

# The Influence of Discipline and Workload on Work Effectiveness through Organizational Support among Lecturers at the State Islamic Institute (IAIN) Parepare

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## Abstract

This study aims to analyze the influence of discipline and workload on work effectiveness through organizational support. The subjects in this study were 80 lecturers at the State Islamic Institute (IAIN) Parepare. The research method used in this study is a quantitative method. The data analysis technique used is partial regression analysis using SmartPLS 4. The findings in this study indicate that the discipline variable has a negative and insignificant effect on organizational support. Discipline has a positive and significant effect on work effectiveness. Workload has a positive and significant effect on organizational support. Workload has a positive and significant effect on work effectiveness. Organizational support has a positive and insignificant effect on work effectiveness. Discipline, when mediated by organizational support, shows a very weak and statistically insignificant negative impact on work effectiveness. Workload through organizational support shows a positive and statistically insignificant impact on work effectiveness.

*Keywords:* Discipline, Workload, Work Effectiveness, Organizational Support

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## 1. Introduction

In the era of globalization, human resource issues are still a focal point and a mainstay for organizations to survive. Even with excessive facilities and resources, without reliable human resources that perform optimally, organizational activities will not be completed effectively. Human resources are the main drivers in an organization. The key to the success of a change lies in human resources, acting as initiators, contributors of energy, creativity, and effort to enhance the organization's ability to change continuously. Human resources are an important asset that plays a crucial role as a driver and integrator in achieving goals effectively and efficiently.

One important aspect in higher education is work effectiveness. Work effectiveness is a condition that indicates the extent to which an individual or group meets plans. In other words, work effectiveness is the organizational level condition in carrying out its work, whose completion aligns with the planned targets. The more plans that align with the targets, the more effective the performance of an individual or group will be. Effectiveness indicates whether or not the goals that have been set are achieved, with the utmost effort to obtain effective results in each task (Rahman, 2017).

To achieve effective results, work effectiveness must show that the work done by lecturers aligns with the predetermined plans, ensuring that activities run smoothly and the objective of success can be realized. Therefore, optimizing work effectiveness in an educational institution is influenced by organizational support (Misnawati, 2016).

Organizational support plays a crucial role in enhancing work effectiveness. Individuals who feel supported by the organization tend to be more productive and effective. Organizational support refers to a person's perception of the extent to which the organization values their contributions, provides support, and cares about their well-being. (Maryati, 2014) describes organizational support as the belief of the lecturers that the organization cares and values each of their contributions for the organization's success. According to (Danish et al., 2013), organizational support is the expectation

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of lecturers that the organization appreciates their contributions and the work they do to the best of their ability. Organizational support represents the degree of trust individuals have in the organization, that the organization cares for them, values any input given, and provides assistance and support.

Organizational support refers to a person's perception of how much the organization values their contributions and cares for their well-being (Rhoades L, 2018). If lecturers perceive that the organizational support they receive is high, they will integrate their membership as members of the organization into their self-identity and subsequently develop more positive relationships and perceptions toward the organization. When their membership in the organization aligns with their self-identity, they will feel like part of the organization and feel responsible to contribute and deliver their best performance to the organization/institution.

In an increasingly competitive work environment, work discipline has become one of the key factors in determining the success of both individuals and organizations. Work discipline reflects a person's commitment to their tasks and responsibilities as well as their adherence to the applicable rules and procedures. Lecturers who have a high work discipline will comply with all regulations within the organization/institution, both written and unwritten. Conversely, lecturers with low work discipline will neglect all existing regulations within the organization. The issue of work discipline is very important to consider in all activities performed by individuals, particularly in efforts to improve job performance and the quality of work results to achieve optimal work effectiveness for the organization.

Discipline is training, specifically training the mind and attitude to achieve self-control, habits to obey existing regulations. According to (Sutrisno, 2014), work discipline is the willingness and readiness of an individual to comply with and adhere to all norms and regulations applicable in the organization. Good lecturer discipline will accelerate the achievement of organizational goals, whereas declining discipline will become an obstacle and slow down the achievement of organizational goals. According to (Siswadi, 2016), discipline is one of the most important operational functions of human resource management because the better the discipline of the lecturer, the higher their productivity. Without good discipline, it is difficult for organizational companies to achieve optimal results.

Issues related to work effectiveness are also related to workload. Therefore, the workload assigned to each lecturer must be managed for optimal work effectiveness within the organization. Workload is a set of activities that an employee is required to complete within a specified timeframe (Malau & Kasmir, 2021). An excessively heavy workload within a short period can create problems for lecturers in carrying out their routine work, making the work effectiveness of lecturers less than optimal for the organization.

According to (Halimuddin, 2015), the workload for lecturers can arise under three conditions. First, the workload is at standard; second, the workload is too high (overcapacity); and third, the workload is too low (under capacity). Both too high and too low workloads can lead to work inefficiency. However, if the workload is too heavy it indicates a shortage of labor or it can be said that a high workload with a relatively small number of lecturers can cause physical or psychological fatigue, ultimately decreasing work effectiveness.

Based on interviews conducted with several lecturers at IAIN Parepare, it shows that not all lecturers possess the same level of understanding and ability in using technology, because lecturers find it difficult to allocate time to learn new technologies amid packed teaching hours, student mentoring, research, and other responsibilities. Some lecturers experience difficulties in operating software, utilizing online learning platforms, or using other supporting applications. This lack of technological understanding can become an obstacle in performing lecturers' duties, slowing down the work process, and ultimately lowering the individual work effectiveness of lecturers, significantly impacting the overall implementation of the Tri Dharma of Higher Education. This can hinder the enhancement of education quality, research, and community service, which should be the main focus of higher education institutions. This is exacerbated by already high workloads, causing lecturers to feel increasingly pressured to adapt to new technologies. Lecturers who are already struggling with technology will find it even more overwhelming when faced with high workloads and minimal technical assistance from the campus. Organizational support plays a vital role. However, at the Institute of Islamic Religion (IAIN) Parepare itself, several lecturers lack motivation to learn how to use technology and always rely on campus staff. The lack of staff assistance from the campus also makes it difficult for lecturers to address emerging issues, ultimately hindering their work.

In this rapidly advancing digital era, the utilization of information technology (IT) has become an integral part of various aspects of life, including higher education. As an educational institution, the campus is required to continuously adapt to technological developments. However, there is often a gap between technological developments and the capabilities of human resources (HR) in the campus environment, particularly regarding the mastery of information technology. Higher education institutions, such as the Institute of Islamic Religion (IAIN) Parepare, are required to continue

innovating and improving the quality of their services through the utilization of information technology (IT). The use of information technology (IT) is expected to enhance the work effectiveness of lecturers by facilitating access to information, improving efficiency in completing assignments, and enabling communication and collaboration.

The application of information technology at the Institute of Islamic Religion (IAIN) Parepare includes SISFO, an application used to access academic information. The importance of information technology (IT) in enhancing the work effectiveness of lecturers at IAIN Parepare itself is to improve the quality of learning, such as Edlink, which allows students to access lecture materials anytime and anywhere. The online public access catalog (OPAC) is a computer-based information retrieval system used by users to search the collections of a library or other information unit. The implementation of IT in the campus environment can provide many benefits. Information technology plays a crucial role in improving work effectiveness at the Institute of Islamic Religion (IAIN) Parepare. With optimal utilization of IT, IAIN Parepare can become a more modern, efficient, and competitive higher education institution. However, the effective implementation of IT requires support from various factors, including good work discipline and effective workload management.

Similar issues have previously been researched by (Ilyas & Nugroho Saputro, 2020), showing that work discipline positively and significantly affects employee work effectiveness. Research conducted by (Nugraha et al., 2022) found that workload negatively and significantly affects employee work effectiveness, indicating that the higher the workload, the lower the work effectiveness. Work discipline and workload are two factors that significantly influence work effectiveness. Work discipline reflects the extent to which individuals are able to carry out their tasks and responsibilities in accordance with existing rules and procedures. Meanwhile, workload refers to the number of tasks and responsibilities that must be completed by individuals within a certain time frame.

## **2. Literature Review**

### *2.1. Human Resource Management*

Human Resource Management (HRM) is a strategic process for managing the workforce as an organization's primary asset. HRM not only involves technical aspects such as recruitment and training, but also considers the human dimensions of employees (Terry, 2015; Simamora, 2015). This aligns with Nawawi's (2018) view that human resources are the human potential that drives organizational performance and functions as non-material capital.

The core functions of HRM include planning, organizing, directing, supervising, motivating, and evaluating performance (Encyclopedia of the Social Sciences, 2015). These approaches highlight the importance of maintaining a balance between achieving organizational goals and fulfilling individual employee needs.

### *2.2. Work Discipline*

Work discipline is a form of self-control and adherence to organizational rules, serving as a key indicator of productivity (Harlie, 2015; Sinambela, 2018). It reflects the level of employee commitment to their duties and organizational regulations (Safitri, 2013).

According to Hasibuan (2016) in Apriliyani & Santoso (2022), several main factors influence discipline: clarity of goals and capability, leadership role modeling, compensation, fairness, direct supervision, legal sanctions, leadership firmness, and harmonious interpersonal relationships. Discipline is typically measured through indicators such as compliance with rules, adherence to work standards, attendance rate, and punctuality (Hasibuan, 2017).

### *2.3. Workload*

Workload refers to the accumulation of tasks that must be completed within a specific time frame and is a critical factor in performance management (Dhania, 2010; Tarwaka, 2015). Workload affects motivation, productivity, and levels of job-related stress (Zaki & Marzolina, 2016).

In general, workload is influenced by internal factors such as age, health, and motivation, as well as external factors including the work environment and task design (Koesomowidjojo, 2017). For lecturers, workload indicators include teaching duties, research responsibilities, community service, and professional development activities (Slamet, 2011).

#### 2.4. Work Effectiveness

Work effectiveness is defined as the degree to which tasks are completed successfully in accordance with predetermined goals and timelines (Murti, 2013; Street, 1980). It serves as a benchmark for assessing how well individuals and organizations perform their core functions (Ni Luh et al., 2013).

Factors influencing work effectiveness include organizational characteristics, work environment, human resource quality, and management policies and practices (Makmur, 2015). Indicators of lecturer work effectiveness include teaching quality, research productivity, community engagement, and professional development efforts (Wahyudi, 2013).

#### 2.5. Organizational Support

Organizational support refers to the extent to which the organization values employee contributions and cares about their well-being (Rhoades, 2002). This support plays an essential role in fostering employee commitment, loyalty, and optimal performance.

The factors influencing organizational support are categorized into three groups: internal (e.g., leadership and policies), external (e.g., economic conditions and government regulations), and individual (e.g., personality, work experience, and demographic characteristics) (Sidharta & Zamralita, 2018). Organizational support is typically reflected in support for research activities, teaching, professional development, administrative processes, and a socially supportive work environment (Meyer, 1997).

### 3. Methods

This study adopts a quantitative research approach aimed at testing hypotheses concerning the influence of discipline and workload on work effectiveness, with organizational support as a mediating variable. The research design applied is a cross-sectional survey conducted at the Institut Agama Islam Negeri (IAIN) Parepare using structured instruments. This design is suitable for capturing data at a single point in time from a large number of respondents.

The population in this study comprises all lecturers at IAIN Parepare, totaling 386 individuals. The sample size was determined using the Slovin formula with a margin of error of 10%, resulting in a sample of 80 respondents. Simple random sampling was employed to ensure that each member of the population had an equal chance of being selected, thereby enhancing the representativeness of the sample.

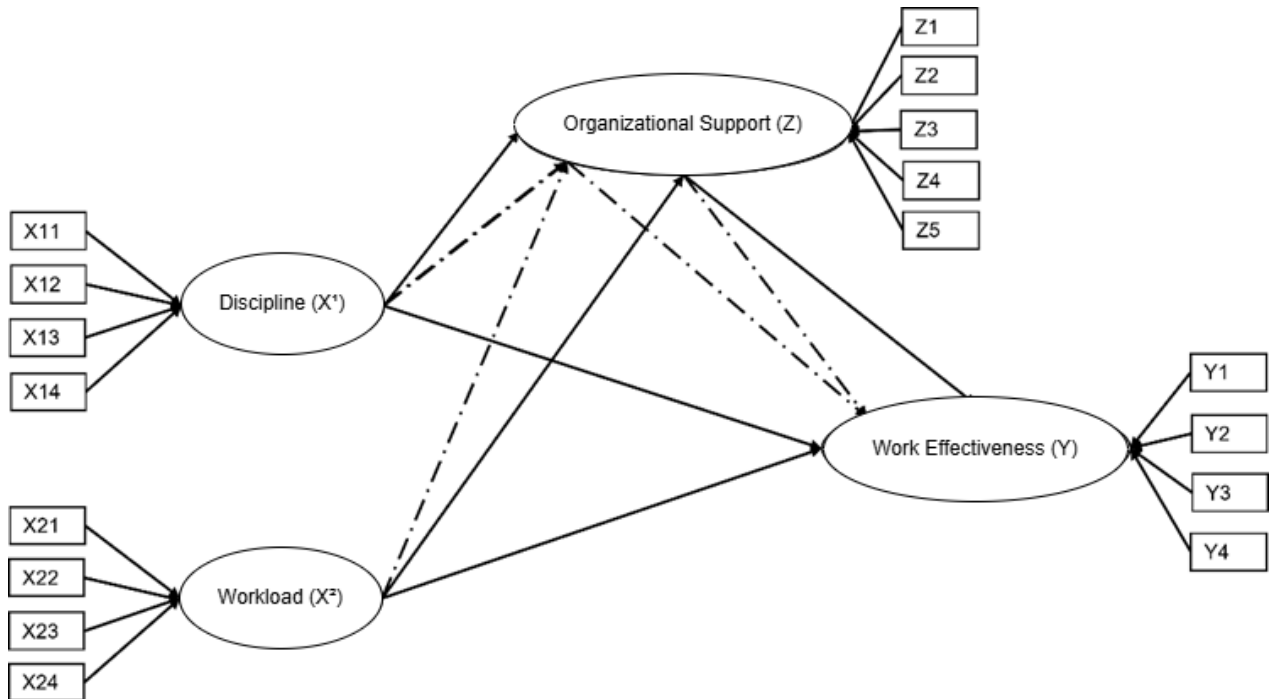
The variables used in this study consist of two independent variables (discipline and workload), one mediating variable (organizational support), and one dependent variable (work effectiveness). Discipline is operationalized through indicators such as adherence to rules, compliance with work standards, attendance, and punctuality (Hasibuan, 2017). Workload includes teaching assignments, research responsibilities, community service activities, and professional development efforts (Slamet, 2011). Work effectiveness is measured based on teaching quality, research productivity, community service, and personal development (Wahyudi, 2013). Meanwhile, organizational support is reflected in the extent of support provided for research and publications, professional development, teaching, administrative tasks, and social collegiality (Meyer, 1997).

Data were collected using three instruments: questionnaires, interviews, and documentation. The questionnaire was structured using Likert scales and included items related to all four constructs. Interviews were conducted to complement the quantitative data and ensure deeper contextual understanding. Documentation was used to gather secondary data regarding lecturer demographics, institutional regulations, and employment structures.

The study was conducted between January and March 2025 at the IAIN Parepare campus, located in Parepare, South Sulawesi. The data collected were cross-sectional in nature and included both qualitative and quantitative types. Primary data were sourced from questionnaire responses and interviews with lecturers, while secondary data were obtained from institutional documents, prior research studies, and literature relevant to the topic.

Data analysis was carried out using descriptive statistics and Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method, utilizing SmartPLS 3 software. Descriptive statistics were used to summarize the characteristics of respondents and provide an overview of the mean scores for each variable. PLS-SEM was employed due to its suitability for predictive research involving complex models, small sample sizes, and data that may not meet the

assumptions of normal distribution (Abdillah & Hartono, 2015). The form of illustration of the structural modeling (inner model) and the measurement model (outer model) of this research shown on Figure 1.



**Figure 1.** Illustration of Inner Model and Outer Model.

The measurement model (outer model) was evaluated in terms of convergent validity, discriminant validity, and composite reliability. Convergent validity was assessed through factor loadings and Average Variance Extracted (AVE), with acceptable loading values above 0.70 and AVE above 0.50. Discriminant validity was tested using the Fornell-Larcker criterion and cross-loadings. Reliability was assessed using Cronbach’s Alpha and composite reliability, with acceptable values above 0.70.

The structural model (inner model) was evaluated using R-squared ( $R^2$ ) values to determine the explanatory power of the independent variables on the dependent variable, as well as path coefficients and t-values for hypothesis testing. Hypothesis testing was conducted using the bootstrapping procedure, with hypotheses considered significant if the t-value exceeded 1.96 at a 5% level of significance. This approach allowed for simultaneous evaluation of both measurement and structural models, ensuring a comprehensive assessment of the relationships among the variables under study.

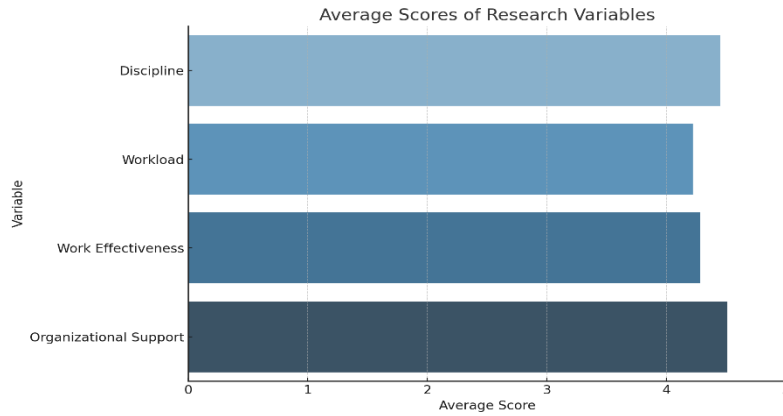
## 4. Result and Discussions

### 4.1. Result

The average score analysis results for each variable can be seen in Figure 2.

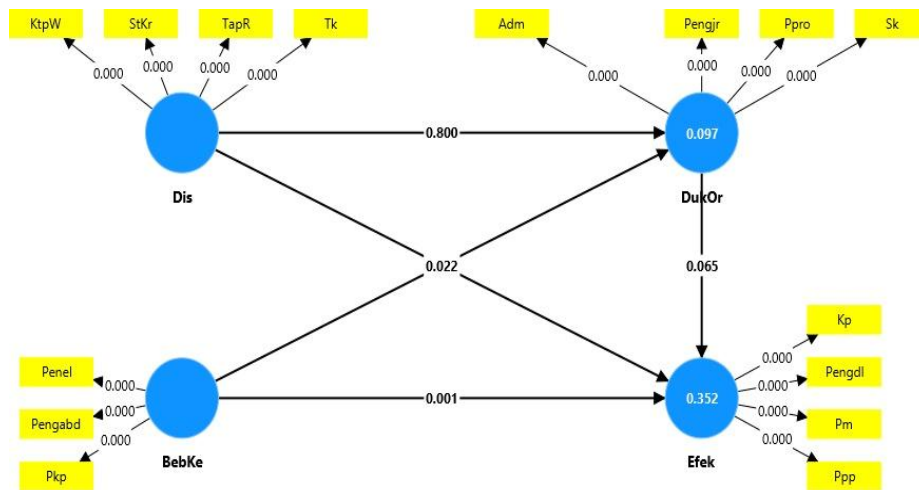
The research results indicate that all main variables—discipline, workload, work effectiveness, and organizational support—are categorized as high to very high. Lecturer discipline received an average score of 4.45, with the highest indicator being compliance with work standards. The average workload is 4.22, where research workload is the most dominant aspect, while teaching workload received the lowest score. The average work effectiveness of lecturers is 4.28, with community service as the highest indicator, while teaching quality is the lowest aspect. Organizational support shows the highest result (an average of 4.51), particularly in aspects of social support and collegiality, while support for research and publication still needs to be strengthened.

Overall, these results indicate that the working environment at IAIN Parepare supports optimal lecturer performance. High levels of discipline, a balanced workload, and strong organizational support significantly contribute to lecturers' work effectiveness. Nonetheless, improving the quality of teaching and strengthening institutional support for research activities are critical areas for further development in efforts to enhance sustainable academic performance.



**Figure 2.** Average Scores of the Research Variables

The data analysis began with testing the measurement model (outer model) to assess the validity and reliability of the research instruments. In the initial phase, two indicators were found to have outer loading values below 0.70, rendering them invalid and removed from further analysis. After removal, all indicators in the four variables (discipline, workload, organizational support, and work effectiveness) showed outer loading values above 0.70, indicating they are valid in terms of convergent validity. This convergent validity is reinforced by the Average Variance Extracted (AVE) values for each variable, all of which exceed the threshold of 0.50: workload (0.617), discipline (0.624), organizational support (0.696), and work effectiveness (0.588), indicating that each construct can explain most of the variance of its indicators. Additionally, the discriminant validity test results based on Fornell-Larcker criteria show that the square root of the AVE for each variable is greater than the correlations with other variables, suggesting that the four constructs have good discrimination. The model resulting from the data analysis can be viewed in the figure below.



**Figure 3.** Structural Model

Source: SmartPLS 4 (Data processed in 2025)

Table 1. Hypothesis Testing Results

Variabel	Original sample (O)	Sample mean (M)	Standartd deviation (STDEV)	T statistics(O/ST DEV)	P values
Dis → DukOr (H <sub>1</sub> )	-0,032	-0,026	0,127	0,254	0.800

Dis → Efek (H <sub>2</sub> )	0,223	0,25	0,097	2,293	0.022
BebKer → DukOr (H <sub>3</sub> )	0,320	0,334	0,117	2,732	0.006
BebKer → Efek (H <sub>4</sub> )	0,371	0,371	0,110	3,361	0.001
DukOr → Efek (H <sub>5</sub> )	0,226	0,223	0,123	1,847	0.065
Dis → Efek → DukOr(H <sub>6</sub> )	-0,007	-0,008	0,032	0,228	0,820
BebKe → Efek → DukOr (H <sub>7</sub> )	0,072	0,072	0,047	1,536	0,125

Source: SmartPLS 4 (Data processed in 2025)

From the reliability aspect, the values of Cronbach's Alpha and Composite Reliability for all variables have exceeded the minimum threshold of 0.70, indicating that the instruments used are stable and consistent in measuring their constructs. For discipline, the obtained values are 0.800 and 0.869; for workload, the values are 0.690 and 0.828; for organizational support, the values are 0.860 and 0.901; and for work effectiveness, the values are 0.764 and 0.850.

Furthermore, in the structural model (inner model) testing, an R-Square value of 0.097 was obtained for organizational support and 0.352 for work effectiveness. These results indicate that the contribution of exogenous variables to organizational support is low, while the contribution to work effectiveness falls into the moderate category. The calculated predictive relevance (Q<sup>2</sup>) value of 0.999 indicates that the model has very good predictive power. Thus, both the measurement model and the structural model in this study can be considered to meet the feasibility criteria for further hypothesis testing.

## 4.2. Discussion

### 4.2.1. Discipline Towards Organizational Support Among Lecturers at the State Islamic Institute (IAIN) Parepare

The analysis results indicate a negative relationship between discipline and organizational support. This means that, in the context of this research, increased discipline is associated with decreased organizational support, and vice versa. The computational results of the inner model show that discipline has a negative impact on organizational support. This can be seen from the negative path coefficient value of -0.032, indicating that every increase of one unit in discipline will lead to a decrease of 0.032 units in organizational support. The p-value of 0.800, which is greater than 0.05, indicates that the relationship between discipline and organizational support is not statistically significant. This suggests that the observed negative relationship may occur by chance and is not strong enough to be considered a reliable finding. In other words, the observed negative relationship is likely due to random fluctuations in the sample data and does not reflect the actual relationship in the broader population. The implication of this finding is that discipline, in the context of this research, does not have a reliable effect on perceptions of organizational support.

IAIN Parepare provides organizational support in the form of access to e-learning platforms and digital resources. However, some lecturers in certain faculties require support in the form of funding for field research. These lecturers feel that the organizational support provided does not meet their needs. Although they remain disciplined in carrying out their duties, they feel that the organizational support does not significantly help improve their work effectiveness. Misguided organizational support can result in a negative or insignificant relationship with work discipline. Even though lecturers remain disciplined, they do not feel the positive impact of the support provided.

This contradicts research conducted by Hartono & Kusuma (2020), which explains that work discipline significantly affects organizational support at PT. Sembilan Pilar Utama. These findings have significant theoretical and practical implications. Theoretically, this result challenges models that assume a positive linear relationship between discipline and organizational support. This encourages researchers to consider alternative, more complex models that incorporate contextual and interactional factors. Practically, these findings indicate that efforts to improve discipline may not automatically lead to increased perceptions of organizational support. Organizations need to consider more effective strategies to build a supportive work environment.

### 4.2.2. Discipline Towards Work Effectiveness Among Lecturers at the State Islamic Institute (IAIN) Parepare

The computational results of the inner model show a significant positive relationship between discipline and work effectiveness among lecturers. The positive path coefficient of 0.223 indicates that increased discipline correlates with increased work effectiveness. This direction of the relationship aligns with the general assumption that high discipline will promote better performance. This positive value confirms that, within the context of this research, more disciplined lecturers tend to show higher work effectiveness. These findings provide strong empirical evidence regarding the importance of discipline in enhancing academic performance.

The statistical significance of this positive relationship is reinforced by a p-value of 0.022, which is below the significance threshold of 0.05. This means that the relationship between discipline and work effectiveness among lecturers is statistically significant. In other words, the observed positive relationship is very unlikely to occur by chance and reflects the actual relationship in the studied population of lecturers. The implication of these findings is that discipline has a real and reliable impact on the work effectiveness of lecturers.

Work discipline among IAIN Parepare lecturers significantly influences work effectiveness because it creates essential structure and order in a complex academic environment. Adherence to schedules, deadlines, and administrative procedures allows lecturers to manage time and resources efficiently, minimizing disruptions, and focusing on core tasks such as teaching, research, and community service. Strong discipline also fosters a sense of responsibility and accountability, encouraging lecturers to give their best in every aspect of their work. Moreover, good work discipline contributes to a positive and professional work environment, where collaboration and communication flow smoothly, and high-quality standards are upheld. Disciplined lecturers tend to be role models for students and colleagues, promoting a productive and result-oriented work culture. Overall, work discipline is the foundation for the work effectiveness of lecturers, enabling them to achieve their full potential and make significant contributions to the institution and society.

This is consistent with research by Ilyas & Nugroho Saputro (2020) demonstrating that work discipline has a positive and significant influence on the work effectiveness of employees in the Regional Secretariat of Bogor Regency. These findings have significant practical and theoretical implications. Practically, this underscores the importance of enhancing discipline among lecturers to improve their work effectiveness. Educational institutions can develop training and development programs focusing on improving discipline, such as time management, work planning, and adherence to academic standards. Theoretically, these results support models that assume a positive relationship between discipline and performance, reinforcing our understanding of the important role discipline plays in an academic context.

#### *4.2.3. Workload Towards Organizational Support Among Lecturers at the State Islamic Institute (IAIN) Parepare*

The inner model computational results reveal a significant positive relationship between workload and organizational support. The positive path coefficient of 0.320 indicates that an increase in workload correlates with an increase in organizational support. This direction of the relationship suggests that when individuals experience a higher workload, they are also likely to perceive greater levels of support from the organization. These findings provide strong empirical evidence regarding how perceptions of workload can affect perceptions of organizational support.

The statistical significance of this positive relationship is reinforced by a p-value of 0.006, which is much smaller than the significance threshold of 0.05. This means that the relationship between workload and organizational support is statistically significant. In other words, the observed positive relationship is very unlikely to occur by chance, and it reflects the actual relationship in the studied population. The implication of this finding is that workload has a real and reliable effect on perceptions of organizational support.

Well-managed workloads at IAIN Parepare can create opportunities for the institution to demonstrate its commitment to well-being. When lecturers' workloads are recognized and wisely accommodated, such as through the provision of additional resources, schedule flexibility, or administrative assistance, lecturers feel valued and supported. A balanced workload also allows lecturers to focus on their core tasks, such as teaching and research, which in turn enhances academic quality and the institution's reputation. Furthermore, when the organization proactively addresses workload challenges—such as through time management training programs or mental health support—lecturers feel that the organization cares about their well-being holistically. Strong organizational support, manifested in effective responses to workloads, fosters loyalty and commitment.

This contradicts research conducted by Hartono & Kusuma (2020), which explains that workload significantly affects employee performance at PT. Sembilan Pilar Utama. These findings have significant practical and theoretical implications. Practically, these results emphasize the importance of organizations providing adequate support to individuals experiencing high workloads. Organizations can develop support programs, such as training, mentoring, or providing additional resources, to help individuals cope with their workload. Theoretically, these results support models that assume individuals seek and receive support when facing challenges or pressure. This reinforces our understanding of the vital role of organizational support in the context of workload.

#### 4.2.4. *Workload Towards Work Effectiveness Among Lecturers at the State Islamic Institute (IAIN) Parepare*

The computational results of the inner model indicate a significant positive relationship between workload and work effectiveness. A positive path coefficient of 0.371 suggests that an increase in workload correlates with an increase in work effectiveness. The direction of this relationship shows that, in the context of this study, individuals experiencing higher workloads tend to also exhibit higher work effectiveness. These findings provide strong empirical evidence regarding how perceptions of workload can influence work effectiveness.

The statistical significance of this positive relationship is reinforced by a p-value of 0.006, which is well below the significance threshold of 0.05. This indicates that the relationship between workload and work effectiveness is statistically significant. In other words, the observed positive relationship is very unlikely to occur by chance and reflects the actual relationship in the studied population. The implication of this finding is that workload has a real and reliable influence on work effectiveness.

A structured and well-managed workload has the potential to significantly enhance the work effectiveness of lecturers at IAIN Parepare. When lecturers have clear and realistic workloads, they can prioritize important tasks, manage their time efficiently, and avoid burnout. A balanced workload allows lecturers to give adequate attention to all aspects of their job, including teaching, research, and community service, as they feel that their contributions are valued and optimally utilized.

This contrasts with the research conducted by Nugraha et al. (2022), which indicates that the findings of their study show that workload negatively and significantly affects work effectiveness. These findings have significant practical and theoretical implications. Practically, this result underscores the importance of providing challenging and meaningful workloads to individuals to enhance their work effectiveness. Organizations can design jobs that offer an optimal level of challenge, thereby motivating individuals to engage with their work. Theoretically, these findings support models that assume individuals seek and develop through challenges. This reinforces our understanding of the important role of workload in the context of performance.

#### 4.2.5. *Organizational Support Towards Work Effectiveness Among Lecturers at the State Islamic Institute (IAIN) Parepare*

The computational results of the inner model indicate a positive relationship between organizational support and work effectiveness. A positive path coefficient of 0.223 suggests that an increase in organizational support correlates with an increase in work effectiveness. This direction of the relationship aligns with the general assumption that when individuals feel supported by the organization, they tend to exhibit better performance. These findings indicate that perceptions of organizational support play an important role in driving work effectiveness.

However, there is inconsistency in the statistical significance of this relationship. The p-value of 0.065, although close, is above the significance threshold of 0.05. This means that statistically, the relationship between organizational support and work effectiveness is not significant. Although the path coefficient indicates a positive direction of the relationship, these findings suggest that the relationship may not be strong enough to be considered a reliable result in the broader population. Therefore, while there are indications of a positive relationship, these results need to be interpreted with caution.

According to several lecturers at IAIN Parepare, in this digital era, where access to information and communication is very easy, organizational support may no longer significantly affect their work effectiveness. Lecturers currently have extensive access to online resources, digital learning platforms, and global professional networks, which enable them to be independent in their development and in carrying out academic tasks. Furthermore, work flexibility allows lecturers to work from anywhere and at any time, reducing their reliance on organizational support, such as physical workspaces or campus facilities. Under such conditions, the effectiveness of lecturers is more determined by their ability to manage their time, utilize technology, and adapt to changes than by organizational support, which may be perceived as less relevant or insufficiently responsive to their needs in today's digital age.

This aligns with research conducted by Hasmi et al. (2023). The research findings indicate that perceptions of organizational support significantly affect employee work effectiveness. The practical and theoretical implications of these findings become complex because of the inconsistency in statistical significance. Practically, these results suggest that while efforts to enhance organizational support may have positive effects on work effectiveness, such effects may not always be consistent or reliable. Organizations need to consider other factors that may be more dominant in influencing work effectiveness. Theoretically, these findings challenge models that assume a strong positive linear relationship between organizational support and performance. This encourages researchers to consider alternative, more complex models that incorporate contextual and interactional factors.

#### *4.2.6. Discipline Towards Work Effectiveness Through Organizational Support Among Lecturers at the State Islamic Institute (IAIN) Parepare*

The computational results of the inner model show that discipline, when mediated by organizational support, has a negative impact on work effectiveness. A negative path coefficient of  $-0.007$  indicates that a decrease in discipline, followed by a decrease in organizational support, correlates with a decrease in work effectiveness. This direction of the relationship suggests that organizational support acts as a mediator that weakens the connection between discipline and work effectiveness. However, the very small path coefficient indicates that this mediating effect is very weak.

The statistical significance of this mediation relationship is very low, with a p-value of 0.228, which is well above the significance threshold of 0.05. This means that the mediation relationship between discipline and work effectiveness through organizational support is not statistically significant. In other words, the observed negative relationship is likely due to chance and does not reflect the actual relationship in the broader population. The implication of these findings is that organizational support does not consistently or reliably mediate the relationship between discipline and work effectiveness.

At IAIN Parepare, a complicated bureaucratic system is implemented for research applications, publications, and other academic activities. Although lecturers have high work discipline in conducting research and publications, they often feel frustrated by the slow and convoluted bureaucratic processes. Organizational support in the form of overly lengthy procedures may actually hinder the work process. Lecturers feel demotivated to conduct research and publish because they believe their efforts do not match the results obtained. Their work effectiveness in research and publication tends to decline.

This contradicts research conducted by Ilyas & Nugroho Saputro (2020), which indicates that discipline has a dominant effect on work effectiveness. Because this mediation relationship is not statistically significant, the practical and theoretical implications of these findings are limited. Practically, this suggests that efforts to enhance work effectiveness through increasing discipline and organizational support may not be effective. Organizations need to consider other factors that may be more dominant in influencing work effectiveness. Theoretically, these findings challenge models that assume a strong mediating role of organizational support in the relationship between discipline and performance. This encourages researchers to consider alternative, more complex models that incorporate contextual and interactional factors.

#### *4.2.7. Workload Towards Work Effectiveness Through Organizational Support Among Lecturers at the State Islamic Institute (IAIN) Parepare*

The computational results of the inner model show that workload, when mediated by organizational support, has a positive effect on work effectiveness. A positive path coefficient of  $0.072$  indicates that an increase in workload, followed by an increase in organizational support, correlates with an increase in work effectiveness. This direction of the relationship suggests that organizational support acts as a mediator that strengthens the relationship between workload and work effectiveness. However, the relatively small path coefficient indicates that this mediating effect may not be very strong.

The statistical significance of this mediation relationship is questionable due to a p-value of 0.125, which is greater than the significance threshold of 0.05. This means that the mediation relationship between workload and work effectiveness through organizational support is not statistically significant. In other words, the observed positive relationship is likely due to chance and does not reflect the actual relationship in the broader population. The implication of these findings is that organizational support may not consistently or reliably mediate the relationship between workload and work effectiveness.

Workload mediated by organizational support may show a positive but not significant impact on lecturers' work effectiveness. This is because, although organizational support provided, such as administrative assistance or research facilities, can alleviate lecturers' workloads, their work effectiveness is more influenced by internal factors such as personal motivation, expertise, and the ability to adapt to evolving academic demands.

This contradicts research conducted by Nugraha et al. (2022), which explains that workload negatively affects work effectiveness significantly. Although this mediation relationship is not statistically significant, these findings still provide practical and theoretical implications that need to be considered. Practically, these results indicate that while organizational support may play a role in enhancing work effectiveness when workloads are high, its effects may not always be reliable. Organizations need to consider other factors that may be more dominant in influencing work effectiveness. Theoretically, these findings challenge models that assume a strong mediating role of organizational support in the relationship between workload and performance. This encourages researchers to consider alternative, more complex models that incorporate contextual and interactional factors.

## 5. Conclusions

Based on the data analysis conducted among lecturers at the State Islamic Institute (IAIN) of Parepare, this study concludes that discipline has a positive and significant effect on work effectiveness but does not significantly influence perceived organizational support. In other words, lecturers who demonstrate higher levels of discipline tend to be more effective in their work, although their perception of support from the institution is not directly shaped by their disciplinary behavior. Conversely, workload shows a positive and significant effect on both organizational support and work effectiveness, indicating that a well-managed workload can enhance lecturers' sense of institutional support while simultaneously improving their performance. However, organizational support does not exhibit a direct and statistically significant effect on work effectiveness. Similarly, its mediating role in the relationship between discipline and workload on work effectiveness is also statistically insignificant, suggesting that the mediating effect is not strong enough to reinforce the causal links among these core variables.

Given these findings, it is recommended that institutions place greater emphasis on managing lecturers' workloads to ensure they are both optimal and intellectually stimulating, taking into account individual capacity and the balance of the three pillars of higher education (teaching, research, and community service). Disciplinary policies should also be revisited to avoid counterproductive impacts on perceived organizational support and job performance. Furthermore, although organizational support was not found to have a statistically significant direct effect, institutions should still foster a supportive work culture through open communication and the provision of relevant support programs. Future researchers are encouraged to expand the scope of study by incorporating additional mediating or moderating variables such as intrinsic motivation, job satisfaction, or organizational culture. A mixed-methods approach is also recommended to provide a richer and more comprehensive understanding of the dynamic relationships among variables and to explore institutional contexts that may significantly influence research outcomes.

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