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EXPLORE PUBLICATION INTERESTS FOR LECTURERS WITH EMOTIONAL EMPOWERMENT COLLABORATIVES

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3

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Abstract. The purpose of this research is to integrate social exchange theory, social identity theory and motivation theory, so as to produce a new concept of the Emotional Empowerment Collaborative model. The next discussion describes the concept of the Emotional Empowerment Collaborative model. In social exchange among lecturers as the main asset of the university, it is necessary to form a discussion group/forum that is emotionally involved specifically to discuss issues of publication journals that are developing in a theoretical and practical competitive environment so as to provide energy/enthusiasm among group members to compete. Along with the increasing competition between universities, both at home and abroad, the quality of lecturers is high. One of the benchmarks for higher education quality is the number of scientific works produced by lecturers published in national and international journals. However, the fact is that the interest of lecturers in conducting research for publication is still low. The type of this research is exploratory research, measurement of variables by donating, collecting, professional competence and performance of lecturers' scientific publications. The results of this study are knowledge donating and knowledge collecting which are dimensions of knowledge sharing that can positively and significantly increase the publication of lecturers' scientific works in universities.

Keywords: social exchange; social group identity; motivation; knowledge sharing; collaborative emotional empowerment.

INTRODUCTION

The importance of research in higher education (DIKTI) is based on data that only 2.7 percent of Asian research publications on Indonesia in peer reviewed international journals written by Indonesian authors. While the total number of Indonesian scientific publications is still lagging behind Malaysia (Scimagojr, 2018). Therefore, lecturers as researchers are not only required to continue to produce work independently, they are also required to be able to collaborate with other researchers in the country so that research can be more comprehensive, and is expected to be able to encourage and strengthen collaboration with researchers abroad. in an equal, balanced and contributive position. However, the fact is that lecturers' interest in conducting research in the last three years tends to decrease (forlapdikti, 2018). Lecturers are motivated by their productive performance by writing books, journals that are useful for themselves and for institutions. Work motivation is a psychological process, directing, energizing, and maintaining work actions, tasks, roles (Ziar Ramírez García, Susana Del Cerro Ramón, and Albert Fornells Herrera 2019). Experts have distinguished between two main types of work motivation theory: endogenous process theory and exogenous causal theory (Grant and Shin 2012). Endogenous process theory focuses mainly on psychological mechanisms that explain a teacher's personal motivation, while exogenous causal theories focus primarily on contextual influences on work motivation which can change at any time. This research

focuses on both of which raises expectations of the lecturers and higher education institutions.

The low culture of writing for the publication of scientific journals among academics has a negative impact on the organization where they take shelter, whereas now scientific publication of research papers / articles in well-known journals has become an important factor in evaluating the academic performance of lecturers in colleges and universities (Salmi 2012). Overall, almost half of the lecturers believed that journal publications could be accepted for promotion at their university (Apuke and Iyendo 2018). However, the survey also revealed there was a low level of awareness from lecturers for journal publications (Cai, Y., & Yan 2017). To improve the culture of writing lecturers can be pursued by studying together to form a community (group). Group knowledge sharing is influenced by organizational rewards, member trust, organizational culture, interaction and quality of knowledge management. This opinion is corroborated by research by Al-Kurdi, El-Haddadeh, and Eldabi (2018), stating that knowledge management, knowledge sharing and collaboration have a positive impact on academic staff.

Research results of McDonald, Fielding, and Louis (2013) explain that a person is motivated by conflict norms or vice versa, norms provide energy to encourage people to take action so that they get better results. However, this study was challenged by Johnson et al. (2010) who stated that intellectual conflict can have important effects and negative energy providers to progress and develop. Conflicts that occur

6 at the individual level will affect individual behavior. Conflicts that occur at the individual level will affect individual behavior. Energy behavior has a positive effect on work motivation In [Abd Majid et al.](#) (2016), [Grant and Shin](#) (2012), the results of his research reinforce that work motivation will direct, give positive energy to improve performance. However, recent research states different results that workplace experience confirms that employees need to meet expectations producing positive emotional states that energize, and that this energy is manifested in employee behavior at work ([Süßbauer and Schäfer](#) 2019).

Literature Review

Social exchange is a process involving a series of interactions affecting the existence of obligations. SET is an interdependent interaction with other people's actions ([Blau](#) 2017). SET prioritizes ongoing relationships which ultimately lead to mutual trust but with an agreed exchange condition. SET exchange rules consist of three rules namely reciprocity rules, negotiated rules and exchange rules are less researched. Reciprocity is an interdependent exchange. Interdependence by some researchers is considered a characteristic of social exchange ([Goater et al.](#) 2020). The rules of exchange that are not examined are those that do not exist in the rules of Reciprocity and Exchange negotiation consisting of six elements ([Itziar Ramírez García et al.](#) 2019). The six elements are reciprocity, rationality, altruism, group acquisition, status consistency, and competition ([Johnson et al.](#) 2010). Altruism is a rule where we seek

the benefits of others even at an absolute cost to ourselves. In general, someone will want to do social exchange if it happens to the same or close social identity. Social identity is a characteristic that distinguishes between someone who is incorporated in a group with those not based on cultural equality, lifestyle, ideology.

The concept of identity is divided into social identity theory and identity theory, self-identity is reflexive because it makes an object and can categorize, classify and other social categories ([Vignoles](#) 2017). The process of social comparison someone labels himself with in-group or out-group. Social identity includes emotional, evaluative, and classification in groups ([Trepte](#) 2017). Social identity theory is a theory explaining in-group versus out-group behavior. Social identity has the advantage of emotional connection and social connection. The superiority of the emotional dimension shows that if a person has a negative emotional impact, this includes depression, decreased mortality, obesity, and decreased quality of life, especially when loneliness is experienced chronically ([Cacioppo et al.](#) 2016)

However, the results of other research findings have shown that when a person's social identity especially the high level of emotional involvement can improve individual performance ([Baker et al.](#) 2019), collaboration ([Al-rahmi, Othman, and Yusuf](#) 2015), self-esteem ([Martin](#) 2019), and a sense of self-worth ([Harris et al.](#) 2019). In addition, when certain social identities such as emotional prominence, they can produce useful behaviors. For example, research by Carter (2013) provides evidence that when a person's moral

identity is prominent, it reduces the possibility of fraudulent behavior. More recent research has also examined how social identity influences individual morality and health (Peterson 2018).

METHODS

This research uses exploratory methods. Exploration is done when not enough is known about a phenomenon and a

RESULTS AND DISCUSSION

In this globalization arena, universities are primarily driven by human capital that has high intellectual capacity so that they are able to lift organizations to build and maintain competitive advantage (Gallardo-v and Enrique 2019). Requirements to compete, the lecturer must have professional competence. Professional competence is the mastery of extensive and deep learning material, including the

problem that has not been clearly defined (Boru 2018; Mohajan 2018). Therefore, the theme is to overcome new problems that little or no previous research has been done (Johnsonr 2015). The data was taken from reputable international journal research that still has a relationship with social exchange theory, social identity and motivation.

mastery of lecture material and the substance of scientific studies philosophically. Based on the description above and the integration of the dimensions of the theory of the concept of identity, motivation and social exchange theory can be arranged propositions to build professional competency approaches to other rules. The proposition is Collaborative Emotional Empowerment, it is presented in Figure 1.

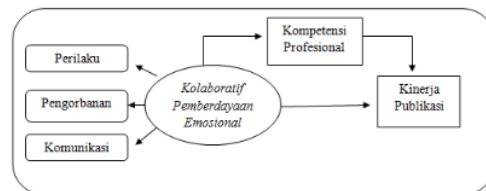


Figure 1. Collaborative Proposition for Emotional Empowerment

Knowledge sharing is the process of tacit knowledge transfer of two or more people. This is a process for gathering knowledge together among members, easily this process is called gathering knowledge together (Zheng, 2017). This process according to Wang and Noe (2010) is referred to as social interaction,

with the intention that information is not tacit which is only locked in the minds of one person. similar to what was conveyed by Savolainen (2017) sharing knowledge is a way for someone to share what they know. More recent research states that knowledge sharing supports collaboration and integration facilitated by technology

(Alosaimi, 2018). Karagoz (2017) requires that knowledge sharing be combined with other knowledge to optimize the exchange of knowledge. Knowledge creation and knowledge exchange are tacit. This can happen if people work together voluntarily, this process leads to the creation of new knowledge, which can be an important source of competitive advantage (Hosseini, Soltani, and Mehdizadeh 2018).

Argue that sharing knowledge depends on the intention of having knowledge, people will not share their knowledge because their knowledge is valuable and

important. However, in practice, knowledge sharing actually becomes an individual level of spirit (Frimpong, 2018). Organizations influence the process of sharing knowledge among members of organizations that are weak in culture and rule enforcement so employees will only share knowledge according to profits and costs personally but if the organization is financially strong, rules and teamwork, the practice of sharing knowledge can help the organization become more profitable and invincible.

Preposition 2: Knowledge sharing is an interaction of giving and receiving knowledge between two or more individuals, the impact of which will affect Collaborative Emotional Empowerment and professional competence. The achievement of publication of scientific papers is built on professional competence and Emotional Empowerment Collaborative.

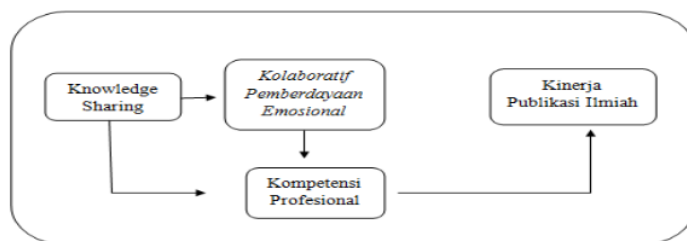


Figure 2. Proposition 2 Knowledge Sharing

CONCLUSIONS

Competition between universities is not only at the national level but also at the international level, the spearhead for improving the quality of higher education is quality lecturers. Quality lecturers are proven by being able to teach students well, being able to practice their knowledge

in the community and being able to be academically productive, namely producing journals that are recognized nationally and internationally. However, the ability of lecturers to write is still limited because of their limited knowledge of how to write good journals, where they should submit the journals they have produced and how to remain productive in producing

quality journals so, Emotional Empowerment Collaborative becomes a solution for lecturers who experience problems in research.

The next research is the importance of examining the Collaborative Dimensions of Emotional Empowerment with different institutions (different lecturers of different clusters) in order to prove empirically whether the emotional ties between lecturers in collaboration are influenced by the dimensions of behavior, sacrifice and communication.

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