THE INFLUENCE OF SUPERVISION, AWARDS, TRUST, AND WORK RESPONBILITY ON EMPLOYEE ACHIEVEMENT

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ABSTRACT:

This research was conducted at Manado State University which includes all employees at each Faculty and Postgraduate Program, activity centers, and institutions as well as at the Head Office. The research period lasted for 6 (six) months including pre-survey in order to create a sampling frame. This research was conducted from July 2011 to December 2011. In this study, there were two independent variables called exogenous variables, namely supervision and reward, two intervening variables, namely trust and job responsibility, and one dependent variable called endogenous variables, namely employee performance. The analytical method used to test the hypothesis in this study uses a path analysis technique (path analysis) or standardized multiple regression and is calculated through the SPSS 1 6 .0 program. Data was analyzed s average item and then averaged back dala m any indicator, then do the test requirements analysis.

The results showed: 1) There is a positive direct effect of supervision on employee work performance, meaning that an increase in supervision causes an increase in the quality of employee work performance. 2) There is a positive direct effect of rewards on employee work performance, meaning that an increase in the reward system can lead to an increase in the quality of work performance. 3) There is a positive direct effect of trust on employee work performance, meaning that an increase in trust can lead to an increase in the quality of employee work performance. 4) There is a positive direct effect of job responsibility on employee work performance, meaning that an increase in employee work responsibility can lead to an increase in the quality of performance of the employee church. 5) There is a positive direct effect of supervision on employee work responsibility, meaning that an increase in supervision can lead to an increase in the quality of employee work responsibility. 6) There is a positive direct effect of appreciation on employee work responsibility, meaning that an increase in the reward system can lead to an increase in the quality of employee work responsibility. 7) There is a positive direct effect of trust on employee performance, meaning that an increase in trust can lead to an increase in the quality of employee work performance. 8) There is a positive direct effect of supervision on employee trust, meaning that an increase in supervision can lead to an increase in the quality of employee trust. 9) There is a positive direct effect of appreciation on employee trust, meaning that an increase in the quality of the award can lead to an increase in the quality of employee trust.

KEYWORDS: supervision, reward, trust, and work performance responsibility for employees.

INTRODUCTION:

Lowpreastation employee in the Manado State University looks at p roses student affairs is often delayed, which is often too late test file is processed, employees often come late in kantor, a reflection of the achievements employees is low. Among Manado State University (UNIMA) students, complaints about employee performance are often heard. Postponement of service to students, such as in the case of final examination correspondence, scholarship arrangements, information needed by students, provision of student cards that are often late, management of KRS and class lists, poor service behavior, and so on, are land issues that describe a work achievement. less professional. Employees as human capital in the management of the UNIMA organization play an important role for the advancement of the implementation of professional higher education.

Determine the achievement of employees, researchers more interested in learning, whether poor work performance of employees caused by supervisory less attention. This is necessary because the maximum supervision peg through can do a good job. In addition, it will learn about the awards given to employees. By paying attention to the appreciation of each employee, they can improve their work performance. Meanwhile, other factors that attract researchers are trust and work responsibility. If employees have the confidence and good work responsibility, then the employee will continue to improve their work performance as the place where they work.

LITERATURE REVIEW:

1. Job performance concept:

Wibowo (2009) explains that work performance is the result of work that has a strong relationship with organizational strategic objectives, customer satisfaction, and contributes to the economy. Adam (1989) states that work performance is a combination of motivation and ability to complete a person's job or achievement depending on the desire to achieve and the ability concerned to do it. The achievement motive is one of the three motives in humans and according to Robbins (1996) completely, namely the motive for achievement, the motive for affiliation, and the motive for power. It is stated that the motive for achievement is reflected in its orientation towards goals and devotion for the best possible achievement of goals.

Pace and Faules (1998) explain that work performance is how it does everything related to a job, position or role in an organization. There are two types of behavior that include the essential elements of performance, namely functional tasks and behavioral tasks. Functional tasks are related to how well an employee completes the ins and outs of the job, including especially completing the technical aspects of the job. Behavioral tasks related to how well employees deal with activities between another member or employee, including resolving conflict, managing time, empowering others, working in a group, and to work independently.

2. Supervision:

Supervision is a management function that also has a close relationship with other management functions, especially with the planning function. The function of planning activities precedes supervision in which planning influences and influences supervisory activities, while effective supervision provides feedback for planning in the event of changes in standards and inconsistent inputs. (Silalahi, 2002)

The concept of supervision from Mockler above emphasizes three things, namely (1)

there must be a plan, standard or objective as a benchmark to be achieved, (2) there is a process of implementing work to achieve the desired goals, (3) there is an attempt to compare what has been achieved with the standards, plans, or objectives that have been set, and (4) take the necessary corrective actions. Thus, Mockler's concept of supervision shows that there are activities that need to be planned with benchmarks in the form of criteria, norms and standards, then compared, which ones require correction or improvements.

3. Awards:

Experts use different terms to represent awards given to employees or employees. Luthans (2006) states that organizational rewards have a number of different forms including money (salaries, bonuses, incentives) and rewards. One of the awards is recognition, where in addition to salary and job satisfaction, recognition of performance is important. Money has long been viewed as a reward and for some it is more important than anything an organization can give including a school.

Newman and Hodgetts (1998) found through their research that workers have placed good wages at the top of the list of important job factors. Daft (2003) me na ate award as which refers to: (1) any payment of money, and (2) all goods or commodities to be used based on the value of money to reward employees. This opinion is also in line with Jiang, who stated that the award is the compensation received by workers from the organization for the services provided.

4. Trust:

Trust is a process of historical dependence based on relevant experiences, although limited. Hope takes time to form, build up bit by bit, and accumulate. Most people find it difficult, if not impossible, to trust someone directly, if they don't know anything about someone else to trust. In the extreme, if someone does not know, he can speculate but that does not mean that he has trusted. This is in line with Colquitt et al. (2007) who explain that trust consists of trustworthiness and a tendency. In other words, trust will be given if a person has trustworthiness and tends to be trusted.

Robbins further explained that there are three types of trust in organizational relationships, which are based on fear, knowledge and identification. Fear-based trust is the most fragile relationship because violations and inconsistencies can destroy the relationship. This belief is based on fear of retaliation if the trust is violated. People who are in this type of relationship do as they say because they fear the consequences of not fulfilling their full obligations. Fear-based belief will function only to the degree that the punishment is possible, the consequences are clear, and the real punishment is imposed if the trust is violated.

RESEARCH METHODE:

This research was conducted at Manado State University which includes all employees at each Faculty and Postgraduate Program, activity centers, and institutions as well as at the Head Office. The research period lasted for 6 (six) months including pre-survey in order to create a sampling frame. This research was conducted from July 2011 to December 2011. In this study, there were two independent variables called exogenous variables, namely supervision and reward, two variables, namely trust and job responsibility, and one dependent variable which was called an endogenous variable, namely employee performance.

The statistical analysis technique used is path analysis. The analysis was performed using correlation and regression.
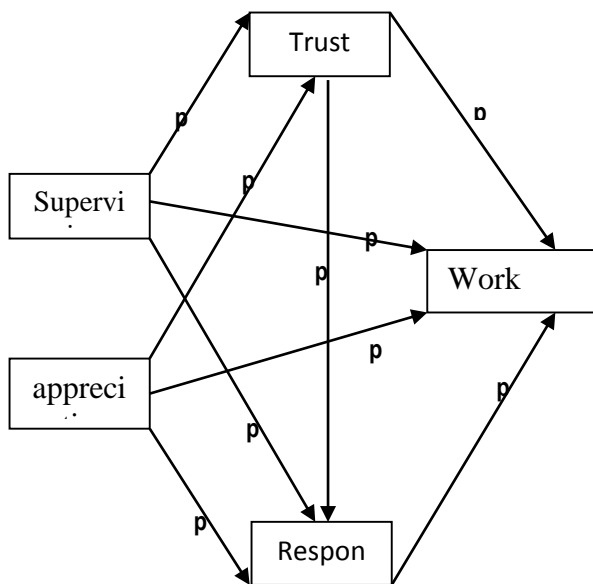
a. Path Diagram:

Figure 1. Model Relations between variables

Information:

Variable X_1 = Supervision
Variable X_2 = Peng reward system
Variable X_3 = Trust
V ariabel X_4 = Responsibility Work
Variable X_5 = Employee Work Performance

b. Seek direct influence:

To find the direct influence between the variables from the path diagram image, an equation must first be made (Chun and Solimun), the form of the equation is as follows:

$X_5 = p_{51}.X_1 + p_{52}.X_2 + p_{53}.X_3 + p_{54}.X_4 + \varepsilon_5$
$X_4 = p_{41}.X_1 + p_{42}.X_2 + p_{43}.X_3 + \varepsilon_4$
$X_3 = p_{31}.X_1 + p_{32}.X_2 + \varepsilon_3$

The population of this study were 476 administrative staff. Because the population size is relatively very large, in this study researchers need to draw a number of samples. To determine the sample size, researchers used the following Yamane formula.

(N = total population; d = level of precision; n = sample size)
By setting a precision of 10% sample size of:

$$n = \frac{476}{476(0,1)^2 + 1} = \frac{476}{5,76} = 82,638 = 83$$

The analytical method used to test the hypothesis in this study uses a path analysis technique (path analysis) or standardized multiple regression and is calculated through the SPSS program 1 6 .0. Data was analyzed s average item and steering an averaged, then do the test requirements analysis.

RESULTS EMPIRICALLY N AND PEMBAHA SAN:

1. Achievement work (X5):

Based on the data obtained in the field and processed statistically into a frequency distribution list with the number of classes calculated according to the Sturges rule, 6 classes were obtained (see table 4.1) with a maximum score of 118 and a minimum score of 101 so that the range of scores obtained was 17. The results of the descriptive statistical calculation show that the work performance variable has a mean value of 111.76 with a standard deviation of 0.385, a mode of 114.00 and a median of 112.00. Based on this value, a frequency distribution table is created as follows.

Table 1 Frequency distribution of work performance variables

No.	Interval	Frequency Absolute	Relative Frequency	Cumulative Frequency
1.	101 - 103	2	2.41	2.41
2.	10 4 - 106	7	8,43	10.84
3.	107 - 109	10	12.05	22.89
4.	110 - 112	24	28.92	51.81
5.	113 - 115	30	36.14	87.95
6.	1 16 - 118	10	12.05	100.00
Total		**83**	**100**	

Based on the table above, it can be seen that the highest absolute frequency is in the interval class 113 - 115 as many as 30 respondents and the relative frequency is

36.14%. The number of the smallest absolute frequency seen in grade interval 101-103 as two respondents with relative frequency of 2.41%. The results of the frequency distribution analysis are also shown in graphic form below.
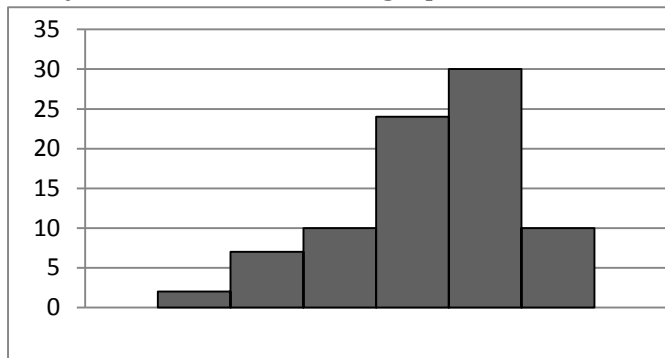

Figure 2 Histogram of work performance

2. Supervision (X1):

Based on the data obtained in the field and processed statistically into a frequency distribution list with the number of classes calculated according to the Sturges rule, 8 classes were obtained (see table 4.2) with a maximum score of 1 26 and a minimum score of 11 so that the range of scores obtained was 1 5. The results of descriptive statistical calculations show that the control variable has a mean value of 119.34 with a standard deviation of 0.361, mode 121.00 and a median of 120.00. Based on this value, a frequency distribution table is created as follows.

Table 2 Frequency distribution of monitoring variables

No.	Interval	Frequency Absolute	Relative Frequency	Cumulative Frequency
1.	111 - 112	1	1.20	1.20
2.	113 - 114	11	13.25	14.46
3.	115 - 116	4	4.82	19.28
4.	117 - 118	9	10.84	30.12
5.	119 - 120	19	22.89	53.01
6.	121 - 122	28	33.73	86.75
7.	123 - 124	10	12.05	98.80
8.	125 - 126	1	1.20	100.00
	Total	83	100	

According to the table above, it appears that the highest absolute number of frequencies contained in the class interval 121 - 122 were 28 respondent and relative frequency of 38 , 73 %. The number of the smallest absolute frequency intervals shown in class 11 11 12 and 125-126 respectively as first responder with the relative frequency of 1.20 %. The results of the frequency distribution analysis are also shown in graphic form below.
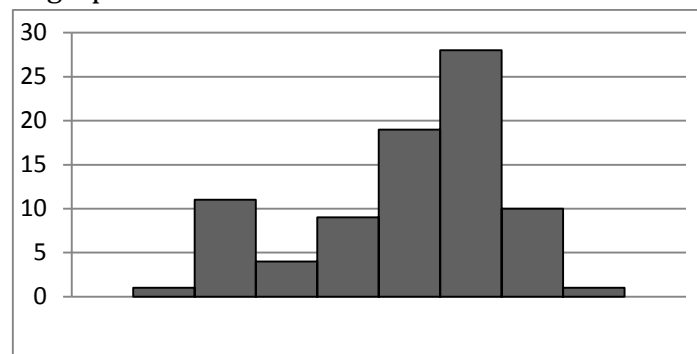

Figure 3 The surveillance histogram

3. Award (X2):

Based on the data obtained in the field and processed statistically into a frequency distribution list with the number of classes calculated according to the Sturges rule, 7 classes were obtained (see table 4.3) with a maximum score of 120 and a minimum score of 101 so that the range of scores obtained was 19. The results of the calculation Descriptive statistics show that the reward variable has a mean value of 111.08 with a standard deviation of 0.424, a mode of 114.00 and a median of 111.00. Based on this value, a frequency distribution table is created as follows.

Table 3 Frequency distribution of reward variables

No.	Interval	Frequency Absolute	Relative Frequency	Cumulative Frequency
1.	101 - 103	3	3.61	3.61
2.	104 - 106	9	10.84	14.46
3.	107 - 109	16	19.28	33.73
4.	110 - 112	22	26.51	60.24
5.	113 - 115	23	27.71	87.95
6.	116 - 118	8	9.64	97.59
7.	119 - 121	2	2.41	100.00
	Total	83	100	

According to the table above, it appears that the highest absolute number of frequencies contained in the class interval 113 - 115 as much as 23 respondent and relative frequency of 27.71 %. While, the number of the smallest absolute frequency seen in grade interval 119 - 1 21 as much as 2 respondents with a relative frequency of 2.41 %. The results of the frequency distribution analysis are also shown in graphic form below.
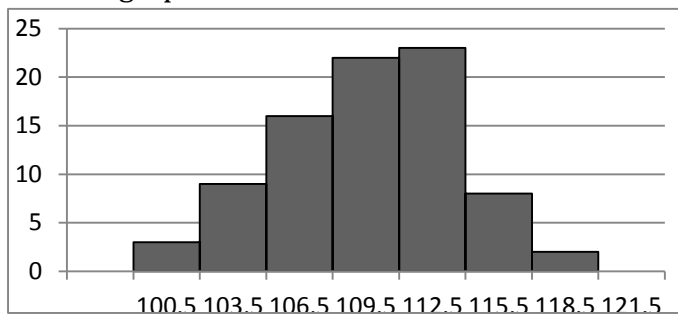

Figure 34Award histogram

4. Trust (X3):

Based on the data obtained in the field and processed statistically into a frequency distribution list with the number of classes calculated according to the Sturges rule, 7 classes were obtained (see table 4.4) with a maximum score of 118 and a minimum score of 105 so that the range of scores obtained was 13. Descriptive statistics show that the trust variable has a mean value of 114.53 with a standard deviation of 0.289, a mode of 116.00 and a median of 115.00. Based on this value, a frequency distribution table is created as follows.

Table 4 Frequency distribution of trust variables

No.	Interval	Frequency Absolute	Relative Frequency	Cumulative Frequency
1.	101 - 103	1	1.20	1.20
2.	104 - 106	2	2.41	3.61
3.	107 - 109	5	6,02	9.64
4.	110 - 112	9	10.84	20.48
5.	113 - 115	13	15.66	36.14
6.	116 - 118	34	40.96	77.11
7.	119 - 121	19	22.89	100.00
	Total	**83**	**100**	

According to the table above, it appears that the highest absolute number of frequencies contained in the class interval 116 - 118 as much as 34 respondent and relative frequency of 40.96 %. While, the number of the smallest absolute frequency seen in grade interval 101 - 1 03 as one respondent to the relative frequency of 1.20 %. The results of the frequency distribution analysis are also shown in graphic form below.
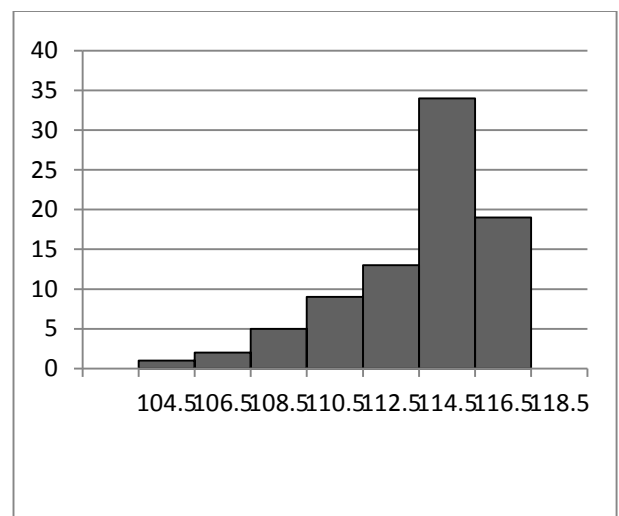

Figure 5 Trust histogram

5. Responsibility work (X4):

Based on the data obtained in the field and processed statistically into a frequency distribution list with the number of classes calculated according to the Sturges rule, 7 classes were obtained (see table 4.4) with a maximum score of 127 and a minimum score of 106 so that the range of scores obtained was 19. Descriptive statistics show that the responsibility variable has a mean value of 119.93 with a standard deviation of 0.412, a mode of 122.00 and a median of 121.00. Based on this value, a frequency distribution table is created as follows.

Table 5 Distribution of the frequency of work responsibility variables

No.	Interval	Frequency Absolute	Relative Frequency	Cumulative Frequency
1.	107 - 109	1	1.20	1.20
2.	110 - 112	3	3.61	4.82
3.	113 - 115	7	8,43	13.25
4.	116 - 118	14	16.87	30.12
5.	119 - 121	22	26.51	56.63
6.	122 - 124	35	42.17	98.80
7.	125 - 127	1	1.20	100.00
	Total	83	100	

According to the table above, it appears that the highest absolute number of frequencies contained in the class interval 122 - 124 35 respondent and relative frequency of 42.17 %. The number of the smallest absolute frequency seen in grade interval 107 - 1 09 as one respondent to the relative frequency of 1.20 %. The results of the frequency distribution analysis are also shown in graphic form below.

DISCUSSION:

Based on the results of the data analysis described above, it can be seen that all the paths in the developed model have a significant positive correlation or it can be explained that the model can be used to predict the work performance of employees at Manado State University. In other words, it can be concluded that the variables of supervision, appreciation, trust and responsibility affect employee performance. The difference lies in the contribution of each variable in influencing employee work performance. The results of the analysis show that the variable that has the greatest contribution based on the standardized coefficient β is the control variable.

This proves that supervision by superiors that is carried out consistently is one of the factors that can improve employee performance. In line with the results of this study, Luthans explained that supervision is another important source of job satisfaction. Meanwhile, George and Jones emphasized the supervisory function in evaluation. It is said that the end of controlling, managers monitor and evaluate individual, group, and organizational performance to see if organizational goals are being achieved.

The results of data analysis that have been described above also show that there is a positive influence on the reward variable on the work performance of employees at Manado State University. In other words, giving rewards in the form of incentives, allowances, promotions or promotions can boost employee performance. Award is one of the factors that can support the improvement of employee work performance. In performing their duties, employees always expect rewards or rewards for their achievements. The more appropriate the award received with the employee's expectations for the task or job that the employee carries out, it will be able to encourage employees to carry out their job duties or to improve work performance.

Trust can be built in organizational members to follow through on commitments. If a manager or organization gives confidence to employees and promises something for career advancement because of adequate work performance, and if possible then opportunities will come. The characteristics of someone who has succeeded in building trust are as follows: (1) integrity, (2) not easily discouraged, (3) participatory, (4) introspective, (5) competing fairly, (6) understanding and obeying the rules, (7) respect for loyalty / achievement. Things like this which are characteristics of someone who has a high level of trust, is also owned by someone who has high work performance.

The results of the path analysis to determine the direct effect of responsibility on employee performance show that there is a positive direct effect of responsibility on employee performance. In fact, based on the results of the analysis, it can also be seen that the

responsibility variable is an intervening variable that has a very significant effect on the work performance of employees at Manado State University. This means that the higher the work responsibility of the employee, the better the employee's work performance.

CONCLUSION:

Based on data analysis and discussion, it can take several conclusions da lam this research, among others direct influence on the performance of an employee supervision, Strengthening the supervision of lead quality improvement in work performance of employees. There is a positive direct influence on the performance of an employee award, the award system can lead to an increase in the quality of work performance. There is a positive direct influence on the performance of an employee trust, Strengthening the trust can lead to an increase in the quality of work performance of employees. There is a positive direct influence on the performance of the work responsibility of employees, on responsibility employee can cause an increase in the quality of employee achievement.

To improve the quality of supervision in relation to improving the work performance of UNIMA employees, it is suggested that improvements are needed in the following matters: (a) work program of leaders / superiors regarding the implementation of supervision; (b) supervision implementation procedures; (c) important components that are carried out in supervision; (d) information and communication systems in the event of notification to employees regarding the implementation of supervision; and (e) monitoring findings and follow-up monitoring. To improve the quality of the awarding in relation to the improvement of the work performance of UNIMA employees, it is advisable to improve the following: (a) procedures / requirements and reward systems;

(b) awarding is tailored to the priority needs of employees; (c) frequency of time for awarding employees; (d) the form / type of award given to employees. To build and improve the quality of trust in relation to improving the work performance of UNIMA employees, it is suggested that efforts to improve the following are necessary: (a) the ability to follow up on tasks / jobs given or trusted by superiors or leaders; (b) the ability to complete tasks / jobs within a specified time; (c) the ability to complete assigned tasks / jobs in accordance with the expected objectives. To increase work responsibility in relation to improving the work performance of UNIMA employees, it is suggested that efforts to improve the following matters are needed: (a) increasing discipline in various tasks, including attendance at work both when coming and going home; (b) the ability and skills to do the job in accordance with the set target date; (d) carry out various work innovations in order to achieve the expected goals; (e) To report the results of the implementation of duties and work periodically and responsibly

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