



REWARD SYSTEM MANAGEMENT ON THE ORGANIZATIONAL CULTURE OF STATE UNIVERSITY IN RIAU PROVINCE

Irjus Indrawan¹

Muntholib²

Armida³

¹Doctoral Candidate, Indragiri Islamic University (UNISI) Tembilahan – Inhil - Riau- Indonesia

²Professors, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

³Assoc Professor, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

Article history:	Abstract:
<p>Received 20th May 2021 Accepted: 1st June 2021 Published: 6th July 2021</p>	<p>This study aims to examine the reward system in a management perspective implemented by Riau Province State Universities in order to improve the organizational culture of Riau Province State Universities. This research approach uses descriptive qualitative research method with the technique of determining the object of research is done by purposive. Data collection techniques used are observation, interviews and documentation. While the data analysis technique uses a flowing data analysis model, which includes: data reduction, data presentation, and drawing conclusions/verification.</p> <p>The results of this study found that: First, the reward system management planning has been carried out but has not been implemented optimally. Second, the organization of the reward system management has been carried out and its implementation is generally not optimal. Third, the implementation of the reward system has generally been implemented but has not been implemented optimally. Fourth, the general supervision of the reward system has been carried out but the management of the reward system has not been implemented optimally.</p>

Keywords: Management, Reward System, Organizational Culture.

INTRODUCTION

Education is a conscious effort made by individuals from time to time and has a tremendous impact on the lives of the individuals themselves (Mukhtar Latif, Suryawahyuni, 2018). Education plays a central role in development in improving the quality of human resources. Education is also a process of transforming cultural values to the nation's generation. It is undeniable that the developed countries in the world all started from their great concern for the development of education (Umiarso, Imam Ghazali, 2010). In Article 20 paragraph (1) of Law. 20 of 2003 concerning the National Education System, it is stated that universities can take the form of academies, polytechnics, high schools, institutes or universities. This classification of higher education providers is due to the differentiation of knowledge clumps, scope, disciplines, branches and parts of scientific disciplines developed by each higher education institution. Education is a systematic process of changing one's behavior to achieve organizational goals (Veithzal Rivai Zainal and Fauzi Bahar, 2013).

Higher education is one of the important pillars in the national education system which aims to develop students to have academic, professional or vocational abilities in all fields of science, technology, arts and religious studies (Coordinating Ministry for Welfare Deputy, Education Coordination, Religion and Apparatus State, 2018). Higher education is the backbone of competitiveness nation, therefore it is required to always improve its performance by implementing effective performance management.

In PP No. 60 of 1999 it is stated that the higher education program aims to a) prepare students to become members of the community who have academic and professional abilities, develop and enrich the treasures of science, technology and the arts, b) develop and disseminate knowledge, technology, arts to improve the standard of living life and enrich the national culture (Bambang Ismaya, 2015). Higher education as one of the educational institutions designed to be able to contribute in improving the quality of life of the community. Efforts to improve quality need to be organized, regulated, managed, empowered so that universities are able to produce outputs that are able to compete in the community. The management of the university in question is related to the professional organizational culture of

lecturers. Professional lecturers will produce good and quality graduates. Higher education is a basic need of society, entering the current era of globalization. On this basis, the relationship between universities and society must be close, open and mutually supportive, as a logical consequence. Education in higher education has at least the same meaning and scope, meaning that quality higher education must be able to produce 'output' graduates who have a set of knowledge, both 'hard skills' and 'soft skills', character or intellectual, emotional and spiritual maturity, and who is able to master and compete in an increasingly competitive world of work (Junianto Sitorus, Ahmad Husein Ritonga, Martinis Yamin, 2021).

Law No. 12 of 2012 concerning higher education article 1 paragraph 14 states that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research, and community service. Article 69 paragraph 1 states that lecturers in higher education consist of permanent lecturers and non-permanent lecturers. Article 71 explains that the head of a university can appoint permanent lecturers in accordance with national higher education standards with the approval of the government. The permanent lecturers referred to are permanent lecturers appointed by the government (not civil servants/non-state civil servants). So that permanent lecturers at state universities consist of civil servant lecturers and non-civil servant lecturers. Meanwhile, non-civil servant lecturers also consist of permanent and non-permanent lecturers.

Lecturers are human resources who are very important to ensure the success of these goals, because they are creatures with certain feelings, thoughts, needs and expectations. This requires attention or attention because these factors can affect work performance, dedication, love and loyalty to work. Therefore, universities must be able to develop conditions that can encourage lecturers to always develop and improve their skills and abilities in implementing the higher tridharma of education (Esen Pramudya Utama, Ahmad Syukri, Risnita, 2021).

Permanent lecturers who are not civil servants at PTN have the same duties as permanent lecturers with civil servant status. In carrying out the duties of permanent lecturers, non-civil servants also have rights guaranteed by laws and regulations. Law No. 12 of 2012 article 71 paragraphs 2 and 3 explains that permanent lecturers who are not civil servants have rights from universities in the form of basic salaries and allowances (academic, professional, and honorary allowances in accordance with the legislation).

Meanwhile, based on the Regulation of the Minister of Religion No. 3 of 2016 article 8 explains that permanent lecturers who are not civil servants have the right to: 1) earn income; 2) obtain social security; 3) get promotions and awards in accordance with their duties and work performance, obtain protection in carrying out their duties and intellectual property rights; 4) have the opportunity to improve competence, access learning resources, learning facilities and infrastructure, as well as research and community service; 5) have academic freedom, academic pulpit, and scientific autonomy; 6) have the freedom to give assessing and determining student graduate decisions; 7) have the freedom to associate in professional organizations/scientific professional organizations.

Efforts to get professional lecturers in accordance with the demands of the position require a continuous development, namely an effort to plan, organize, use, and maintain lecturers so that they are able to carry out their duties effectively and efficiently. As a real step in the results of coaching, it is necessary to give awards to lecturers who have shown good work performance. Awards are rewards, prizes, awards or rewards (Moh. Zaiful Rosyid and Aminul Rosid Abdullah, 2018).

The award is an acknowledgment from the institution given to the lecturer because of the work given, in other words, the award is a reward or something received by the lecturer as a substitute for the contribution of the lecturer's services to the institution. An award is what an worker receives in return for the work he gives (M. Kadarisman, 2014). Awards are one of the determining factors for employee job satisfaction. Companies need to pay special attention to employee job satisfaction by giving awards (gifts, rewards, and promotions) to their employees. The award given by the company to employees aims to increase employee job satisfaction.

The award is a leader's effort in providing remuneration for the work of lecturers, so that they can encourage work harder and have potential. According to Cahyani, compensation management is the process of developing and implementing strategies, policies, and compensation systems that help the organization to achieve its goals by obtaining and retaining the treated people and by increasing their motivation and commitment (Lailatul Muqoyyaroh, 2018).

In an organization there is no denying that the basic motivation for most people to become employees in an organization is to earn a living. This means that if on the one hand a person uses his knowledge, skills, energy and part of his time to work for an organization, on the other hand he expects to receive certain rewards. Departing from this view, today the issue of rewards is seen as one of the challenges that must be faced by the management of an organization. It is said to be a challenge because the rewards by workers are no longer seen solely as a means of satisfying their material needs, but have been linked to human dignity. The organization should tend to see it as a burden that must be borne by the organization in the context of efforts to achieve its goals and various goals. This means that in developing and implementing a particular reward system, the interests of the organization and the interests of the workers are absolutely taken into account.

The interests of the workers must be taken into account in the sense that the compensation they receive for the services rendered to the organization must enable them to maintain their dignity as a respectable human being. The firmness of the compensation allows him to maintain a reasonable and proper life and live independently without depending on the fulfillment of his various needs from others.

The relationship between the organization and employees is a cooperation in a psychological contract, where each party has mutually agreed rights and obligations. The organization has the right to obtain certain contributions from employees, namely carrying out work within the organization. However, the organization also has an obligation to provide a number of awards, or reward or compensation. The compensation can be grouped into two types, namely direct compensation and indirect compensation. Direct compensation consists of financial (salaries, wages, benefits and incentives) and non-financial compensation (rewards in the form of facilities such as cars, buses, mess, health centers and health insurance). While indirect compensation consists of financial compensation (full pension, pension early retirement, severance pay, widow/widower pension), while non-financial compensation, namely non-financial compensation, is not directly given to those who retire in full, early retirement in the form of health insurance (Suparyadi, 2015).

Compensation is the provision of appropriate and fair service rewards to employees because they have contributed to the achievement of the organization. Thus, compensation has a broad meaning, besides consisting of salaries and wages, it can also be in the form of housing facilities, vehicle facilities, uniforms, family allowances, health benefits, food allowances and many others that can be valued in money and tend to be accepted by employees. regularly (Suwanto and Donni Juni Priansa, 2013). The provision of wages is a reward, payment for services that have been provided to employees. There are many forms of payment of wages, both in the form of money and not in the form of money. Wage payments are usually in the form of a broad concept of pay rather than salary ideas which are normally financial but not a non-financial dimension.

State Universities (PTN) are one of the institutions that are fully assigned to carry out financial management of public service bodies (PK-BLU), so management can be carried out more flexibly by prioritizing productivity, efficiency and effectiveness. The pattern of BLU financial management is intended so that PTNs as government agencies can improve their services to customers, in this case students, the community and stakeholders.

Based on the above study, state universities that have been established by PTN-BLU must develop PTN business units with the spirit of entrepreneurship so that it will provide added value to the PTN and improve excellent service and the welfare of campus stakeholders. Thus entrepreneurship in education is a mental and mental attitude that is always actively trying to improve work results in the sense of increasing income (A.A Anwar Prabu Mangkunegara, 2013).

According to Simamora in Lijan, awards are divided into two, namely financial awards and non-financial awards. (1) Financial awards that can be divided into direct compensation consist of (a) base pay, namely salaries and wages; (b) merit pay; (c) incentive pay, namely bonuses, commissions, profit sharing, profit sharing, and share distribution; (d) deferred pay, namely savings and share purchase annuities. Then the indirect awards consist of (a) protection programs, namely health insurance, life insurance, pensions, and labor insurance; (b) pay outside working hours, namely holidays, holidays, annual leave, and maternity leave; (c) facilities, namely vehicles, office space, and parking lots. Next (2) non-financial rewards can be divided into (a) work, namely interesting tasks, challenges, responsibilities, recognition, and a sense of accomplishment. (b) work environment, namely healthy policies, competent supervisors, pleasant work relatives and a comfortable work environment (Lijan Poltak Sinambela, 2018).

Based on the theories presented by the experts, the synthesis of the award variable in this study is a form of compensation in the form of financial and non-financial for a certain achievement given by the organization to lecturers so that they can work with high motivation and excel in their work. achieve organizational goals, in other words, awarding is intended to increase productivity and maintain outstanding lecturers to remain in the organization. The award is intended as an encouragement so that lecturers want to work better and generate motivation so that they can encourage lecturers' performance to be better.

Meanwhile, organizational culture cannot be separated from the leadership of an organization because the culture grows and develops with the founders and leaders of an organization. Organizational culture is very decisive for the achievement of the goals to be achieved by an organization, for example, companies that emphasize culture can increase revenue by an average of 68%, while those that do not pay attention to organizational culture only increase 66% in 11 years as quoted by Wibowo in the book. John P. Kotter and James L. Heskett (Wibowo, 2013).

According to Edgar Schein, culture is a pattern of basic assumptions discovered and developed by a particular group because of studying and mastering the problems of external adaptation and internal integration, which have worked well enough to be considered properly and are therefore taught to new members as perceived ways. think and feel correctly in relation to the problem (Wibowo, 2013) According to Syamsir Torang, organizational culture can also be said as a habit that continues to be repeated and becomes a value (value) and lifestyle by a group of individuals in the organization which is followed by the next individual. It can also be said that organizational culture is the agreed norms to guide individual behavior in the organization. Therefore, organizational culture is the basis for leaders and staff/members

of the organization in making plans or strategies and tactics in preparing the vision and mission to achieve organizational goals (Syamsir Torang, 2014). Organizational culture as social knowledge that is shared within the organization regarding the rules, norms, and values that shape attitudes and behavior (Colquit, et.all, 2009). Dean Anderson and Linda S. Ackerman Anderson explain the indicators of organizational culture, namely: 1. Leadership style, 2. Communication pattern, 3. Decision-making style, 4. Use of information, 5. Use of electronic communication as a means to share information, decisions and building relationships, 6. Classification and privilege levels, 7. Work standards and expectations, 8. Consequences of failure, 9. Space/organization, 10. Norms and behavior, 12. Symbols, brands, logos, mottos, language and heritage (Dean Anderson and Linda S. Ackerman Anderson, 2001).

The management of the award system at the Sultan Syarif Kasim State Islamic University in Riau and Riau University on the overall organizational culture still found an imbalance between the level of attention of the leadership and the form of performance shown by the lecturers. This can be seen from one side of the higher leadership's attention by providing various forms of appreciation, on the other hand the performance shown by low lecturers is not even comparable to the fairly high award given. Conversely, when the level of performance can be considered to have met job satisfaction but the level of attention in the form of awards is relatively low in the sense of being unsatisfactory, there is a difference in treatment between PNS lecturers and non-PNS permanent lecturers.

Based on the problems above, the authors are interested in conducting more in-depth research on how the management of the reward system for the organizational culture of State Universities in Riau Province is Sultan Syarif Kasim State Islamic University, Riau, and Riau University. Meanwhile, the main question in this study is "Why is the management of the reward system for the organizational culture of State Universities in Riau Province not optimal?".

METHOD

This study uses a descriptive qualitative approach through the point of view of education science with participatory observation to describe, describe, explore and describe the management of the reward system for the organizational culture of universities in Riau Province. Qualitative research is best suited to address research problems where it is necessary to explore (Creswell, John W)

The main characters in qualitative research are: First: tracing the problem and its development in detail centered on one particular phenomenon. Second, the theories and regulations used are the basis for formulating the problem. Third, in formulating research problems and questions as well as achieving research objectives in general, it is determined by the direct experience of researchers participating in social settings in the preliminary study "grand tour" until the research process is carried out. Fourth, data collection starts with a simple choice of words. Fifth, the analysis of the described data and the themes displayed in the analysis are interpreted into meaning and Sixth, the search for research reports both regarding the structure and various forms of data presentation is very flexible and is determined by the reflection of the researcher's subjectivity (Mukhtar, 2013).

The subject of this qualitative research will involve several informants who are expected to provide complete information about organizational culture in state universities in Riau Province, namely: Two Vice Chancellors II; Two Heads of General Administration, Employees and Finance; Two Head of Personnel Division and ten lecturers from state universities in Riau Province. The research was conducted centered on the angle of the subject being studied. The secondary data that the writer wants are the first related to data from the Sultan Syarif Kasim State Islamic University Riau and Riau University, the second is geographical data, the third organizational structure, four lecturer conditions, five student conditions, six curricula, seven facilities and infrastructure, eight visions and missions, ninth management system of rewards for organizational culture.

The most common data collection methods used in qualitative research are: (1) observation, (2) interviews, and (3) document or artifact analysis. Artifacts may include audio and video recordings, photos, games, artwork, or other items that provide insight into context or participants (Mukhtar, 2013).

While the data analysis that will be carried out in this research is by following the steps: 1) processing and preparing data for data. Analysis, this step involves transcription of interviews, scanning of materials, typing of field data or sorting and organizing the data into different types depending on the source of information; 2) read the entire data. The first step is that the information obtained is reflected in its overall meaning; 3) analyze in more detail by coding the data; 4) apply a coding process to describe the settings, people, categories and themes to be analyzed; 5) describe these themes to be re-presented in the form of a qualitative narrative/report. The most popular approach is to apply a narrative approach in presenting the results of the analysis; and 6) data interpretation, namely interpreting the data that has been collected at the research site. Interpretation/meaning can take the form of new questions that need to be answered (Creswell, 2017).

RESULT

Based on research findings in the management of the award system on the organizational culture of State Universities in Riau Province, the following researchers can describe the comparison of the management of the award system that has been carried out by the Sultan Syarif Kasim State Islamic University Riau and Riau University on organizational culture.

a. Sultan Syarif Kasim State Islamic University Riau

1). Reward system management

(a). Reward System Planning

Sultan Syarif Kasim State Islamic University, Riau, has planned the award system, because in planning the award system, based on the Decree of the Minister of Finance No. 77/KMK.05/2009, UIN Suska Riau became a Public Service Agency (BLU), then a senate meeting was held, the results of the recommendations of the senate meeting are published by the decision of the Chancellor. Furthermore, the Decree of the Chancellor of the Sultan Syarif Kasim Riau State Islamic University Number: 1 of 2017 was issued regarding guidelines for implementing remuneration for management officials, supervisory boards, and employees of the public service agency of UIN Suska Riau which is financed from Non-Tax State Revenue.

(b). Reward System Organizing

Sultan Syarif Kasim State Islamic University Riau has organized an award system, this is because in carrying out the award an organization has been formed whose task is to facilitate, verify lecturer performance documents by forming a faculty-level verification team, university-level verification, a team center verification team at the university level. staff and team in finance

(c). Reward System Implementation

Financial:

Sultan Syarif Kasim State Islamic University, Riau, the financial reward system is divided into two categories, namely PNS and non-PNS lecturers. PNS lecturers are according to standards, salaries, meal allowances, family allowances, while the tridarma of higher education are rewarded in the form of remuneration. while for non-civil servants there is a remuneration allowance, namely basic salary, certification, food allowance through remuneration. Some remunerations are paid monthly and some are paid every six months directly through the account of each lecturer. While the amount of the award is based on the absence and performance of the lecturer

Non-Financial:

Sultan Syarif Kasim State Islamic University, Riau, the non-financial award system is only limited to providing certificates for outstanding lecturers and there are no awards in the form of lecturer promotions. The State Islamic University of Sultan Syarif Kasim Riau has made a policy in carrying out lecturer activities, facilitating a work environment for lecturers in conducting lecture activities by providing lecture rooms, chairs, tables, infocus, electricity, internet networks but the Chancellor in responding to aspirations from below still seems slow . The absence of every room with air conditioning and infocus that is available in each room, as well as the lack of optimal service for education personnel in preparing absences and markers in the classroom.

(d). Reward System Supervision

Sultan Syarif Kasim State Islamic University, Riau, has supervised the award system. The faculty level is formed by the KPM (Quality Assurance Committee) and there is also a University LPM (Quality Assurance Institution). Supervision is carried out every year, the activity is in the form of an internal academic quality audit, one of which is related to learning, whether the service has been given optimally by the lecturer, whether the lecturer has problems. There is also a lecturer satisfaction audit, which is usually one-way. However, the monitoring instrument points have never been evaluated so that some lecturers are reluctant to carry out testing activities, guiding students because the remuneration points have been fulfilled. the excess points should be paid. This problem is because the indicators of achieving this point have weaknesses and need to be evaluated.

2). Organizational culture

(a). Leadership Style

The leadership style of the Chancellor of the Sultan Syarif Kasim State Islamic University Riau before being replaced by the PLT Rector had an authoritarian leadership style so that his leadership style was always intimidating towards subordinates so that the organizational culture at the lecturer level became weak. In communicating with lecturers, the Chancellor often conducts meetings with lecturers in religious activities, holds meetings with lecturers, and conducts coffee mornings before entering a new semester in several faculties. Meanwhile, the leadership style of the PLT Chancellor of the Sultan Syarif Kasim State Islamic University, Riau, seems democratic and humanist who always avoids conflicts.

(b). Use of Electronic Communication

The State Islamic University of Sultan Syarif Kasim Riau has used electronic communication called the Irais application. Irais is a system built for academic services, whether it's a PA lecturer, each lecturer communicates with his students, takes courses, approves courses, takes grades, and so on. Irais is managed under PUSKOM. Absent from using

fingerprints, during covid we use the presence application. In the Faculty there is also an application other than the IRAIS application called the SIASI application. SIASI is more about student correspondence, for example, a student wants to submit an active lecture letter. In the teaching process there is e-learning, zoom, google class room, between lecturers and students there are groups.

(c). Work Standards and Expectations

The standards and work expectations of lecturers at the Sultan Syarif Kasim State Islamic University, Riau, have not met the work expectations of lecturers for non-PNS permanent lecturers who both have excess credits for teaching but the percentage of payments is different. The research of superior lecturers should be rewarded beyond the existing ones so that they can provoke others to compete with each other. The lecturers who have exposure to national and international papers should also be given a reward. The occurrence of groupings of lecturers at the State Islamic University of Sultan Syarif Kasim Riau is due to the leadership style of the leader in carrying out his duties. Non-civil servant lecturers have work contracts that have a working age limit so that if there is a political interest in the leadership, the non-civil servant permanent lecturer will be emphasized so that the lecturer is obedient so that he can be directed in all kinds of interests, so that if there is a management debate, leadership management debate, the lecturer non-civil servants do not dare to express their aspirations

(d). Consequences of Failure

The consequences of the failure of lecturers at the Sultan Syarif Kasim State Islamic University, Riau, to evaluate the organizational culture at the university. The university has an SPI (Internal Supervisory Unit) in charge of overseeing administrative and financial activities, and an LPM (Quality Assurance Agency) in charge of supervising activities regarding university quality, namely accreditation, strategic plan, IPT, University statutes. In carrying out coaching for lecturers who fail to carry out their duties normatively in the form of reprimands and guidance, while to change completely to change the bad habits of lecturers there have been no concrete steps implemented by the leadership. The implementation of the remuneration system of the Sultan Syarif Kasim State Islamic University Riau is quite effective in increasing the enthusiasm of lecturers in improving their performance, lecturers who used to be lazy to teach have now increased to teach, guide and so on, but sometimes evaluations of lecturers who fail, such as when students are guided by lecturers who do not paying too much attention to students, examples are difficult to find, guidance is not clear, so students become victims.

(e). Norms and Behavior

The norms and behavior of lecturers at Sultan Syarif Kasim State Islamic University Riau are regulated in the lecturer code of ethics based on the Decree of the Chancellor of Sultan Syarif Kasim Riau State Islamic University Number: 0749/R/2076 concerning the Determination of the Code of Ethics for Lecturers of UIN Suttan Syarif Kasim Riau 2016. Code The code of ethics contains rules that must be followed by lecturers, for example those related to dress, in the code of ethics it is stated that lecturers cannot wear jeans but must wear cloth pants, cannot wear T-shirts and so on. No smoking on campus. However, there are still lecturers who smoke on campus, there are still lecturers who do not complete their assignments to students, give unclear assignments so that students become confused, there is no effective communication between lecturers and students. At the State Islamic University of Sultan Syarif Kasim Riau already has regulations regarding the code of ethics but the socialization to lecturers has not been optimal. In the campus environment, the rules use Indonesian, but there are still lecturers who use regional languages to communicate. every lecturer must comply with the lecturer's code of ethics, if any lecturer is found to have violated the lecturer's code of ethics, the lecturer will be returned to the respective unit of the lecturer concerned.

b. Riau University

1). Reward system management

(a). Reward System Planning

Riau University has planned the award system because in planning the award system based on the Decree of the Minister of Finance No. 33/KMK.05/2010 stipulates the University of Riau as a Public Service Agency (BLU), then a senate meeting is held, the results of the recommendations of the senate meeting are published by the Rector's decision. Based on the Decree of the Minister of Finance above, the Regulation of the Rector of the University of Riau Number 03 of 2016 was issued concerning Operational Instructions for Remuneration Activities of the University of Riau in 2017 which was financed from Non-Tax State Revenues.

(b). Reward System Organizing

The University of Riau has organized an award system because in carrying out the award an organization has been formed whose task is to facilitate, verify lecturer performance documents by forming a university team and a faculty level team. To provide remuneration for Riau University lecturers, a special team is needed to see the performance of lecturers, this team is chaired by the head of the general and staffing bureau, consisting of the head of the personnel section, the head of the general section and the heads of divisions, LPPM, LPMP and the Faculty team

(c). Reward System Implementation

Financial:

University of Riau, financial awards are divided into two categories, namely PNS and non-PNS lecturers. PNS lecturers are according to standards, salaries, meal allowances, family allowances, while the tridarma of higher education are rewarded in the form of remuneration. while for non-civil servants there is a remuneration allowance, namely basic salary, certification, food allowance through remuneration. Some remunerations are paid monthly and some are paid every six months directly through the account of each lecturer. While the amount of the award is based on the absence and performance of the lecturer.

Non-Financial:

Riau University, a non-financial award system in the form of certificates for outstanding lecturers and given the opportunity for lecturers to attend seminars both nationally and internationally. Riau University has made a policy in carrying out lecturer activities, facilitating a work environment for lecturers in conducting lecture activities by providing lecture rooms but not fulfilling every lecture room with air conditioning and infocus available in each room. However, there is no individual room for lecturers, only a room with the lecturer.

(d). Reward System Supervision

Riau University has been monitoring the award system. In supervising the award system at the University of Riau, the system is under the SPI (Internal Supervisory Unit). The awards that have been rolled out will be monitored by SPI whether or not it is in accordance with its designation. In evaluating the award system for Riau University lecturers, they conduct an internal academic quality audit and an audit of lecturer satisfaction. Internal academic quality audit is an activity to find out one of them is related to learning whether services to students have been implemented or there are obstacles, while lecturer satisfaction audits are lecturers' responses to services at the university, student satisfaction with lecturer performance. Supervision of the award system at the University of Riau, in addition to SPI (Internal Supervisory Unit), supervision is also carried out by the Head of the Department and the Dean of the Faculty

2). Organizational culture

(a). Leadership Style

The leadership style of the Rector of the University of Riau is humanist and democratic. The Chancellor often conducts meetings with leaders and lecturers and employees. In carrying out the tridharma of higher education, the Chancellor is always professional, meaning that even though he is a Rector, he follows the existing rules. The Chancellor holds formal meetings in several faculties, the Chancellor often conducts coffee mornings with the lecturers. The organizational culture at the University of Riau has been running but needs further improvement. The Chancellor must visit the faculties more often to listen to the aspirations of his subordinates so that the Chancellor can understand what obstacles and problems are occurring, so that existing programs can run well The change of the Chancellor as the highest leader in the university will also have an impact on his leadership style. So it becomes a bit difficult to determine the organizational culture, what's more, the frequent occurrence of mutations to implement this organizational culture can be said to be rather difficult with different people.

(b). Use of Electronic Communication

University of Riau provides an electronic application called E-Office where E-Office is an application service for office administration, university correspondence electronically. Electronic Office (e-office) is a system related to administration, virtually centralizing the components of an organization where data, information, and communication are created through telecommunications media. E.Office provides security guarantees from data manipulation. Ease of managing official document documents and their use. In lectures, the attendance of students and lecturers at the University of Riau uses smart cards. This smart card replaces the absence manually in the teaching and learning process. The lecture system at the University of Riau uses e-learning or learning management systems, every semester it has been determined that all lecture modules will be in the elements, later everything just goes according to the schedule, all the schedules in the faculty are on the ICT server so I know who is on the clock so and not in. In communicating, both fellow lecturers, lecturers and students also use WhatsApp as an electronic communication tool. In the teaching and learning process, electronic communication used apart from WhatsApp groups also uses e-learning applications, zoom applications, and google class rooms.

(c). Work Standards and Expectations

At the University of Riau, the work system is currently awarded based on a conventional structure system, lecturers are paid based on their position. In the future it is expected that people will be paid based on their performance. Lecturers are expected to increase their creativity, if they don't carry out their functions according to their creativity, the lecturers will not pay, because we are BLU. Performance is no longer calculated based on time, Now there is no limit there is an obligation. His obligations are like if we teach there are 12 credits for the Chancellor, and 10 credits for assistants, and up to the dean. Likewise lecturers, lecturers run SKP, the SKP in one job was a minimum of 12 credits. That's to be paid a salary, for his performance based on his activities. For example, more than 12 credits to 18 credits, it means that we pay intensively to the lecturer. Which is only 12 credits, no, because 12 is an obligation. Currently there is a government program on independent learning campuses so that there is a conventional change to an IT-based change.

So that lecturers are required to continue to strive to understand IT in improving performance. However, the culture of IT-based performance is still not so matched between the needs of lecturers and the available budget is still not fulfilled. The change from conventional to IT-based is a culture that is not realized that will change lecturers into lecturers who master IT. Organizational culture is useful for all of us. A good organizational culture will have an impact on the accreditation of study programs. With the collaboration between leaders and lecturers, it will also increase the accreditation of study programs. Organizational cultures such as writing, journaling, must still be encouraged so that they become a culture that takes root in universities. Riau University has many lecturers so that there are groupings both by work unit and regionally and ethnically, but implementing campus policy there is no special grouping, all lecturers are treated the same because there are binding rules.

(d). Consequences of Failure

The university has an SPI (Internal Supervisory Unit) and an LPMP (Institute for Quality Assurance of Education). SPI (Internal Supervisory Unit) in charge of supervising administrative and financial activities, and LPMP (Institute for Quality Assurance of Education). in charge of supervising activities regarding university quality, namely accreditation, strategic plan, IPT, university statutes. The Deans at the University of Riau every year sign a contract between the dean and the Chancellor regarding the IKU (main performance bond). Previously, the KPI was determined by the university, now it is determined by the Ministry of Education and Culture with the term independent learning, there are 8 KPIs. The main performance index (IKU) is contracted with the Chancellor every year, so this year, for example, one of the contracts is to improve the quality of study programs. Then what will be the indicators, for example, how many study programs have there been activation, for example, this year the target is 6 study programs, for example last year there were only 5, so this year the target is 1, so it will be evaluated through Lakip. If the boy gets the best, he will be rewarded. This Lakip is contested once a year so that the performance of each faculty will be known. This Lakip is also a form of leadership evaluation of the performance of the lecturers. There are still Riau University lecturers who lack a sense of concern for progress, as if progress is only the job of University officials, even though university progress is a shared responsibility, each has a role and method in developing the university. There are still lecturers who are reluctant to do research and write articles. Besides that, there are still lecturers in teaching, so the sense of responsibility is still lacking.

(e). Norms and Behavior

University of Riau related to norms and behavior are regulated in the lecturer's code of ethics. Documents governing the norms and behavior of lecturers are contained in the Decree of the Chancellor of the University of Riau No.06 of 2017 concerning the code of ethics for lecturers, and the Decree of the Chancellor of the University of Riau No:109/J19/AK/2003 concerning the rules of conduct for campus life. The code of ethics contains regulations that must be followed. followed by the lecturers, the regulations are related to dress, for example, the code of ethics states that lecturers may not wear jeans but must wear cloth pants, may not wear long shirts and so on. At the University of Riau, when there are lecturers who do not comply with the regulations, and their symbols, do not carry out their duties in accordance with the regulations and parts of it. So it's from the direct supervisor, the supervisor will write to the lecturer's direct supervisor to call those who have problems. So if for example a lecturer has a problem, his superior is the head of the study program and the head of the department, later the head of the study program will convey the head of the department. Then the head of the department calls the problematic lecturer, and when he is called once he doesn't come, he must be called a second time, if the second time doesn't come, he will be called a third time And if the third time does not come, the head of the department will write to the dean. Later the dean will write to the university to provide guidance. Coaching is carried out by the training team and the training team who convey it. If it is not finished, it will be resolved through the code of ethics board. In carrying out performance, lecturers must be guided by the lecturer's code of ethics. If it is found that the lecturer violates the code of ethics, the lecturer will be called to ask the problem if it is proven wrong, then a sanction will be given to the validity of the lecturer's conduct. According to the rules, the lecturer does not teach for 4 semesters. For 8 semesters, you may not apply for community service, for 4 semesters. semesters are not allowed to do research, so automatically for a long time he can't be promoted and Remon is terminated, but now when teaching rarely anyone refuses because there is an incentive every month of remuneration.

Based on the findings of the research above about the management of the reward system on the organizational culture of State Universities in Riau Province, the following researchers describe a comparison chart of the reward system:

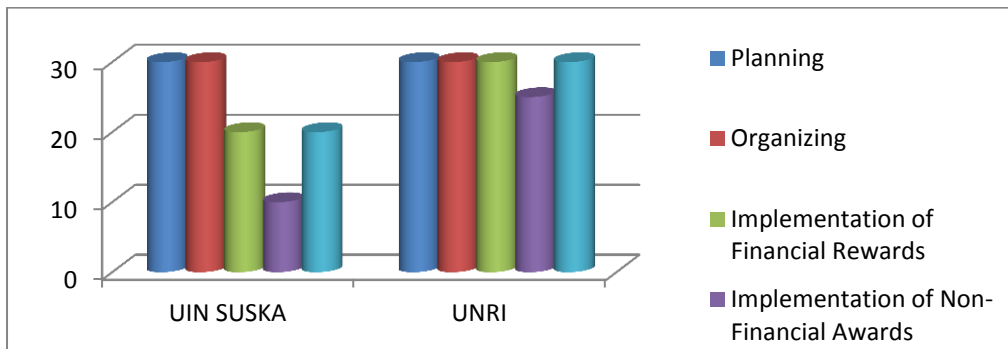


Figure 3: Comparison Graph of Reward System

Based on the graph above, it can be concluded and shows that the University of Riau has better management of the reward system it does compared to the State Islamic University of Sultan Syarif Kasim Riau.

Furthermore, related to the organizational culture of universities in Riau Province, researchers can describe in the following graphic form:

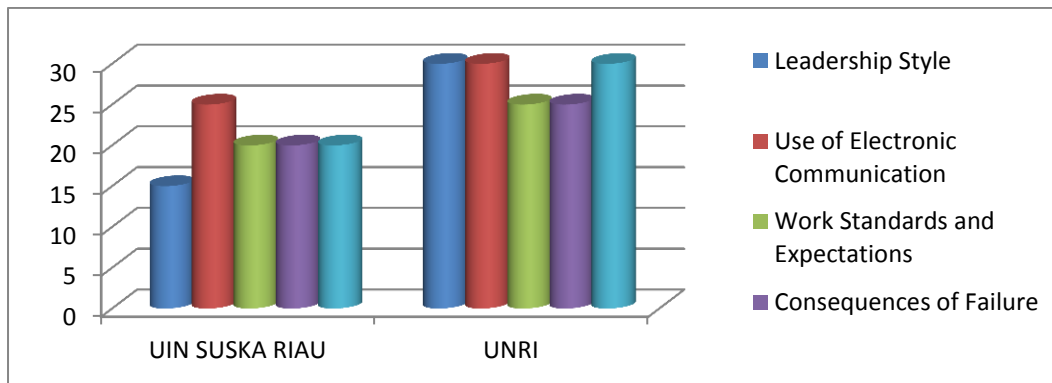


Figure 4: Comparative Graph of Organizational Culture

Based on the graph above, it can be concluded and shows that the University of Riau has a better organizational culture than the State Islamic University of Sultan Syarif Kasim Riau.

Based on the research findings related to the management of the reward system for the organizational culture of State Universities in Riau Province on several variables that have been given by the Sultan Syarif Kasim State Islamic University Riau and Riau University above, it can be concluded that in general the management of the award system for organizational culture has been implemented but has not been implemented optimally. Because there are still many shortcomings that are owned by Sultan Syarif Kasim State Islamic University Riau and Riau University, and improvements must be made immediately, both in terms of planning the narration system, organizing the scoring system, implementing the financial scoring system, implementing the non-financial scoring system, monitoring awards, leadership style, use of electronic communication, standards and work expectations, consequences of failure, and norms and ethics. If this is addressed, it is possible to be able to compete with universities in Indonesia and will provide job satisfaction for lecturers. With a good reward system management, the campus organizational culture will be better so that it will improve the performance of lecturers which will have an impact on the quality of the university.

Thus it can be understood that the management of the reward system has a very large contribution to the success of an organization, including the creation of a higher education organizational culture, the better the management of the reward system, the more motivated lecturers will always improve their performance. The award is an acknowledgment from the institution given to the lecturer because of the work given, in other words, the award is a reward or something received by the lecturer as a substitute for the contribution of the lecturer's services to the institution. An award is what an employee / employee / worker receives in return for the work he gives (M. Kadarisman, 2014).

Salaries and wages are one of the concrete forms of compensation. Compensation is not just a matter of salary or wages, but there are other things. Compensation is the provision of appropriate and fair service rewards to employees because they have contributed to the achievement of the organization. Thus, compensation has a broad meaning, besides consisting of salaries and wages, it can also be in the form of housing facilities, vehicle facilities, uniforms, family allowances, health benefits, food allowances and many others that can be valued in money and tend to be accepted by employees. regularly (Suwanto and Donni Juni Priansa, 2013).

In an organization there is no denying that the basic motivation for most people to become employees in an organization is to earn a living. This means that if on the one hand a person uses his knowledge, skills, energy and part of his time to work for an organization, on the other hand he expects to receive certain rewards. Departing from this view, today the issue of rewards is seen as one of the challenges that must be faced by the management of an organization. It is said to be a challenge because the rewards by workers are no longer seen solely as a means of satisfying their material needs, but have been linked to human dignity. The organization should tend to see it as a burden that must be borne by the organization in the context of efforts to achieve its goals and various goals. This means that in developing and implementing a particular reward system, the interests of the organization and the interests of the workers are absolutely taken into account.

The relationship between the organization and employees is a cooperation in a psychological contract, where each party has mutually agreed rights and obligations. The organization has the right to obtain certain contributions from employees, namely carrying out work within the organization. However, the organization also has an obligation to provide a number of awards. or reward or compensation. The compensation can be grouped into two types, namely direct compensation and indirect compensation. Direct compensation consists of financial (salaries, wages, benefits and incentives) and non-financial compensation (rewards in the form of facilities such as cars, buses, mess, health centers and health insurance). While indirect compensation consists of financial compensation (full pension, pension early retirement, severance pay, widow/widower pension), while non-financial compensation, namely non-financial compensation, is not directly given to those who retire in full, early retirement in the form of health insurance (Suparyadi, 2015).

Awards are one of the determining factors for employee job satisfaction. Companies need to pay special attention to employee job satisfaction by giving awards (gifts, rewards, and promotions) to their employees. The award given by the company to employees aims to increase employee job satisfaction (Lailatul Muqoyyaroh, 2018)

In theory, if the management of the reward system is carried out properly and correctly, while consistently carrying out management principles, starting from planning, organizing, implementing and monitoring correctly and correctly, the organizational culture will be realized by universities. Based on the results of this study, it was found that the management of the reward system for the organizational culture of State Universities in Riau Province has been implemented but has not been implemented optimally, so that in general it has an impact on the organizational culture of State Universities in Riau Province. In the following, the researcher describes in detail the implications of the findings of this study related to the formulation of the problem that has been determined, namely:

1. The Rector has carried out the Management Planning of the Award System for the Organizational Culture of State Universities in Riau Province by issuing a Rector's Decree (SK) regarding the implementation of university remuneration. The principles of remuneration are meeting the reasonable level of employee life in meeting physical and social needs in the employee's environment; individual awards are calculated based on the value of the work in accordance with the principle of "equal pay for jobs of equal value", namely for the same value of work the remuneration is also rewarded with the same value, remuneration is expected to encourage the achievement of employee expectations and organizational goals; remuneration is expected not to exceed the financial capacity of the BLU and must comply with the provisions of the regulations that have passed; have a control system for compliance with the implementation provisions. But in fact, based on research findings, the above planning has not been implemented optimally by State Universities in Riau Province. So far, remuneration planning has not been able to meet the reasonableness of the employee's level of life in meeting physical and social needs in the employee's environment, it is still found that the physical needs and the environment where the lecturers work has not been supportive to improve lecturer performance.
2. The management of the award system for the organizational culture of State universities in Riau Province has been carried out by the Rector by issuing a Rector's Decree regarding the main duties and additional duties of lecturers. The main task of a lecturer is the tridharma of higher education, namely teaching, research and service. While additional tasks, lecturers are given other workloads, namely as Rector, Vice Chancellor, Dean, Deputy Dean, Head of Department, Deputy Head of Department, Head of Institution. Good organization will be able to create relationships between fellow lecturers and lecturers with the leadership will be well established. In theory, this stage of organizing will certainly have implications for the management of the reward system. Ideally, each field can work well in accordance with its duties and functions so that the goals that have been set can be achieved. But the fact is based on research findings there are still lecturers who teach not optimally, there are lecturers who are reluctant to do student thesis guidance, there are lecturers who rarely do research, there are lecturers who do not write articles for journals, there are still university level leaders and faculty level leaders who are not optimal. . This kind of situation in general has an impact on State Universities in Riau Province.
3. Implementation of the Management of the Award System for the Organizational Culture of State Universities in Riau Province in general has been implemented. Through the remuneration program, lecturers are rewarded for their performance in the form of remuneration, this award is divided into two, namely financial awards and non-financial awards. The implementation of awards given to lecturers is based on the performance and work performance of the

lecturers. In theory, the award is an acknowledgment from the institution given to the lecturer because of the work given, in other words, the award is a reward or something received by the lecturer as a substitute for the contribution of the lecturer's services to the institution. Awards are what an employee/employee/worker receives in return for the work he/she provides. Awards are one of the determining factors for employee job satisfaction. Companies need to pay special attention to employee job satisfaction by giving awards (gifts, rewards, and promotions) to their employees. The award given by the company to employees aims to increase employee job satisfaction. Thus, it can be understood that the implementation of reward system management has a very large contribution to the success of an organization, including the creation of a higher education organizational culture, the better the management of the award system, the more motivation the lecturers will always improve their performance. But in fact, based on research findings, there are several parts of the task that have not been carried out optimally, for example there are still lecturers who teach not optimally, there are excess points in teaching that are not paid, the work environment is not comfortable, lecturers who excel are not given promotions and are given assistance. funds for construction. Conditions like this in general will of course have an impact on State Universities and will have an impact on the organizational culture of higher education.

4. Management supervision of the award system on the organizational culture of State Universities in Riau Province has generally carried out supervision of the award system. In supervising the reward system, the system is under the SPI (Internal Supervisory Unit). The awards that have been rolled out will be monitored by SPI whether or not it is in accordance with its designation. In evaluating the reward system for Riau University lecturers, they conduct an internal academic quality audit and an audit of lecturer satisfaction. Internal academic quality audit is an activity to find out one of them is related to learning whether services to students have been carried out or there are obstacles, while lecturer satisfaction audits are lecturers' responses to services at the university, student satisfaction with lecturer performance. In theory, the better the monitoring system, the more optimal the results of a program of activities carried out. Therefore, all elements of the existing reward system management must be properly monitored.

However, in fact, there are some elements of the management of the reward system that have not been able to be controlled properly by the Chancellor, for example the points of supervision instruments have never been evaluated so that some lecturers are reluctant to carry out testing activities, guiding students because remuneration points have been fulfilled. the excess points should be paid. This problem is because the indicators of achieving this point have weaknesses and need to be evaluated. All of that, of course, will generally have a negative impact on the quality of higher education.

Based on the analysis and theory above, in the future Sultan Syarif Kasim Riau State Islamic University and Riau University must really realize that competition between universities is getting tougher, this is evidenced by the increasing number of universities competing to always try to improve their university rankings so that able to make a significant contribution to the quality of education of the nation's children. In this regard, the management of the award system must be carried out properly so that the Sultan Syarif Kasim Riau State Islamic University and Riau University have a good organizational culture so as to produce lecturers' performance achievements that are able to bring universities to be more accomplished.

CONCLUSION

Based on the results of the study, it can be concluded several things as follows:

1. The management of the appreciation system for the organizational culture of State Universities in Riau Province has been implemented but has not run optimally.
2. The management of the award system for State Universities in Riau Province has been implemented but has not run optimally.
3. The organizational culture of State Universities in Riau Province has been implemented but has not run optimally.
4. The management of the award system for the organizational culture of State Universities in Riau Province has been implemented but has not run optimally, this is because there are still some indicators of the management of the award system and indicators of organizational culture that have not been implemented optimally.

APPRECIATION

Our deepest gratitude goes to Sultan Syarif Kasim State Islamic University Riau, Riau University, Sultan Thaha Syaifuddin State Islamic University Jambi, Postgraduate and Islamic Education Management Study Program UIN STS Jambi who have provided support for us to conduct outstanding research. This is normal, and thank you to my friends at Postgraduate Islamic Education Management at UIN STS Jambi who helped us a lot in completing this research.

REFERENCE

1. A.A Anwar Prabu Mangkunegara. (2013). Company Human Resources Management. Bandung: PT Teen Rosdakarya
2. Bambang Ismaya. (2015). Education Management. Bandung: Refika Aditama
3. Colquit, et.all. (2009). Organizational Behavior; Improving Performance and Commitment in the Workplace. New York: McGraw-Hill/Irwin
4. Creswell, John W, (2012). Educational Research; Planing, Conducting, and Evaluating Quantitative and Qualitative Research (Boston: University of Nebraska-Lincoln
5. Dean Anderson and Linda S. Ackerman Anderson. (2001). Beyond Change Management. San Francisco: Jossey-Bass
6. Esen Pramudya Utama, Ahmad Syukri, Risnita (2021). Relationship between Work Capacity, Work Motivation and Opportunity to Participate in The Discretionary Behavior of Private Islamic Higher Education Lecturers in Lampung Province. <https://ijpsat.ijsh-t-journals.org/index.php/ijpsat/issue/view/54>
7. Junianto Sitorus, Ahmad Husein Ritonga, Martinis Yamin (2021). Integrated Quality Management of The State Islamic University of North Sumatra, Medan in The Development of Graduation Skills Based on Soft Skills. International Journal of Progressive Sciences and Technologies (IJPSAT). <https://ijpsat.ijsh-t-journals.org/index.php/ijpsat/issue/view/54>
8. Coordinating Ministry for People's Welfare. (2018). Education in Indonesia Problems and Solutions. Jakarta: Deputy for Coordination of Education, Religion and State Apparatus.
9. Lailatul Muqoyyarah. (2018). Effect of Reward on Job Satisfaction of PDAM Magetan Employees. Journal: Volequilibrium, Volume 6, Number 1
10. Lijan Poltak Sinambela. (2018). Human Resource Management. Jakarta: Earth Literacy
11. Lailatul Muqoyyarah. (2018). Effect of Reward on Job Satisfaction of PDAM Magetan Employees. Journal: Volequilibrium, Volume 6, Number 1
12. Mukhtar Latif and Suryawahyuni Latif. (2018). Educational Management Theory. Jakarta: Prenada Media Group
13. Moh. Zaiful Rosyid and Aminul Rosid Abdullah. (2018). Reward & Punishment In Education. Malang: Archipelago Literacy
14. M. Kadarisman. (2014). Compensation Management. Jakarta: PT. King Grafindo Persada
15. Mukhtar, (2013). Practical Methods of Qualitative Descriptive Research. Jakarta: GP Press Group
16. M. Kadarisman. (2014). Compensation Management. Jakarta: PT. King Grafindo Persada
17. Shahrizal Abbas. (2014). College Management. Jakarta: Kencana.
18. Suparyadi. (2015). Human Resource Management: Creating Competitive Advantage Based on HR Competence. Yogyakarta: CV. Andi Offset
19. Suwanto and Donni Juni Priansa, (2013). HR Management in Public and Business Organizations. Bandung: Alfabeta
20. Sohiron, et al. (2018). Global Issues in Educational Management. Jambi: Salim Media Indonesia
21. Suwanto and Donni Juni Priansa, (2013). HR Management in Public and Business Organizations. Bandung: Alfabeta
22. Suparyadi, (2015). Human Resource Management: Creating Competitive Advantage Based on HR Competence. Yogyakarta: CV. Andi Offset
23. Syamsir Torang. (2014). Organization and Management: Behavior, Structure, Culture and Organizational Change. Bandung: Alfabeta
24. Umiarso and Imam Ghazali. (2010). School Quality Management in the Era of Education; Selling Education Quality with Quality Control Approach for Education Institution Actors. Yogyakarta: IRCiSo
25. Veithzal Rivai Zainal and Fauzi Bahar. (2013). Islamic Education Management from Theory to Practice. Jakarta: PT. King Grafindo Persada.
26. Wibowo. (2013). Organizational culture. Jakarta: Rajawali Press