

The Effect of Organizational Trust, Perceived Organizational Support (POS) and Innovative Work Behavior (IWB) on University Performance during Digital Era

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Abstract – This research aims to investigate the relationship between perceived organizational support (POS) and organizational trust, investigate the relationship between innovative work behavior (IWB) and organizational trust, investigate the relationship between perceived organizational support (POS) and performance, and investigate the relationship between innovative work behavior (IWB) on performance, investigated the relationship between organizational trust and performance variables. This type of research is quantitative research. Each research indicator was measured using a Likert scale of 1-7 points and criteria from strongly agree to strongly disagree. The analytical tool used in this study was SEM based on PLS (Partial Least Square). The respondents to this study were 310 university lecturers in Banten Indonesia who were determined using the simple random sampling method. The research data was obtained by distributing online questionnaires through social media. The results of the hypothesis test showed that The results of the hypothesis test show that the perceived organizational support (POS) variable has a significant effect on organizational trust, the innovative work behavior variable (IWB) has a positive and significant effect on organizational trust, the perceived organizational support (POS) variable has a positive and significant effect on performance, the innovative work variable work behavior (IWB) has a positive and significant effect on performance, organizational trust variables have a significant effect on university performance.

Keywords: *Perceived Organizational Support (POS), Innovative Work Behavior (IWB), University Performance, SMEs, Organizational Trust*

I. INTRODUCTION

According [Wijaya et al. \(2018\)](#) the digital era is also marked by the emergence of an internet society. The interconnectivity of the global community with computers, gadgets and other digital devices creates a "new" world, a virtual world that is separate from the real world. The emergence of this new society has penetrated various fields. For example, now is the emergence of digitalization of the economy through e-commerce, which allows transactions to be faster and safer, as well as opening business opportunities for new entrepreneurs. The existence of digital technology has created a disruptive era, namely rapid innovation according to needs becomes vital. According [Srirahayu et al. \(2023\)](#) the practical needs of a digital society are a challenge for all areas of life, including education. Not to mention the emergence of digitalization in industry and the economy, although it opens up opportunities, it also poses a threat to the workforce which will be replaced by artificial intelligence. This is what creates the urgency for institutions, including universities, to innovate better to face the progress of the digital era. According [Sabir et al. \(2022\)](#); [Setyoko et al. \(2022\)](#); [Srirahayu et al. \(2023\)](#) the digital era produces millennials, young people with unique characteristics. They are a generation that has extraordinary information power, supported by global interconnectivity via the internet network. The different characteristics of the millennial generation from those of previous generations will lead to different perceptions and actions in responding to change. Therefore, steps to educate the millennial generation must also be adapted to the development of the "today's" phenomenon.

The competitiveness of the younger generation is influenced by the knowledge and experience they have gained while studying in college. Therefore, tertiary institutions must develop various factors in order to be able to compete, as well as produce qualified graduates. According [Sumardjo et al. \(2023\)](#); [Sheikh et al. \(2023\)](#) These factors are creating a curriculum that understands the needs of society in the digital era, innovating in the

teaching and learning process. One of them is through the development of a digital learning process and actively involving students in research activities and community service. Various higher education institutions consider competition in the global and digital economy era as a challenge that must be achieved and used as an opportunity to support the development and progress of Indonesian higher education. Not many tertiary institutions are ready to face this condition, only universities which are supported by adequate infrastructure, an efficient and effective system and good management control make it possible to compete and win this competition. According Sabir et al. (2022); Sumardjo et al. (2023); Sheikh et al. (2023) Therefore PTs must evaluate the design and re-plan the system that has been running so far to be able to adapt to current global economic developments and digital competition. Indonesian universities must prepare themselves to face changes in the digital disruption era, namely the era of shock with digital technology. Campus readiness, in this case human resources (HR) and technology, must also be supported by government regulations. Universities must adapt to these changes. Higher education institutions in Indonesia are not only focused on formalities such as accreditation or just chasing lecturer certification numbers. But the more important thing is to build an academic culture.

According Sabir et al. (2022); Sumardjo et al. (2023); Sheikh et al. (2023); Setyoko et al. (2022) Competition in the world of education with the entry of foreign universities into Indonesia so that universities in Indonesia must be prepared. With the entry of foreign universities, Indonesian universities must also be able to cooperate in various fields. In the digital era, higher education cannot only discuss problems faced in Indonesia, but globally, so it is important for universities to be able to compete. The excellence of a tertiary institution is not only judged by the number of buildings, facilities or the number of lecturers and students it has. The main thing is to be able to produce competent and highly competitive human resources at the national and global levels. Besides that, it can also produce and apply science and technology for the community. According Setyoko et al. (2022); Srirahayu et al. (2023); Wijaya et al. (2022) Universities are required to produce qualified, skilled, dynamic educated human resources, and become learners who are able to learn, and pursue new things. Even being at the forefront in dealing with the times. In the digital era, the term disruption era is known, namely the evolution or change in society, shifting from activities that were originally carried out in the real world, to virtual world or digitalization. This phenomenon develops in changing patterns of the business world. This era requires higher education institutions to be able to create innovative, adaptive, competitive science and technology as the main concept of national competitiveness and development in the industrial era 4.0. The World Economic Forum (WEF), calls the Industrial Revolution 4.0 a Cyber Physical System-based revolution which in outline is a combination of three domains namely digital, physical and biological. This is marked by the emergence of artificial intelligence functions in industrial technology that are increasingly competing with humans, the era of mobile super computing, intelligent robots, self-driving cars, neuro-technological brain enhancements, even genetic editing.

Higher education must be increasingly driven by technology-based so that higher education can have a responsive impact on the development of the industrial revolution 4.0. Higher education managers are required to keep abreast of developments in information and communication technology if they do not want to be swept up in the era of digital disruption. The development of digital technology is so fast that it is inevitable to apply it in all fields. In addition to the information system, the competence and productivity of lecturers must be continuously improved. According Setyoko et al. (2022); Wijaya et al. (2022) The study program must be developed according to the needs of the times. Through the internet, books and rare information can be accessed by millions of people. The location of learning has penetrated the walls of the classroom. With open access to a world of information, students can go beyond teachers who are still stuck on past learning patterns. New technology has changed the role of the lecturer to become a motivator and facilitator for his students, no longer being a repeater of facts. Science objects can be obtained by exploring sites in cyberspace. Students when they are anywhere can attend lectures interactively from a well-known professor on current topics. Students can also replay missed lectures at their leisure. Exams can be done at any time. The curriculum can be more responsive to the needs and interests of students. It can also be changed according to the needs of the ever-changing business world. And the participants are pure students as well as employees and workers scattered in various separate places.

Perceived organizational support (POS) is an employee's perception of how far they believe that contributions and welfare are valued by the company. For this reason, companies need to optimize support for employees so that they have the perception that the company values contribution. If employees think that the support from the company that has been received is great, a positive perception will emerge that will have an impact on performance results. POS has a direct and significant influence on the level of employee performance, meaning that the higher the POS level, the better the work results. Maximum performance will be provided by workers

with a good level of POS. However, contradictory statements were found, namely that POS had a negative effect on employee performance, meaning that the higher the POS, the lower the performance). Even though employees receive large compensation, the level of fairness, work rewards, and comfort that is obtained is not satisfactory. This will make prolonged saturation thereby reducing performance

II. METHOD

This type of research is quantitative research. Each research indicator was measured using a Likert scale of 1-7 points and criteria from strongly agree to strongly disagree. The analytical tool used in this study was SEM based on PLS (Partial Least Square). The respondents to this study were 310 university lecturers in Banten Indonesia who were determined using the simple random sampling method. The research data was obtained by distributing online questionnaires through social media. Convergent validity with reflexive indicators can be seen from the correlation between the indicator scores and the variable scores. Individual indicators are considered reliable if they have a correlation value above 0.50. The results of the convergent validity test show that all outer loading variable indicators have a value greater than 0.50. Thus, it can be concluded that all indicators have met the requirements of convergent validity., another discriminant validity test is by assessing the validity of the variable from the average variance extracted (AVE) value. The model is said to be good if the AVE of each variable is greater than 0.50 (Purwanto et al., 2020). The output results in this study indicate that the AVE value of all variables is greater than 0.50 so that the model can be said to be good. The reliability test was carried out to prove the accuracy, consistency and accuracy of the instrument in measuring constructs. Measuring reliability in PLS-SEM using SmartPLS 3.0 software can be done by looking at: 1) Composite Reliability Composite reliability is used to measure internal consistency. CR values of 0.60 – 0.70 are still acceptable for exploratory research. 2) Cronbach's Alfa Cronbach's Alfa is used to diagnose the consistency of the entire scale by looking at the reliability coefficient. Cronbach's Alpha value > 0.60 is still acceptable for exploratory research. Assessing the structural model in PLS begins by looking at the R-squares value for each endogenous latent variable as the predictive power of the structural model. The R-squares results represent the total variance of the construct described by the model. The rule of thumb for R-squares values is: values 0.75, 0.50 and 0.25. It can be concluded that the model is strong, moderate and weak. If the t-statistic value is greater or equal to the t-table (t-statistic > 1.96), then Ho is rejected and Ha is accepted (Purwanto et al., 2019). Hypothesis testing is done by means of statistical tests. The statistical test used is the t-test or p (probability).

The research hypothesis is

H1: Perceived organizational support (POS) has a positive effect on organizational trust

H2: Innovative work behavior (IWB) has a positive effect on organizational trust,

H3: Perceived organizational support (POS) has a positive effect on performance

H4: Innovative work behavior (IWB) has a positive effect on university performance

H5: Organizational trust has a positive effect on university performance.

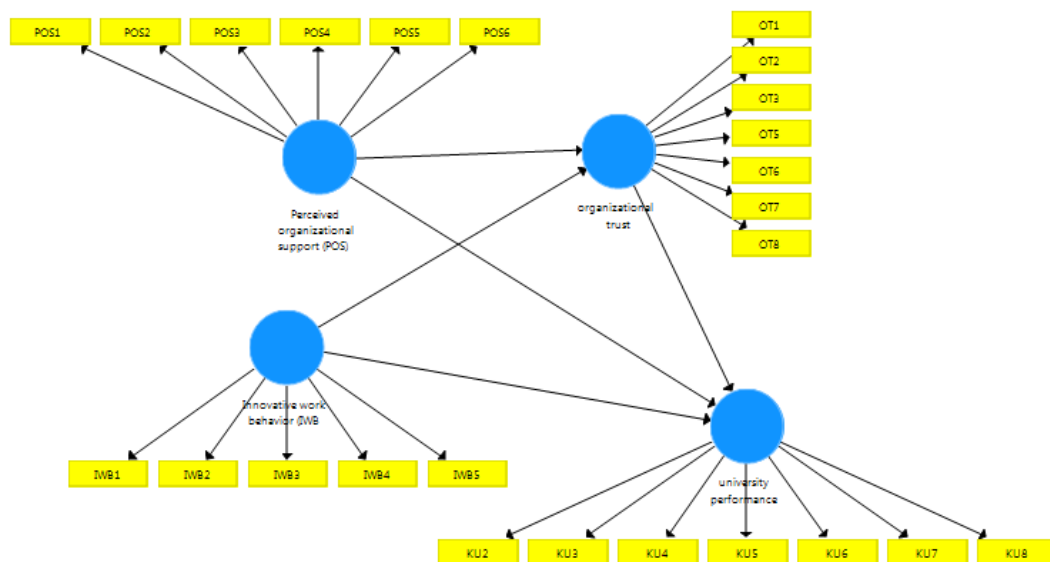


Fig 1. Research Model

III.RESULT AND DISCUSSION

Validity and Reliability Test

The model is said to be good if the AVE of each variable is greater than 0.50. The output results in this study indicate that the AVE value of all variables is greater than 0.50 so that the model can be said to be good.

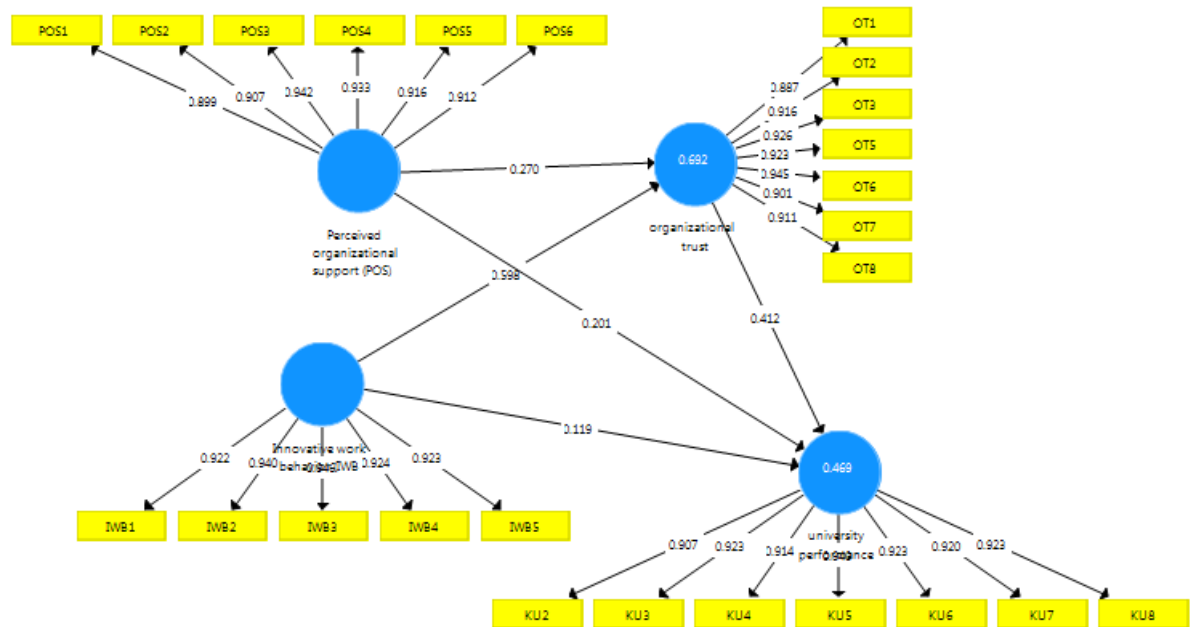


Fig 2. Validity Testing

Reliability Test

The reliability test was carried out to prove the accuracy, consistency and accuracy of the instrument in measuring constructs. Measuring reliability in PLS-SEM using SmartPLS 3.0 software can be done by looking at: 1) Composite Reliability Composite reliability is used to measure internal consistency. CR values of 0.60 – 0.70 are still acceptable for exploratory research. 2) Cronbach's Alfa Cronbach's Alfa is used to diagnose the consistency of the entire scale by looking at the reliability coefficient. Cronbach's Alpha value > 0.60 is still acceptable for exploratory research. The variable is declared reliable if the value of composite reliability or Cronbach's alpha is above 0.70.

Table 1. Reability Testing

	Cronbach's Al...	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Innovative work behavior (IWB)	0.962	0.962	0.970	0.867
Perceived organizational support (POS)	0.963	0.964	0.970	0.844
organizational trust	0.968	0.969	0.973	0.839
university performance	0.970	0.972	0.975	0.849

Coefficient of Determination (R2)

Assessing the structural model in PLS begins by looking at the R-squares value for each endogenous latent variable as the predictive power of the structural model. The R-squares results represent the total variance of the construct described by the model. The rule of thumb for R-squares values is: values 0.75, 0.50 and 0.25. It can

be concluded that the model is strong, moderate and weak. If the t-statistic value is greater or equal to the t-table (t-statistic > 1.96), then Ho is rejected and Ha is accepted (Purwanto et al., 2019). Hypothesis testing is done by means of statistical tests. The statistical test used is the t-test or p (probability).

Table 2. Coefficient of Determination (R2)

	R Square	R Square Adjusted
organizational trust	0.692	0.686
university performance	0.469	0.452

Based on the test results, it was obtained that the performance R-squares value was 0.469 or 46.9%, meaning that the Perceived Organizational Support (POS), Innovative Work Behavior (IWB) and Organizational Trust variables contributed 46.9% and the remaining 53.1% was influenced by other variables not discussed in this study. the test results show that the R-squares value of organizational trust is 0.692 or 69.2%, meaning that the Perceived Organizational Support (POS) and Innovative Work Behavior (IWB) variables contribute 69.2% and the remaining 30.8 is influenced by other variables not discussed in this study.

Hypothesis Testing (Resampling Bootstrapping)

The final step of the data that has been processed and analyzed by the researcher is to test the hypotheses that have been formulated. If the t-statistic value is smaller than the t-table value (t-statistic <1.96), then Ho is accepted and Ha is rejected. If the t-statistic value is greater or equal to the t-table (t-statistic > 1.96), then Ho is rejected and Ha is accepted (Purwanto et al., 2019). Hypothesis testing is done by means of statistical tests. The statistical test used is the t-test or p (probability). The t-test is used to prove the hypothesis whether there is an influence of each independent or exogenous variable individually on the dependent or endogenous variable.

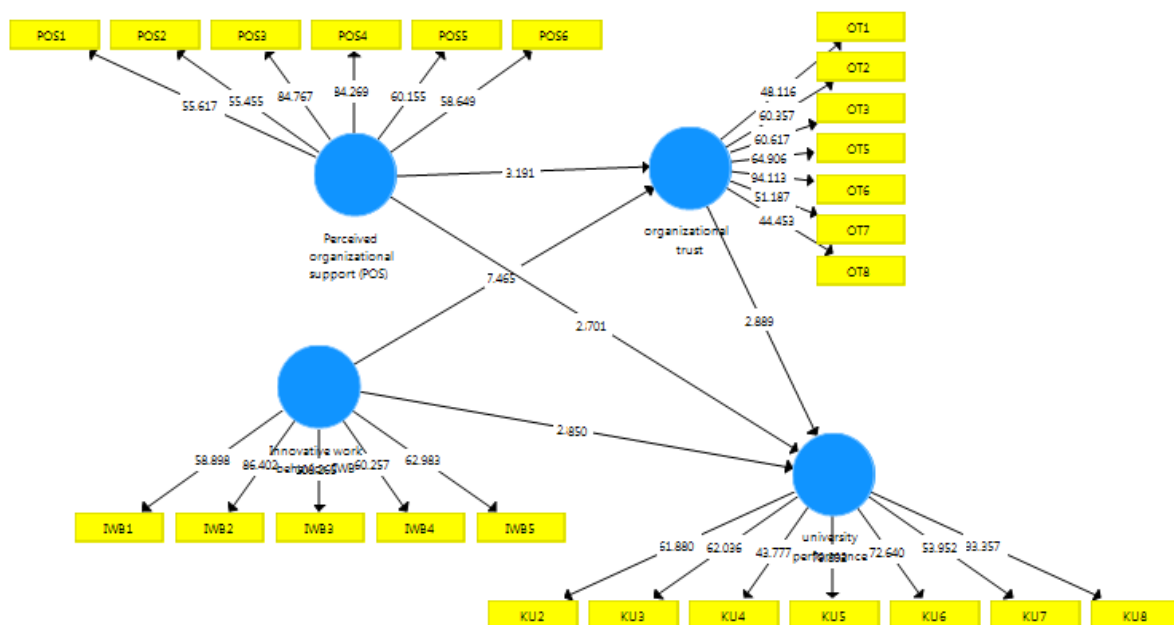


Fig 3. Hypothesis Testing

Table 3 . Hypothesis Testing

	Original Sampl...	T Statistics...	P Values
Innovative work behavior (IWB -> organizational trust)	0.598	7.396	0.000
Innovative work behavior (IWB -> university performance)	0.119	2.804	0.000
Perceived organizational support (POS) -> organizational trust	0.270	3.209	0.001
Perceived organizational support (POS) -> university performance	0.201	2.654	0.000
organizational trust -> university performance	0.412	2.560	0.011

Relationship between Perceived organizational support (POS) and SMEs performance

Based on the results of hypothesis testing using the SmartPLS software, the results obtained were a p value of 0.000, smaller than <0.050 , so it was concluded that there was a significant relationship between Perceived organizational support (POS) and a positive and significant effect on performance. These results are in line with research by [Afsar et al. \(2017\)](#); [Koroglu et al. \(2022\)](#) that Perceived organizational support (POS) has a positive and significant effect on performance and is supported by According to [Sumardjo et al. \(2023\)](#) that Perceived organizational support (POS) has a positive and significant effect on performance

Relationship between Perceived organizational support (POS) and organizational trust

Based on the results of hypothesis testing using SmartPLS software, the p value of 0.000 is smaller than 0.050, so it can be concluded that there is significant relationship, Perceived organizational support (POS) has significant effect on organizational trust. These results are in line with research by [Putri et al. \(2023\)](#) that perceived organizational support (POS) has significant effect on organizational trust and is supported by [Lumineau et al. \(2023\)](#) that perceived organizational support (POS) has significant effect on organizational trust

The relationship between Innovative work behavior (IWB) and organizational trust

Based on the results of hypothesis testing using SmartPLS software, the p value of 0.001 was lower than 0.050, so it was concluded that there was a significant relationship, Innovative work behavior (IWB) had a positive and significant effect on organizational trust. These results are in line with research by [Sumardjo et al. \(2023\)](#) that Innovative work behavior (IWB) has a positive and significant effect on organizational trust and is supported by According to [Setyoko et al. \(2022\)](#) that innovative work behavior (IWB) has a positive and significant effect on organizational trust

The relationship between Innovative work behavior (IWB) and SMEs performance

Based on the results of hypothesis testing using the SmartPLS software, a p-value of 0.000 is lower than 0.050, so it can be concluded that there is a significant relationship between Innovative work behavior (IWB) which has a positive and significant effect on performance. These results are in line with research by [Khairunnisa et al. \(2023\)](#) that innovative work behavior (IWB) has a positive and significant effect on performance and is supported by [Karimi et al. \(2023\)](#) that innovative work behavior (IWB) has a positive and significant effect on performance

The relationship between Organizational trust has a positive effect on performance.

Based on the results of hypothesis testing using the SmartPLS software, the results obtained were a p value of 0.011, greater than <0.050 , so it was concluded that there significant relationship. Organizational trust has significant effect on performance. These results are in line with research by [Putri et al. \(2023\)](#) that Organizational trust has significant effect on performance. and is supported by [Musenze et al. \(2022\)](#) that Organizational trust has significant effect significant to performance.

According to [Afsar et al. \(2017\)](#); [Fayzhall et al. \(2020\)](#) Innovative behavior is closely related to innovation. Innovation and innovative behavior are social changes, the difference is only in the emphasis on the characteristics of these changes. Innovation emphasizes the characteristics of something that is observed as something new for individuals or society. Meanwhile, innovative behavior emphasizes the existence of a creative attitude so that there is a process of changing attitudes from traditional to modern, or from attitudes that have not advanced to attitudes that have been advanced. Someone who has innovative behavior is a person whose daily attitude is always to think critically, trying to make changes always occur in their environment towards renewal from traditional to modern, or from an attitude that not yet advanced to an advanced attitude

and efforts are made to make the change have a certain use or added value. According to [Khairunnisa \(2023\)](#); [Lumineau et al. \(2023\)](#) People who behave innovatively will always try to make efforts to solve problems in a way that is different from usual but more effective and efficient. Aspects that characterize modern innovative human behavior, namely: 1) Being open to innovation, 2) Having a positive perception of the potential for innovation, 3) Appreciating one's innovation creativity, 4) Always ready to face social change, 5) Broad-minded, 6) Have a strong curiosity, 7) Oriented to the present and the future rather than the past, 8) Oriented and believe in planning, 9) More trust in the results of human calculations and human thinking than on destiny or innate, 10) Appreciate whole human skills, 11) Fully aware of the impact of the decisions

According to [Karimi et al. \(2023\)](#); [Khan et al. \(2022\)](#); [Lumineau et al. \(2023\)](#) The characteristics of individuals who have innovative behavior are: 1) Finding out new technologies, processes, techniques and new ideas, 2) Generating creative ideas, 3) Promoting and championing ideas to others, 4) Researching and providing the resources needed to realize new ideas, 5) Develop a mature plan and schedule for realizing ideas new, and 6) Creative. Furthermore. The innovative behavior of leaders in educational institutions as a whole will color their actions in carrying out their duties as leaders. As a leader, it is expected to be able communicating information about innovations so that lecturers can obtain adequate information and knowledge for the success of these educational innovations. On the other hand, department leaders are expected to be able to create a climate that allows lecturers to want to participate in every effort in accepting and implementing forms of innovation that are considered appropriate, and being able to overcome various educational problems, for example in the teaching and learning process. According to [Khairunnisa \(2023\)](#); [Lumineau et al. \(2023\)](#) The leadership's ability to coordinate innovation means being able to recognize innovative ideas from himself and the teaching staff or bottom-up innovation as well innovation ideas originating from the supra system, in this case top-down innovation, then organize them so that there is mutual understanding, complementarity, mutual assistance, direction and no overlap or deviations to achieve the innovation goal itself. Innovative behavior affects a person's performance. According to [Karimi et al. \(2023\)](#); [Khan et al. \(2022\)](#); [Karimi et al. \(2023\)](#) The leader's innovative behavior can affect the performance of subordinates. Leaders' innovative activities and behaviors can provide useful insights to improve the performance of a group or organization.

According to [Afsar et al. \(2017\)](#); [Fayzhall et al. \(2020\)](#); [Haris et al. \(2023\)](#) POS is a thought or perception about how far employees believe that their contribution and welfare are valued by the company. POS is defined as support from an organization that can explore and bring up employee perceptions which have provided support in accordance with applicable norms, as well as the expectations of employees in the company. POS is considered as a belief regarding a certain level of obligation of the organization towards employees. Various forms of positive support provided by the organization to employees, for example by providing fair treatment, giving approval, giving respect, voice rights, salaries, promotions, information media and also other assistance that is felt to support the implementation of work and employee welfare. According to [Haris et al. \(2023\)](#); [Karimi et al. \(2023\)](#); [Khan et al. \(2022\)](#) There are three indicators to measure the level of employee perception of organizational support, namely fairness or procedural justice which can involve company procedures for assessing employee contributions, supervisor support or superior support marked by employee perceptions which involve their assessment of organizations that care about employee welfare as well as awards and conditions Work.

IV. CONCLUSION

The results of the hypothesis test showed that The results of the hypothesis test show that the perceived organizational support (POS) variable has a significant effect on organizational trust, the innovative work behavior variable (IWB) has a positive and significant effect on organizational trust, the perceived organizational support (POS) variable has a positive and significant effect on performance, the innovative work variable work behavior (IWB) has a positive and significant effect on performance, organizational trust variables have a significant effect on university performance. A leader in an educational institution is expected to have innovative behavior that shows a creative attitude in the sense of having the ability to create and develop innovative ideas from himself so that he has a mature personality, dares to take risks in all his actions and has the ability to coordinate innovative ideas both top-down down model innovation and bottom-up model innovation. Innovative behavior factors should receive attention from institutional leaders in determining human resource development plans so that the performance of department leaders is increasing so that it is expected to improve the quality of graduates with high achievements and graduate on time. In order to improve capabilities and add insight in carrying out duties as department leaders, it is necessary to provide training or upgrading

related to their duties and responsibilities, such as leadership, organizational management so that the performance of department leaders is increasing. Give awards to leaders of departments who excel, appropriate incentives so as to contribute to increasing their intellectual capital to carry out their duties with full responsibility.

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