java, Indonesia

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**Abstract.** This study shows evidence that the direct influence, including organizational climate, has a significant effect on the productive behavior of lecturers in private universities in East Java, Indonesia. This study uses a model concept that emphasizes the individual level, where individual factors have an essential role in an organization. Organizational sustainability is found in individuals in the organization, especially those who have good behavior and are supported by organizational climate. Another factor is job satisfaction for productive behavior; it will have a strong influence which will then make a habit of doing constructive behavior. This research method uses a survey in which the sample is taken from the population with a questionnaire as a tool in the primary data collection.

The unit of analysis is lecturers from private universities in East Java, Indonesia. On the other hand, this research can also be regarded as explanatory research that examines and discusses the effect of organizational climate variables and job satisfaction on productive behavior in private university lecturers in East Java, Indonesia. Based on the statistical calculations using the structural equation model (SEM) analysis technique, this study shows that the path coefficient value from organizational climate to job satisfaction is 0.384. strong influence. The results of data analysis using a structural equation model show that there is a path coefficient value from organizational climate to productive behavior with a value of 0.207; the importance of this path coefficient has a positive direction which explains that the more vigorous or higher the value of organizational climate is owned and felt by private university lecturers in East Java. The conclusion is that private universities located in East Java have their peculiarities in maintaining the institution in the face of uncertain fluctuations or changes that are not easily predictable. Private universities in East Java have a relatively large number of institutes, high schools, polytechnics, and universities. In the face of various uncertain conditions, it is necessary to have an effort that emphasizes more productive behavior. The application of constructive behavior needs support and some theories on which to base it.

**Keywords.** Organizational Climate, Productive Behaviour, Lecturer, Private University, East Java Indonesia

## 1. Introduction

Productive behavior is individual behavior that reflects two (2) behavioral models, namely the existence of effective and efficient, where effective behavior is individual behavior oriented towards achieving goals. Efficient behavior is related to the use of minimal resources to achieve goals.

Productive behavior in private university lecturers in East Java has a significant role because it is a very fundamental part of the institution, which can increase value in all fields and directions.

Several important factors that need to be considered in maintaining and increasing productive behavior in private university lecturers in East Java are organizational climate, lecturer competence, job satisfaction, and emotional intelligence so that lecturers in the organization can carry out activities according to the vision and mission of the university. This study aims to analyze and obtain empirical evidence of the factors that influence productive behavior: job satisfaction, emotional intelligence, organizational climate, and lecturer competence at private universities in East Java. This research is explanatory research that explains the causal relationship or influence between variables starting from hypothesis testing. The sample in this study amounted to 396 lecturers. Sampling technique using a survey (questionnaire) and data analysis using Structural Equation Modeling (SEM) with partial least squares (PLS)-SmartPLS program.

The results of this study show evidence that the direct influence, which includes organizational climate, has a significant effect on job satisfaction, lecturer competence has a significant impact on job satisfaction, job satisfaction has a significant effect on productive behavior, the organizational climate has a substantial impact on constructive behavior, and the last lecturer competence has a considerable effect on effective behavior. From these five direct influences, it was found that the value that has the most decisive direct influence is lecturer competence on job satisfaction. In contrast, the immediate impact which is considered the least valuable is lecturer competence on productive behavior.

Organizational climate can be said to be a condition, circumstances, and characteristics that make a characteristic of an organization formed from the behavior, attitude, and personality of all members of the existing organization (Ahmad et al., 2016; Paul & Hamlin, 2018). The concept of organizational climate itself can influence the practices and policies of human resources accepted by members of the organization.

There are two syllables of organizational climate, namely organizational and climate, where an organization is a collection of people working together through the division of work with a general purpose. In contrast, the climate is a condition, weather, and temperature, so it can be concluded that organizational climate describes a situation or situation in a corporate environment that defines the behavior and interactions between one person and another within an organization (Addai et al., 2019; Da'as et al., 2020; Hatjidis et al., 2019).

Without realizing it or realizing that organizational climate can provide a positive or negative picture that can be caused by the habits of individuals in the organization. To improve the process of carrying out work in the organization, a positive work environment is needed (Chen et al., 2019). ; Gahlawat & Kundu, 2019; Kumar et al., 2018), the organizational climate is determined by how well members are directed, built, and appreciated by certain parties.

Environmental behavior can change because the organizational climate influences it, so when the corporate environment can be more supportive socially and emotionally, it will reduce the level of deviations that occur within the organization and vice versa when individuals perceive and think of their work environment as an unsupportive and unsupportive environment. There will be high deviations (Kasekende et al., 2014; Yaminifirooz et al., 2018).

Previous research (Jain et al., 2015; Schaufeli, 2016) stated that organizational climate has a powerful impact on the behavior of individuals and groups of organizations because it has an influence on behavior and attitudes, so this can be a significant influence on the development and goals of the organization. . So that a high organizational climate can increase the productive behavior of lecturers at universities (Dinibutun, Kuzey, & Dinc, 2020; Jafri, Dem, & Choden, 2016; Powell et al., 2021; Randhawa & Kaur, 2015).

Research (Halimi et al., 2020): Emotional intelligence and academic achievement in higher education, the purpose of this research is to test emotional intelligence on student achievement in academics at a private University in Kuwait. This research was conducted at a university with a research subject of 480 students. Data take through a questionnaire containing information about sociodemographic data from students and the average value of the final results of the study. This

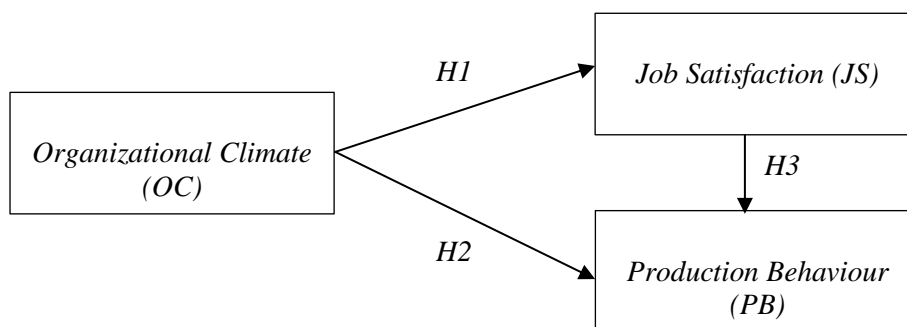
questionnaire includes 16 question items from emotional intelligence quoted (Wong et al., 2002) and on the other hand in addition to using emotional intelligence, this study digs deeper into the performance of academics.

The findings using the SPSS program and Jamovi software show that academic success is strongly influenced by self-emotion appraisal (SEA) and the use of emotions (UOE). However, the results of this study did not show any relationship related to age, higher education system, gender, and citizenship. The results of this study also show that the indicators quoted from (Wong et al., 2002) can be accurately used to measure emotional intelligence.

The similarity with the current research is in the form of emotional intelligence variables, which are divided into four (4) parts, namely self-emotion appraisal (SEA), others emotion appraisal (OEA), regulation of emotion (ROE), and use of emotion (UOE). The difference lies in analyzing the data used in the form of SPSS and Jamovi. While in the current study analyzes data on organizational climate variables, lecturer competence, job satisfaction, emotional intelligence, and productive behavior with respondents in the form of lecturers at private universities in East Java using SEM-AMOS.

The second study (Ahmad et al., 2018): Organizational climate and job satisfaction: do employees' personalities matter, aims to know the relationship between the influence of the role of organizational climate on job satisfaction with personality traits as moderators. There are 250 respondents with criteria of ethnicity (country), gender, education level, age and type of industrial sector, and length of work. The analysis using SPSS software shows that personality traits can moderate the effect of organizational climate on job satisfaction. There is a significant relationship between corporate environment and job satisfaction. The equation in this study is that two (2) variables are used, namely organizational climate and job satisfaction. On the other hand, there are differences in personality traits and analytical tools that are not used in this study.

Based on the background of the problem above, the formulation of the situation in this study is First, Does organizational climate have a significant effect on job satisfaction for lecturers at private universities in East Java, Indonesia? Second, does job satisfaction significantly affect the productive behavior of lecturers at private universities in East Java? And third, does organizational climate significantly affect the effective behavior of lecturers at private universities in East Java? The research results are expected to provide benefits for managing knowledge resources from individuals. In addition, this study examines and analyzes the effect of job satisfaction on the productive behavior of lecturers at private universities in East Java, Indonesia. The last is to test and analyze the impact of organizational climate on the effective conduct of lecturers at private universities in East Java, Indonesia. This study uses a model concept that emphasizes the individual level, where individual factors have an essential role in an organization. Organizational sustainability is found in individuals in the organization, especially those who have good behavior and are supported by organizational climate; another factor is job satisfaction for productive behavior, which will have a strong influence and make a habit of doing effective behavior.



Picture 1. Hypothesis Chart

## 2. Method

The approach used in this research is a quantitative approach which is an approach that formulates a problem from research in a more specific way by compiling a hypothesis to be tested (Leavy 2017:9). This research was conducted using a survey that took samples from the population with questionnaire as a tool in the primary data collection (Sekaran & Bougie, 2017, p. 95). The unit of analysis is lecturers from private universities in East Java. On the other hand, this research can also be regarded as explanatory research that examines, examines, and discusses the effect of organizational climate variables and job satisfaction on productive behavior in private university lecturers in East Java, Indonesia.

Based on the analysis techniques in the structural equation model, the research variables can be classified into several variables: the dependent variable (endogenous variable), independent variable (exogenous variable), latent variable, and observed variable. This study has 5 (five) variables that cannot be measured directly, so it is necessary to use indicators as a measure of each of the variables. The five latent variables in this study are called latent variables, while the indicators used as measures of the five variables are called observable variables.

### 2.1. Variables

The variables of this study are independent or exogenous variables consisting of Organizational climate identified by the symbol (OC), Job satisfaction identified by the symbol (JS), Intervening variable namely job satisfaction (JS), and the dependent variable or endogenous namely productive behavior which is recognized as a variable (PB).

#### 2.1.1. Definisi operasional variabel dan pengukuran variabel

Organizational climate is a measurable nature of the environment, either directly or indirectly, so that it can be felt by individuals who work in a corporate environment that influences and motivate lecturer behavior (Hoang et al., 2019). Measurement of organizational climate variable (X1) uses an instrument (Ahmad et al., 2018) adapted to current research. The corporate climate variable in this study is an environmental condition experienced by lecturers at private universities in East Java. According to (Litwin & Stringer., 1986) explaining, some categories or dimensions are felt and perceived by lecturers in measuring organizational climate that come from structure, responsibility, reward, risk, warmth, support, standards, conflict, and identity. The measurements are explained as follows: A lecturer's design (X1.1) has feelings related to the institution's rules, procedures, and atmosphere. Lecturers feel the atmosphere in the form of transparent and flexible regulations so that the organizational climate handled by the lecturers is positive. A lecturer is sensitive to what is done by the rules applied. The work that is the duty and responsibility is carried out following existing procedures. The institution's atmosphere is conducive to completing all the work by their respective responsibilities.

Responsibility (X1.2), a lecturer can show responsibility for all the work that is his responsibility, so that there is responsibility that indicates a positive organizational climate. Assistance, in this case, is more about how the leadership directly gives direction to the part experiencing difficulties related to activities in an independent Islamic bank. Observation is more focused on how the leader makes observations (observations) to individuals or members who have failed for what they did before. Award (X1.3), the feeling possessed by the lecturer that the lecturer is appreciated for all his work, the justice received by the lecturer for all promotion and salary policies that will make the lecturer feel a positive organizational climate. Risk (X1.4), a lecturer thinks there is security in his work caused by the risk of the work being carried out. Warmth (X1.5), a lecturer feels the heat between his colleagues and his superiors because of the perceived atmosphere.

Support (X1.6): lecturers feel there is strong support from superiors and colleagues. Standard (X1.7), a lecturer thinks that the work performance standard has an essential meaning because this standard

supports a lecturer in leading a work direction with challenges. Conflict (X1.8), a lecturer feels that the leader or superior and co-workers have an open mind in solving every problem to indicate a positive organizational climate. Identity (X1.9) is the feeling a lecturer feels, including being part of an institution where a lecturer works and a valuable member of a group or work team.

#### *2.1.1.1. Job Satisfaction*

Job satisfaction that occurs in lecturers is a set of feelings about something pleasant or unpleasant about the work they receive (Davis, 2015); it can be said as a general attitude felt by lecturers toward work which results in a difference between the number of awards received by a lecturer. And the amount believed should have been received. The measurement of job satisfaction is based on the theory of (Luthans et al., 2021:118), which has been adapted to this research.

The measurement of job satisfaction is based on the following elements: Emotional response, which is related to the work situation, is not visible but can only be inferred. The joy a lecturer feels is often determined by how well the results of the work (outcomes) meet an expectation. The existence of job satisfaction describes several attitudes related to his work; for example, a lecturer will be loyal to his organization, work well, have high dedication to the organization, be orderly, and obey the rules that have been applied. This can be seen in the attitude of a lecturer. A lecturer can feel satisfied because of the supervision provided by the leadership on the work being done. Promotion opportunities are opportunities for advancement within the organization.

#### *2.1.1.2. Production Behavior*

Productive behavior is formed from two types of behavior that co-occur, namely through dimensions (Suhariadi, 2002b), which in this case can be said how far behavior can contribute to the achievement of predetermined performance. The instrument's measurement of productive behavior is based on the instrument (Suhariadi, 2016), adapted to this research.

The measurement of productive behavior is based on the following indicators: Controlling under the proportions. Do something or work on time without being pressured by deadlines. Do not dictate any problems in the work process. We are prioritizing quality. Perform quality rotations. Management information and member development Provide access to data and information. Receive suggestions and promptly provide recommendations.

## 2.2. Population and Sample

The population is the entire unit or element consisting of objects or subjects that have certain qualities and characteristics that will be used by researchers to be analyzed more deeply and then draw conclusions (Leavy, 2017, p. 76); the population in this study is private university lecturers in East Java.

The sample is part of the number and characteristics possessed by the population (Leavy, 2017, p. 76); if the population is enormous and the researcher is not able to study everything in the population due to constraints related to limited costs, energy and time, then researchers can use samples taken from the people. Several vital points were learned from the model, namely the conclusion that it can be treated as a population.

This study uses a sampling technique using a census. The census can be said to be a sampling method in which all population members are sampled—determination of the number of samples using the Slovin formula (Sevilla et al., 2007). The Slovin formula is a way to determine how many instances are needed in a study that aims to test population parameters, where the size or sample size is very dependent on how large the population is and the level of accuracy or the error tolerance expected by the researcher, in this study the error rate taken is 5% (0.05), the greater the error rate, the smaller the number of samples, and conversely the lower the error rate, the greater the number of pieces, which is obtained.

$$n = N/(1+ N.e^2)$$

Where;

n = Sample size/number of respondents

e = Error rate (fault tolerance limit)

N = Total population

This research takes an error tolerance level of 5% (0.05), so the calculation using the Slovin formula for the number of lecturers at private universities in East Java is as follows:

$$\begin{aligned}n &= N/(1+N \cdot e^2) \\ &= 44.353 / (1 + 44.353 \times 0.05^2) \\ &= 44,353 / 110,8825 \\ &= 396\end{aligned}$$

Based on the results of the calculation of the Slovin formula above, the number of samples is 396 while the number of questionnaires collected is 396, so the number of questionnaires collected has met the criteria of the Slovin formula and assumptions in SEM. The number of samples used in this study is based on the provisions of the structural equation model as an analytical tool. As a requirement regarding the number of instances, namely, the minimum number of pieces is 50 (Hair et al., 2014:573), this size is related to ensuring a stable Maximum Likelihood (MLE) solution. In uncertain conditions, the number of samples is recommended as much as 200 to provide a solid basis for estimation. But if the existing instance is increased by more than 100, the MLE method increases its sensitivity. The Maximum Likelihood method will be more sensitive if the number of samples becomes large. So it will always produce a significant difference, so the measure of Goodness-of-fit becomes less good. So the structural equation model is recommended for a good sample size between 100 to 400 and should be used for the Maximum Likelihood estimation method.

### 2.3. Research Instruments

This research requires a measuring instrument that can be used to measure what is measured correctly and accurately so that it needs to be made or arranged as well as possible through a research instrument in the form of a questionnaire. The questionnaire is a list of statements structured in a structured manner that functions to find out opinions, perceptions, existing facts, easy-to-understand situations, and respondents' preferences. The questionnaire used in this study was intended to determine respondents' perceptions of organizational climate, lecturer competence, job satisfaction, intellectual competence, and productive behavior from lecturers.

Research instruments have an important role because they are used to obtain the data needed by researchers. It can be said that whether or not related data is good or not, the instrument used, so can be said that the research instrument must meet several required criteria, which include validity and reliability. A validity test is a scale accuracy in measuring certain variables or constructs is an absolute requirement for testing and developing theory. The accuracy of this scale can be identified by looking at the results of the item-total correlation for each item to its construct, with a coefficient  $> 0.5$ , meaning that the items can measure what should be measured or valid (Hair et al., 2014: 115). Reliability is a measurement scale which means how consistent the scale is if it is used again for measurement. It can also be that reliability is a value that states how much the results of measurements obtained with a specific scale are free from error. The reliability of this scale can be identified by looking at: (a) the internal consistency of the items and (b) calculating the reliability coefficient alpha ( $\alpha$ ). Each statement is considered to have an internal consistency value if the reliability coefficient value of Cronbach alpha is 0.70 (Hair et al., 2014: 123).

### 2.4. Measurement of the variables

The measurement of the variables referred to in this case is expressed in the form of indicators. Where the existing indicators as the primary form of the preparation of statement items. Measurements were measured using a five-point Likert scale with a range of values or numbers 1 for strongly disagree (strongly disagree) to 5 for strongly agree.

Table 1. Measurement Scale

Value	Rating Category
1	Strongly Disagree (ST)
2	Disagree (ST)
3	Neutral (N)
4	Agree (S)
5	Strongly Agree (SS)

The answers given by all respondents need to be described to provide a clear interpretation of the existing data and the determination of the interval scale on the grouping of the average answers. According to opinion (Neuman, 2014), the average value is used to describe the results obtained with a range of criteria, and the calculation of the sala interval is carried out with the highest score minus the lowest score divided by the number of existing classes.

Class interval = Highest value – Lowest value / Number of classes

Class interval =  $5 - 1 / 5 = 0.8$

The existence of a value of 0.8 is the distance from the class interval in each category, so the category provisions apply to the following table

Table 2 Rating Category

.No	Interval	Category
1.	1.00 – 1.80	Very Low
2.	1.81 – 2.60	Low
3.	2.61 – 3.40	Neutral
4.	3.41 – 4.20	High
5.	4.21 – 5.00	Very High

Source: Class interval calculation results (2022)

### 2.5. Data Analysis Techniques

The analytical technique used in this research is structural equation modeling with WarpPLS software. Structural equation modeling is a multivariate analysis technique that can analyze multiple dependence relationships on latent variables simultaneously, which is more efficient.

Characteristics in structural equation modeling have the following features: Can estimate multiple dependency relationships. Represents concepts that are observed in relationships. It can consider several measurement errors that can occur during the estimation process.

### 2.6. Assumption Structural Equation Modeling (SEM)

According to Ferdinand (2014:62), various assumptions need to be met in the collection and processing of data analyzed by this SEM modeling which includes the number of samples that must be met, namely a minimum of 100, while in this study, the sample expectation is 400, normality and linearity, free of outliers and multicollinearities and singularities.

## 3. Result

Based on the existing approaches, namely in the form of deductive and inductive approaches that are interrelated and have a reciprocal nature, which can then be compiled or made a thinking concept by the existing theoretical and empirical foundations. The thought process is an academic study related to theories that can support research analysis. The idea is meant, in this case, the theory of organizational climate, job satisfaction, and productive behavior. On the other hand, when conducting an empirical study based on a review of the results of previous research, which includes journals, papers, and books

related to this research, the function of which is to analyze a specific nature into a general conclusion. An activity can last a long time because of critical factors, including the existence of sharing behavior, which is more often referred to as behavior. Behavior in an activity does not occur instantly. Still, it undergoes several processes or stages that are not short; of course, each exercise must be different in implementing the behavior strategy. The practice of existing activities, especially those related to education, involves a process that is not easy because it is related to the existence of historical values.

Table 3. Development of Academic Positions and Functional Positions Based on Term of Service

No.	Years of experiences	Lecturers Do Not Have Academic Positions	Functional		
			Expert Assistant	Lektor	Associate Professor
1.	0 – 5	3.404	1.078	67	4
2.	5 – 10	2.179	3.057	638	14
3.	10 – 20	783	1.689	1.154	110
4.	20 – 30	308	523	884	346
5.	> 30	716	168	698	619
	Amount	7.390	6.515	3.441	1.093

Humans have a large enough entity to support the sustainability of museums' existence, especially museums with historical value. Higher education is an institution that provides education and teaching above secondary and tertiary institutions. It includes education and teaching based on the Indonesian national culture and in a scientific manner. In this case, a private university in East Java, a university can be sustainable due to various factors that have an essential capacity in the form of behavior, which is focused on productive behavior. Behavior in a university does not occur instantaneously but must experience a metaphor or undergo several processes or stages that are not short. Each institution must have a definite process that is different in implementing behavior strategy. Existing institutions or organizations cannot or may not apply the same process. This depends on the existing human resources as the main factor and the existence of various other factors, such as motivation.

Table 4. Number of Private Universities in East Java

Form	Active	Accredited Amount							Not Accredited
		A	B	C	Excellent	Splendid	Goog	Total	
Universities	96	7	42	29	0	7	3	88	7
Institute	23	0	5	1	0	6	1	13	10
Colleges	124	0	37	48	0	15	1	101	17
Academy	51	0	8	15	0	5	0	28	18
Polytechnic	12	0	1	2	0	5	0	8	4
Community Academy	10	0	0	0	0	0	0	0	10
Jumlah	316	7	93	95	0	38	5	238	66

source: kopertis7.go.id (2022)

Table 4 shows that the number of active tertiary institutions is 316, dominated by 124 high schools, 96 universities, 51 academics, 23 institutes, 12 polytechnics, and ten community academies. Divided into two groups, namely PNS DPK lecturers and permanent lecturers of foundations, it can be concluded from Table 1.1 that high schools have the most active status, namely 124 with 101 accreditation levels. This shows as a manifestation of productive behavior, in this case, lecturers, has been realized. Well, while the smallest number of active statuses is at the community academy with ten functional groups with an accreditation level of 10, it can be said that the productive behavior of lecturers has not looked good.

The existence of several considered very volatile in several private universities and the development of functional and academic positions in East Java is caused by the lecturers' lack of productive behavior. Productive behavior, according to (Hassan, 2018; Peiró, Kozusznik, Molina, & Tordera 2019; Peñalver, Salanova, Martínez, & Schaufeli, 2019), is an individual's ability to produce compared to the inputs that individuals have used can be said to be productive if individuals can deliver goods or services by expectations within a predetermined time. According to (Cogan, 2016; Elert & Stenkula 2019; Jurek & Besta, 2021; Park, 2020), productive behavior is a significant concern because, in constructive behavior, there are thoughts that come from individuals, individuals as workers who exist in an institution or organization. Organizations with effective work behavior can be concluded that individuals can produce adequate quality work. One of the factors that directly affect constructive behavior is job satisfaction. According to (Anshori & Suhariadi, 2016; Bashir & Gani, 2020; Gewasari, Manullang, & M.Pd, 2017; Malta & Xaba, 2020), job satisfaction is the result of the overall likes or dislikes of individuals towards various things from what becomes her job. It can be said as a positive attitude of the individual toward his work involves socio-economic, socio-psychological, and environmental conditions as well as from work itself (Saiti & Papadopoulos, 2015; Veretennik & Kanto, 2020; Viano & Hunter, 2016). This fluctuating number of private universities in East Java can increase lecturers' productive behavior; lecturers; constructive behavior can also be seen in Table 5, the number of publications in 2020 and 2021.

Table 5 The number of publications in 2020 and 2021

<b>Publication</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Sinta 1 – 4	173	43.7	43.7	43.7
National Journal	94	23.8	23.8	67.5
International Journal	71	17.9	17.9	85.4
Journal Scopus Index	58	14.6	14.6	100
	396	100	100	

Source: Data processing SPSS (2022)

Intrinsic motivation is attached to social exchange theory, and behavior theory is a theory that is more focused on fundamental and unreal behavior that has luck. These mutual benefits are measured not only by money but by increasing productivity, self-esteem, and social opportunities. This theory is the basis for the lecture-performances, namely organizational climate, competence, and satisfaction, as well as the presence of emotional intelligence in carrying out a specific behavior, so that it can make the lecturer's success factor for productive behavior (Anshori & Suhariadi, 2016; McNeese, 1996). Organizational climate is a quality of the environment that can stimulate members. The effect given by this organizational climate can determine whether a person feels comfortable or uncomfortable, which will form job satisfaction. When an individual feels comfortable, there is good corporate climate support. Of course, this will have a significant impact on productive behavior.

From the description that has been submitted, this study aims to prove the effect of exogenous variables, namely organizational climate, on job satisfaction. Job satisfaction will be established to affect productive behavior. The oenvironmenttional atmosphere will prove its influence on effective behavior and its ability as a moderator variable between exogenous variables—Namely, job satisfaction on constructive behavior. Constructive behavior is a function of interactions between individuals and the environment where the individual is located, which can produce excellent or positive work or benefit (Aubé & Rousseau, 2014; Ostapenko, 2015). Productive behavior can be seen when a person can show his potential (positive) in his environment. According to Gilmore (1974), constructive behavior is "Who makes a tangible and significant contribution in his chosen field, who is an imaginative, perceptive, and

innovative in his approach to living problems and accomplishments of his own goals (creativity) and who is at the same both responsible and responsive in his relationship with other,”

The quote above shows an emphasis on the positive contribution of the individual to the surrounding environment. It can be said that constructive, imaginative, creative actions from someone within an organization, is hoped that it can increase existing productivity. Previous research (Omri, 2015; Prieto et al., 2014) states that the behavior possessed by individuals it can produce an output that has meaning. At that time, the individual will be responsible for what is his responsibility and always responsive to the existing circumstances. The individual can be a good leader and an essential asset. This will increase the productivity of the organization.

An individual is said to be productive if he can describe the potential, perception, and uniqueness or creativity that always hopes to contribute to the ability to provide benefits for himself and the environment in which he is located. It can be said that productive behavior is formed from two (2) simultaneous behaviors, namely, effective behavior and efficient behavior (Suhariadi, 2000). Effective behavior is where behavior produces performance by what has been planned so that this behavior can be seen from how far the behavior contributes to achieving results. Efficient behavior is behavior that delivers maximum performance using minimal resources.

Individuals can be said to be productive if they can describe their potential and perceptions and have creativity that always wants to provide the ability to be beneficial both for themselves and their environment so. That a productive individual is an individual who is valuable and meaningful to his environment, innovative and imaginative in solving problems, and can show to the environment that what they do has a significant value for sustainability (Feng & Savani, 2020; Idiegbeyan-Ose, Aregbesola, Owolabi, & Eyiolorunshe, 2019). According to (Anshori & Suhariadi, 2016) quoted from (Gibson, 1987) states, two reasons indicate the existence of productive behavior, which includes individuals and the environment; in other words, behavior (behavior) is a function of people symbolized (P) and situation (S), which can be mathematically formulated as  $\beta = f(P.S)$ .

### 3.1. The Effect of Organizational Climate on Job Satisfaction (H1)

The existence of universities in the East Java region can contribute significantly to the development of the world of education in Indonesia and in East Java itself in particular. This contribution, of course, does not just happen, but there is an essential role from lecturers in East Java. Lecturers have a big desire or motivation to carry out their performance activities. Great desire or motivation to create an excellent organizational climate is crucial to the success of universities in East Java. Organizational climate can provide a strong understanding and understanding to all individuals, especially lecturers in universities. Universities have services as educational institutions that follow the rules of the Tri Dharma of Higher Education. Organizational climate is the central concept of describing the atmosphere of the internal environment where lecturers believe that the internal environment can be accepted as part of an atmosphere that positively impacts job satisfaction.

Organizational climate can provide a working condition or environment that emphasizes more pleasant or unpleasant for individuals at work, which will relate to the job satisfaction individuals feel. If someone feels comfortable and happy doing something, they will feel satisfied (Ahmad et al., 2016). Job satisfaction is an aspect that has unique functional differences separated by conditions if individuals believe that an excellent organizational climate will have high job satisfaction. Several previous studies (Agel & Molina, 2014; Ghavifekr & Pillai, 2016) state a relationship between organizational climate and job satisfaction; if the existing corporate environment is more robust, it will be easier to realize job satisfaction. On the other hand, if the organizational climate is weak or low, it is difficult, and the individual feels no job satisfaction. Research conducted (Schyns et al., 2009) on 1,593 from the British survey (the Workplace Employment Relations Survey of 2004) shows the results that a quality organizational climate can have a positive influence on job satisfaction; this is related to the level or quality of a favorable environment, so that job satisfaction will also be reasonable.

3.2. The Effect of Organizational Climate on Productive Behavior (H2)

A crucial factor of productive behavior is an organizational climate which can then influence an individual's sustainability in the organization. In efforts to develop a clearer understanding of motivation in constructive behavior, previous research has shown that one way to increase productive behavior is to create a good organizational climate. The promising high conditions in the corporate environment will positively influence individual expectations, motivation levels, quality of function, self-resistance to various difficulties experienced and passed, and resistance to pressure from multiple parties. Depression supports that a good and high organizational climate tends to produce positive outcomes—Productive behavior (Suryadi et al., 2020).

Universities need an organizational climate that can make lecturers survive and face all conditions, duties, and responsibilities to help improve productive behavior. Research has been conducted by (Hadiantini et al., 2017) shows that organizational climate has a positive effect on constructive behavior. This fluctuating number of private universities in East Java can increase the productive behavior of lecturers. The effective conduct of lecturers can also be seen in Table 4, the number of Scopus publications, and in Table 5, the number of Sinta publications in 2020 and 2021.

In Table 5, in 2021, the Q1 level of Scopus publications has increased from 879 to 1,153. From the amount of data collected, it can be said that lecturers at private universities have a good level of productive behavior. This can be seen clearly (Anwar, Zaki, Memon, & Thursday, 2021; Wong, Wong, & Peng, 2010; Shah et al., 2020; Wardoyo et al., 2020) that productive behavior carried out by lecturers is due to vital emotional intelligence, competence, the organizational climate within the institution. The description of the average respondents' answers based on the research variables is presented in Table 6.

Table 6 Descriptive Statistics Results of Respondents' Answers

Indicator	Min.	Max.	Mean	Std. Deviation	Category
OC	1	5	3.46	0.757	High
LC	1	5	3.70	0.795	High
EI	1	5	3.47	0.835	High
JS	1	5	3.52	0.696	High
PB	1	5	3.59	0.689	High

Source: Data processed with SPSS (2022)

Based on Table 6, it can be explained that the respondents' answers to questions on indicators reflecting latent variables in this study showed solutions within the range of agreement, namely 3.55. The organizational climate (OC) variable shows an average of 3.46, meaning that the average respondent has an assessment that agrees (high) that organizational climate has a structure in the form of abilities and expertise, responsibilities that contain mentoring, observation, rewards, which include guidance and advice, risk, warmth, support, standards, conflict, and identity. Organizational climate has very complex components so that it can support productive behavior.

3.3. The Effect of Job Satisfaction on Productive Behavior (H3)

Job satisfaction has a very close relationship with the occurrence of productive behavior. Satisfaction is a proportion related to the individual self, in this case, the lecturers, namely the feeling, desire, or satisfaction in doing a positive behavior, which can result in productive behavior.

(Chehrazi & Shafizadeh, 2016) States that job satisfaction is the satisfaction felt by individuals as a result of work or behavior, which, in this case, carries out duties and responsibilities in tangible and intangible forms (hard and soft). The construct of job satisfaction requires an element of sufficient ability to realize a behavior that is part of his life at work. This can be in the form of a level of difficulty or ease in carrying out and completing work that can encourage one to realize productive behavior. Previous

empirical findings state that job satisfaction significantly influences constructive behavior in educational institutions, with teachers as respondents (Utami et al., 2020).

The following variable is job satisfaction (JS) which has an average of 3.52 which means that the assessment from respondents is in the form of agreeing (high) on the happiness that has been obtained, and this certainly has a positive impact and benefits or novelty values brought by the lecturer. So far, lecturers at private universities in East Java have tried to carry out activities that are, by the rules, job satisfaction; in this case, this includes emotional responses, feelings and attitudes of pleasure from the outputs obtained, and promotion opportunities.

The last variable is productive behavior (PB) which has an average of 3.59, which means that respondents agree (high) on the control carried out by predetermined proportions, there is a detailed work schedule, no need to dictate, quality is the central part, quality rotation, clear management information, easy access and speed in responding.

Table 7. Direct Influence

Hypothesis	$\beta$ /Koefisien	P-Value	Information
<i>Organizational climate on job satisfaction</i>	0.384	0.000	Significant/ Received
<i>Job satisfaction on productive behavior</i>	0.399	0.000	Significant/ Received
<i>Organizational climate on productive behavior</i>	0.207	0.000	Significant/ Received

In Table 7, all path coefficient values have a significant effect. This can be explained as follows, namely Hypothesis 1: organizational climate has a significant impact on job satisfaction which has a substantial value of 0.000 ( $p < 0.05$ ), so this shows that hypothesis First, the organizational climate has a direct effect on job satisfaction, it can be accepted that the truth is. The coefficient value is 0.384, which states that organizational climate directly impacts job satisfaction, indicating an increased corporate environment every time.

Hypothesis 2: Job satisfaction significantly affects productive behavior, with a value of 0.000 ( $p < 0.05$ ). The third hypothesis that job satisfaction directly affects effective behavior can be accepted as valid. The coefficient value is 0.399, meaning that job satisfaction directly impacts constructive behavior, which indicates that every increase in job satisfaction (Y1) will cause an increase in effective behavior (Y2) of 0.399. Hypothesis 3: organizational climate has a significant effect on productive behavior, which has a substantial value of 0.000 ( $p < 0.05$ ), which means that the fourth hypothesis states that organizational climate has a direct effect on productive behavior, which can be accepted as accurate. The coefficient value is 0.207, which means that organizational climate directly impacts effective behavior, which indicates that every increase in a corporate environment (X1) will cause an increase in constructive behavior (Y2) of 0.207.

Hypothesis 4: Organizational climate has a significant effect on productive behavior with job satisfaction as a mediator variable; it can be seen that there is a substantial value of 0.000 ( $p < 0.05$ ), which means that the 6th hypothesis is accepted as accurate. The coefficient value is 0.153, which means that job satisfaction, in this case, can mediate organizational climate on productive behavior in private university lecturers in East Java. The existence of job satisfaction (Y1) owned by private university lecturers in East Java can increase the role of the organizational climate variable (X1) on productive behavior (Y2). This makes constructive behavior more sustainable and can be increased due to indirect influences.

#### 4. Discussion

The study's results present the causal relationship between variables as proof of the hypothesis. The existence of several theories or empirical research results that have been carried out and proven by

several previous researchers that will be used in discussing the results in this study, whether the theory or last empirical research results support or even contradict the results of hypothesis testing that have been carried out. The limitations of this study and in the closing section, 2 (two) implications are presented: theoretical and managerial implications.

#### 4.1. The effect of organizational climate on job satisfaction

Based on the statistical calculations using the structural equation model (SEM) analysis technique, this study shows that the path coefficient value from organizational climate to job satisfaction is 0.384. strong influence. The coefficient value of this path has a positive value which explains that the stronger the corporate environment felt by the lecturers of private universities in East Java, the stronger the job satisfaction. This is also supported by the significance value, or p-value of the independent variable on the dependent variable, 0.00. This figure indicates that the organizational climate of private university lecturers in East Java significantly affects job satisfaction.

Based on the findings above, it is stated that the significant influence of organizational climate can stimulate job satisfaction among individuals and between lecturer members following their duties and responsibilities, especially in private universities where lecturers work and are dedicated. When viewed from the existing instruments, the average value is high, so it can be said that all current devices can support job satisfaction. The results of the study that explain the positive influence of this study are in line with previous research, research (Borhannenden et al., 2016) on 800 academic staff (Chinese and Indian citizens) at several universities in Malaysia, which include International Islamic University Malaysia (IIUM ), University Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), University Technology Malaysia (UTM), Universiti Utara Malaysia (UUM), University Sains Malaysia (USM) and Universiti Technology Mara (UiTM), the results showed that organizational climate has a strong influence on job satisfaction without and is mediated by work performance. The corporate environment, which means internal and external support, is conducive for academic staff in teaching and learning. On the other hand, this research is supported by (Musah, 2013) on 702 academic staff and managers in educational institutions where the organizational climate is conducive for educators to carry out work that is a daily activity, which makes support important for job satisfaction.

Another opinion that supports this research is research conducted (Rahimic, 2013) in an industry in Bosnia and Herzegovina where there are 111 respondents in the industry (food, machine, wood) where 70% of the respondents are male and 30% female. . The results show that organizational climate is viewed from two (2) views, namely objectively, the existence of a reality that is seen and experienced by respondents and a subjective view experienced by respondents so that the two opinions on organizational climate have a strong influence on job satisfaction. Research that aligns with this (Bronkhorst et al., 2015; MacDavitt et al., 2007) shows that organizational climate strongly influences job satisfaction.

#### 4.2. The influence of organizational climate on productive behavior

The results of data analysis using a structural equation model show a path coefficient value from organizational climate to productive behavior with a value of 0.207. The value of this path coefficient has a positive direction which explains that the more substantial or higher the value of organizational climate is owned and felt by private university lecturers in East Java, the higher the productive behavior as output. The results of these findings are reinforced by the significance value or p-value of the influence of the independent variable on the dependent variable, which is 0.000, where the number indicates that organizational climate significantly impacts productive behavior, which all lecturers own at private universities in East Java.

Based on the findings above, it can be concluded that organizational climate can increase productive behavior; this can be seen from all research instruments showing or entering the high category, indicating that statements or questions can be a good stimulus for the dependent variable. The results of these findings are in line with previous research (Addai et al., 2019; Haakonsson et al., 2008; Mickelson et al., 2020; Stirpe et al., 2015) in a study conducted by showing a significant influence of organizational climate. To productive behavior. Research conducted (by Gan & Kee, 2021) shows that the research was conducted by 484 respondents who were teaching staff in 5 (five) Malaysian research universities during the pandemic period. The study conducted by (Gan & Kee, 2021) found that organizations can support the formation of productive behavior in educators. It can be seen that the findings have a significant value and have a p-value of 0.000, where the climate felt by all teachers can be either internal or external climate.

## 5. Conclusion

Organizations must have human resources, and human resources themselves must have an entity that is large enough, good, and strong in supporting the sustainability of higher education, especially lecturers who are educators, trainers, and lecturers who must be professional. The process of productive behavior will be easy to carry out. This happens because lecturers as professionals have a dominant role in making students the results of research and community service. Hence, institutions with various human resources, in this case, focused on lecturers, can face unpredictable change. Private universities in East Java have their peculiarities in maintaining their institutions in the face of various uncertainties or alterations that are not easily predictable. Private universities in East Java have a relatively large number of institutes, high schools, polytechnics, and universities in the face of various uncertain conditions; it is necessary to have the effort to emphasize more productive behavior. The application of effective behavior needs support and some theories on which to base it.

Two (2) theories, namely social exchange theory and behavior theory, can drive the success of productive behavior. The use of these two (2) existing theories aims to dig deeper, strengthen and complement each other, or fill the gap between one view and another, where from one side, the theory must have a dynamic, decisive influence and certainly has advantages and disadvantages—weaknesses in its application. Social exchange theory and behavior theory are essential in supporting individuals to perform a behavior. Various communication processes or social interactions that exist as examples of social actions that encourage, inspire, help and do work following their fields contain values between individuals based on social order. The emergence of a new thing or phenomenon is interesting to examine, so there are many reasons why productive behavior can be seen or can appear, one of which is the motivational factor that can be seen in terms of extrinsic and intrinsic.

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