Internal Validation of Organizational Well-Being Measurement Tools in the Context of Higher Education Using Confirmatory Factor Analysis

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ABSTRACT: Organizational welfare is a topic that is currently being researched and developed due to its impact on individuals and organizations in efforts to improve performance. This study aims to test the psychometric construct of the Organizational Welfare measurement tool in the context of higher education, developed by researchers based on the theory of Prilleltensky & Prilleltensky (2006). The sample consists of 432 participants, comprising lecturers and employees of private universities in Jakarta (50% lecturers and 50% employees). The Organizational Welfare measurement tool consists of 64 items that measure three dimensions: Effective Environment, Reflective Environment, and Affective Environment. Data analysis was conducted using Confirmatory Factor Analysis with Lisrel 8.8 software, and internal consistency was tested using Cronbach's alpha. The results showed that the three dimensions of the Organizational Welfare measurement tool had a fit model (meeting the model suitability criteria as per Hu & Bentler, 1999) and Cronbach's alpha coefficients ranging from 0.88 to 0.92. In total, 63 items were found to be valid, while 1 item was invalid due to having a t-value of less than 1.96.

INTRODUCTION

People in general want a prosperous life. Well-being itself has a different meaning for each individual. Central Bureau of Statistics (2017) said the well-being indicators of the Indonesian people are measured based on eight areas which include health and nutrition, population, employment, education, housing and the environment, consumption levels and patterns, poverty, and other social.

Over time, the concept of well-being has a very wide variety of meanings and definitions and involves not only financial but also physical, emotional, mental and social aspects. The concept of well-being also began to move from individuals to organizations (Simone, 2014), so that well-being in the context of the organization is of particular concern for the organization to be researched.

The largest investment in a profit or non-profit organization is human resources. This is because, workers in an organization are individuals who apply practices to improve performance and achieve organizational goals (Yahya & Amalia, 2016). Results of research conducted by Cojocaru (2014) show that one of the factors that support the success of an organization is the well-being of the organization. The well-being of the organization not only has an impact on the organization but also has an impact on workers. The real impact of organizational well-being on workers can be seen in productive work attitudes, always prioritizing the quality of work, and loyal and active contributions to their organization.

Organizations are said to be prosperous if finances and the health of workers, both physically

and psychologically are met. Workers are also able to maintain a healthy work environment and organizational culture and show a satisfied attitude towards the organization despite facing various changes in the organization (Cartwright & Cooper, 2014). Conversely, organizations that are not prosperous are shown by a lack of supporting facilities, no opportunities for individuals to develop themselves, and not achieving organizational goals due to decreased performance of workers.

One challenge The biggest thing related to organizational well-being is having the right measuring tool in measuring organizational well-being. Perceptions of organizational well-being in Individuals to the organization where they work are needed to identify the level of well-being in the organization so the development of organizational well-being measurement tools is important. Coli and Rissoto (2013) In their research on organizational well-being, suggested developing and evaluating organizational well-being measurement tools In the context of higher education. Moreover, Higher education has an important role in producing excellent graduates so university leaders need to improve organizational well-being to support the performance of lecturers and employees. Based on the explanation above and the need for the development of higher education, then researchers want to develop and validate the construction of organizational well-being measurement tools based on the theory Prilleltensky & Prilleltensky (2006) In the context of higher education because there is still no research that develops the construct of organizational well-being measurement tools.

Prilleltensky and Prilleltensky (2006) states that the high well-being of the organization is measured by three dimensions, namely the effective, reflective, and effective environment. Organizational well-being in an educational context is closely related to an effective and reflective environment. An effective environment allows educational institutions to achieve learning goals efficiently, adapt teaching methods to student needs, and provide adequate resources. Meanwhile, a reflective environment allows institutions to continuously improve teaching, curriculum, and policy, as well as respond to changes in society and education. By strengthening these two aspects, educational institutions can improve the well-being of students and staff, as well as improve overall learning outcomes.

Effective environments are characterized by Role Clarity, Communication, Leadership, Resources, and Physical Condition. Role Clarity is Formulated as clear role demands according to competence, skills, and educational background, clear division of tasks, clear task demands and responsibilities, and a clear workflow. Communication is Identified with communication that runs effectively through means of conveying information, ensuring the implementation of tasks properly, or through meetings or dissemination of information among colleagues, superiors, subordinates, and students. Leadership is Defined as a leadership style that can place itself in various situations and can understand the needs and desires of employees. Resources are Characterized by the availability of facilities and infrastructure that support the implementation of tasks properly. Physical Condition It can be seen in a comfortable room, occupational health and safety, and the capacity of the room is not narrow.

“The Full Spectrum Model of Organizational Wellness." This model identifies eight main interrelated dimensions: 1) economic: focuses on the financial stability of the organization and the fair distribution of resources. 2) physical: assesses health and safety physical environment of the workplace. 3) social: measures the quality of relationships between organizational members and social support in the workplace. 4) psychological: looks at employee mental health and job satisfaction: focuses on opportunities for learning, innovation, and ecological intellectual development organizational responsibility towards the environment and conducting sustainable politics: spreading equality, justice and participation in organizational decision making (Prilleltensky, 2003).

This approach to measuring organizational well-being involves the use of various research instruments, such as employee surveys, interviews, observations, and document analysis. By

understanding and measuring each of these dimensions, organizations can identify areas that require further attention and develop strategies to improve overall well-being (Prilleltensky, 2012).

The reflective environment is characterized by personal development, organizational improvement, and organizational learning. Personal Development is defined as receiving constructive feedback both formally and informally, getting support from colleagues, and getting mentoring, supervision, and opportunities to be able to develop themselves professionally. Organizational Improvement can be seen through programs and strategic planning which include human resource structuring policies, and work programs that are under the vision and philosophy of the university. Organizational Learning is formulated as providing opportunities to develop cognitive abilities such as learning, argumentation, relating, and aligning with work. Furthermore, the affective environment is characterized by Dignity that is, when individuals feel treated with honor and fairness in terms of salary, recognition, value of their choice, voice, and support each other. Based on the background that has been explained, this study aims to test the psychometric construct of the Organizational Well-being measurement tool in the context of higher education

METHODS

Data collection was carried out at five private universities located in Jakarta with superior accreditation. College with superior accreditation usually demonstrate high quality standards in management, curriculum and human resources. This creates a conducive environment for research on organizational well-being, because it has a well-maintained organizational culture, a variety of employees and activities, and access to relevant data and respondents. Questionnaires were distributed to participants who were lecturers or lecturers and employees working at these universities. Based on the data obtained, the number of lecturer participants was 216 and employees amounted to 216 (N = 432), with more male characteristics (N = 236) compared to women (N = 196). Most of the participants did not have structural positions, amounting to 79.16% (N = 342), while for participants who had structural positions only 20.84% (N = 90). Structural positions are defined positions or roles in an organization, with clear responsibilities, authority and relationships with other positions in a hierarchical structure.

Organizational well-being is measured using measuring instruments Organizational Well-Being was developed by researchers based on the theory of Prilleltensky &; Prilleltensky (2006) which consists of three dimensions, namely the effective environment, reflective environment, and affective environment, and has an item of 64 items with four response options from very appropriate to very inappropriate. Cronbach alpha reliability on each dimension of the measuring instrument ranges from 0.889 – 0.920.

The organizational well-being measuring tool consists of statements that capture the extent to which the effective environment, reflective environment and affective environment in the context of higher education are perceived as organizational well-being. This measuring tool was developed by researchers referring to the concept of organizational well-being developed by Issac and Ora (2006).

The psychological climate measuring tool consists of statements that include the extent to which the organizational environment is considered a favorable - unfavorable psychological climate. Researchers used a psychological climate measuring instrument created by Schaufeli (2012) dan disusun berdasarkan Taxonomy of Climate Ostroff (1993).

The tool for measuring commitment to the organization consists of statements that capture the extent of commitment of lecturers and academic support employees to the organization. This measuring tool uses OCQ (Organizational Commitment Questionnaire), which was developed by (Meyer & Allen, 1997).

Tabel 1. Tools for Measuring Organizational Well-being

Dimensions	Indicators
Efective Environment	Role Clarity
	Communication
	Leadership
	Resources
	Physical
	Condition
Reflective Environment	Personal
	Development
	Organizational
	Improvement
	Organizational
	Learning
Afective Environment	Dignity

Table 2. Psychological Climate Measuring Tools

Facets	Sub-Facets	Indicators
Affective	Participation	Involvement in work processes and taking decision
	Cooperation	Assistance and support from superiors and colleagues in carrying out work
	Warmth	Close and pleasant relationships with co-workers
		The atmosphere that builds while working
	Social Rewards	Recognition from the environment regarding abilities and work results
Cognitive	Growth	Develop your skills and abilities
		Experience career development at work
	Innovation	Flexibility and creativity in work
	Autonomy	Freedom to manage work and make your own decisions
	Intrinsic Rewards	Feel proud of your success at work
Instrumental	Achievements	Work to maximize your potential
		Set high work standards for yourself
	Hierarchy	Authority and recognition from superiors
	Structure	Clarity of rules and procedures as well as an orderly and planned work situation
	Extrinsic Rewards	Rewards and rewards received are based on competence and effort

Table 3. Tools for measuring commitment to the organization

Dimensions	Indicators
Affective commitment	Individual feelings towards the organization, such as warmth, sense of belonging, happiness and enjoyment of working in the organization.
Continuance commitment	Individuals stay in their jobs because they consider the pros and cons.
Normative commitment	Individuals feel they have an obligation to remain in the organization because they consider retribution.

This measuring tool captures the level of engagement of lecturers and academic support employees towards their work. Work engagement measuring tool created by (Schaufeli, 2012), with a Cronbach's alpha of 0.948 and was developed based on The Utrecht Work Engagement (UWES) from Baker and Schaufeli (2003).

Table 4. Work Engagement Measuring Tools

Dimensions
Vigor
Dedication
Absorption

Data analysis in this study uses the Structural Equating Modeling statistical technique using LISREL 870 software. The analysis in this study uses the Confirmatory Factor Analysis (CFA) technique which serves to confirm a construct. In addition, CFA also serves to investigate specifically how it relates to the underlying theoretical construct. CFA analysis includes testing the conformity of the model with data consisting of Chi-Square, degrees of freedom, significance levels, Goodness-of-fit-index (GFI), Root Mean Square Error Approximation (RMSEA), Normed Fit Index (NFI) , and Non-Normed Fit Index (NNFI).

Structural Equating Modeling method with LISREL 870 software. Not only does it provide the estimated coefficient values but also the t-value and p-value for each coefficient, so that by specifying the significance level, each coefficient represents The hypothesized causal relationship can be tested for statistical significance with a t-value ≥ 1.96 or looking at the calculated z compared to the calculated t with an alpha of 5%, so that the model is considered significant if the t-statistic value> t-table 1.96.

RESULTS AND DISCUSSION

Results

The purpose of this study is to conduct Factor Confirmatory Analysis on the Organizational Well-being measurement tool. The CFA results show the following values: Chi-Square = 45.53, df = 16, p-value = 0.0001, RMSEA = 0.065, CFI = 1.00, NFI = 1.00, NNFI = 0.99, GFI = 0.98. This shows partial support for the measurement model hypothesis. The results of CFA testing on organizational well-being measuring instruments can be said to be fit if they follow RMSEA and CFI guidelines that refer to Hu &; Bentler (1999). In measurement models where the entire model is not fully fit, researchers suggest testing the structure and psychometric properties of each factor independently (Brown, 2006). Conducting CFA tests on each dimension of the organizational well-being measurement tool shows that the existing dimensions meet the model conformity criteria. Next Conformity test results whether an item is said to be good if it meets the criteria (Adam, 2018) as follows:

1. The coefficient of t value > 1.96 (item will not be eliminated), to see the significance of the item in measuring the factor
2. The factor charge coefficient of an item. Items that have been suspended with favorable (on a Likert scale of 1-4), the value of the load coefficient of positively charged factor, and vice versa if the item with a negative item factor load coefficient, will be scored unfavorable (4-1).

The evaluation of the measurement model in this study focused on the relationships between latent variables and indicators. The goal is to determine the reliability of the indicators of a construct. Reliability tests serve to determine the consistency of measurement indicators from the construct of measuring instruments. Construct Reliability (CR) also called Composite Reliability can be used to test the reliability of an indicator using the information on loading factor indicators and error variance in the section standardized solution by using formulas (Adam, 2018):

$$\mathrm{CR} = \frac{(\sum \mathrm{std.loading})2}{(\sum \mathrm{std.loading})2+\sum \mathrm{ej}}$$

Information:
CR = Construct Reliability
Std. loading = Koefisien loading factor
Ej = Error variance

According to Bagozi and Yi (Edgy & Fish, 2012), an indicator has good reliability if it has a CR value of 0.60. The results of CFA testing of each dimension of the organizational well-being measurement tool are explained as follows:

Scale Effective Environment

Researchers conducted a CFA analysis of 36 items to find out if they were unidimensional, meaning they only measured the Effective Environment. The items on the Effective Environment scale are spread over 5 factors, where these factors measure one dimension of the Effective Environment on the Organizational Well-Being measurement tool. Based on the results of CFA analysis with a one-factor (unidimensional) model, it was found that the fit model with chi-square = 826.83, df = 497, p-value = 0.0000, RMSEA 0.039, NFI = 0.97, NNFI = 0.99, GFI = 0.90. The results of the CFA 36 analysis of 5 Effective Environmental factors can be seen in the following figure:

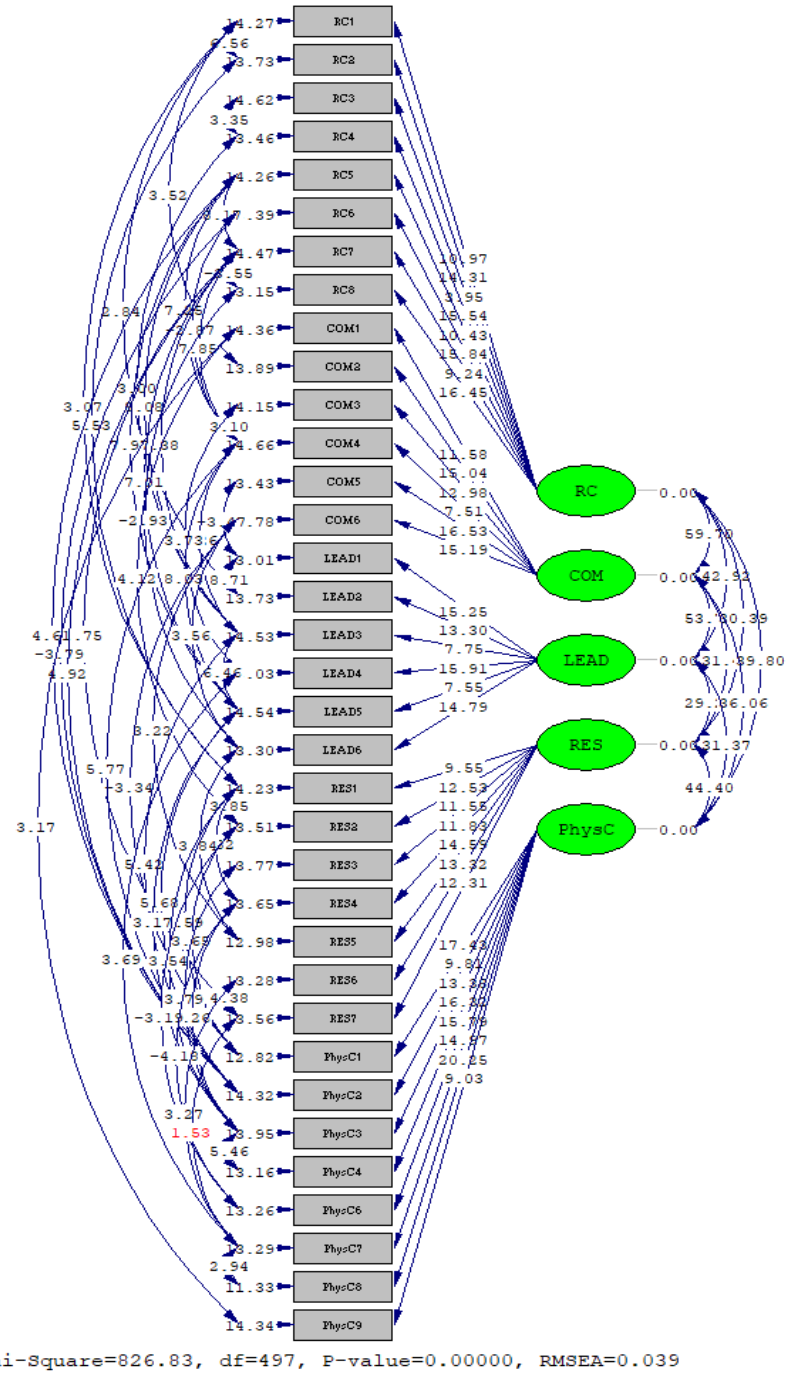

Figure 1. Results of CFA Analysis of Effective Environmental Scale Indicators

The next step is to see whether the significance of the items measures what they want to measure, and at the same time determine whether the items need to be eliminated or not and test the consistency of an indicator on the measuring instrument. The test is carried out by looking at the t value for each factor load coefficient, as in Table 5, and looking at the CR value for each indikator.

Table 5. Significant

No. Item	Coeficient	Standard Error	T Value	Information
RC 1	0,51	0,74	10,97	Significant
RC 2	0,64	0,59	14,31	Significant
RC 3	0,20	0,96	3,95	Significant
RC 4	0,68	0,54	15,54	Significant
RC 5	0,49	0,76	10,43	Significant
RC 6	0,69	0,52	15,84	Significant
RC 7	0,44	0,81	9,24	Significant
RC 8	0,71	0,49	16,45	Significant
COM 1	0,53	0,72	11,58	Significant
COM 2	0,66	0,57	15,04	Significant
COM 3	0,59	0,66	12,98	Significant
RC 1	0,51	0,74	10,97	Significant
RC 2	0,64	0,59	14,31	Significant
RC 3	0,20	0,96	3,95	Significant
RC 4	0,68	0,54	15,54	Significant
RC 5	0,49	0,76	10,43	Significant
RC 6	0,69	0,52	15,84	Significant
RC 7	0,44	0,81	9,24	Significant
RC 8	0,71	0,49	16,45	Significant
WITH 1	0,53	0,72	11,58	Significant
WITH 2	0,66	0,57	15,04	Significant
WITH 3	0,59	0,66	12,98	Significant
WITH 4	0,36	0,87	7,51	Significant
WITH 5	0,71	0,50	16,53	Significant
WITH 6	0,66	0,56	15,19	Significant
LEAD 1	0,68	0,54	15,25	Significant
LEAD 2	0,61	0,63	13,30	Significant
LEAD 3	0,37	0,86	7,75	Significant
LEAD 4	0,70	0,51	15,91	Significant
LEAD 5	0,36	0,87	7,55	Significant
LEAD 6	0,66	0,56	14,79	Significant
RES 1	0,46	0,78	9,55	Significant
RES 2	0,59	0,66	12,53	Significant
RES 3	0,55	0,70	9,55	Significant
RES 4	0,56	0,69	12,53	Significant

Table 6. Reliable Construct Reliability Test Results

11,83	Significant	RES 5
0,66	0,57	14,59
Significant	RES 6	0,62
0,62	13,32	Significant
RES 7	0,58	0,67
12,31	Significant	PhysC 1

Based on Table 5, it can be found that from 36 items spread in 5 Effective Environment factors, there is 1 item that is not significant because it has a t value of < 1.96, namely the PhysC 5 item so the item is eliminated. Then, based on table 2, it was found that the five indicators on the Effective Environment scale have good reliability values with a range of 0.77 - 0.84. Next, researchers conducted a one-factor model analysis on 5 effective environmental factors to see if the five factors only measured the effective environment. The results of the CFA analysis of 5 Effective Environmental factors can be seen in the following figure:

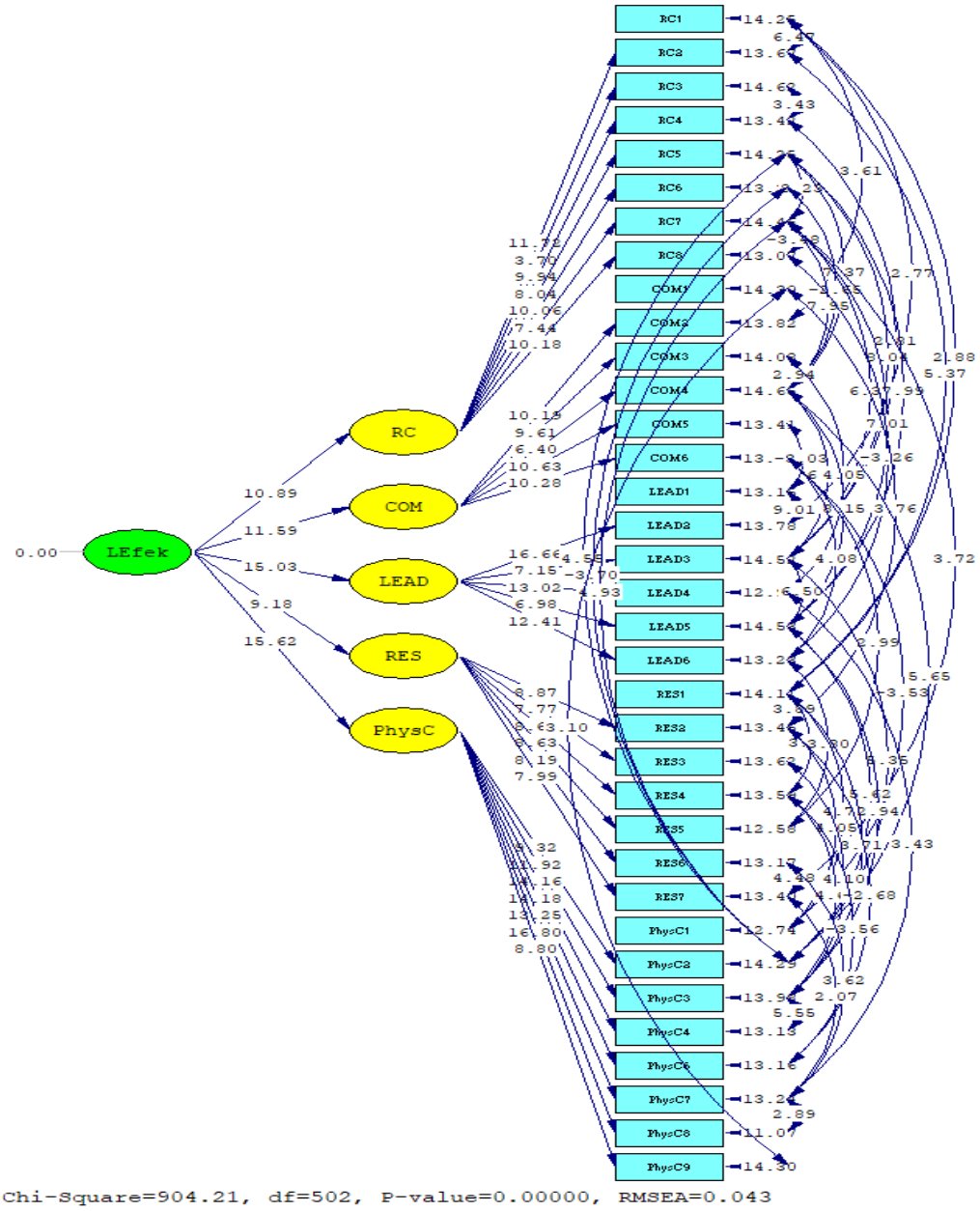

Figure 2. Results of CFA Analysis of Effective Environmental Scale

Based on the Figure 2, a value is obtained chi-square = 904.21, df = 502, p-value = 0.00000, RMSEA = 0.043, NFI = 0.97, NNFI = 0.99, GFI = 0.89, which means the model on the Effective Environment scale is fit. Furthermore, in each factor, if tested the value of t for each load of the qualified factor (> 1.96), namely with a range of 9.19-15.66, and each indicator has a good reliability value with a range of 0.77 - 0.84. It can be concluded that of the 36 items spread over 5 factors in the Effective Environment Scale, there are only 35 items that measure the Effective Environment and one item that is eliminated, namely PhysC5 which reads "the air temperature in the workspace is not following the standard operational procedures and safety first". The characteristics of respondents are lecturers and employees who work at private universities in DKI Jakarta, while the sound of the PhysC 5 item is more appropriate in the context of the company, especially manufacturing which involves operational procedures in the work safety environment to reduce work accidents (Taufek et al., 2016). In the context of universities, the necessary environment is an environment that can support the atmosphere of the teaching and learning process (Nugraha, 2015). This is because higher education is a world of science whose purpose is to develop, and disseminate science, technology, and culture through the teaching and learning process, as well as research and community service

(Indrajit & In Dijkpranat, 2016). But Gozalie (2016) explained that the environment in the context of higher education not only supports Tridharma but provides work motivation to academic support employees, academic supporters have tasks related to services such as helping the teaching and learning process, student affairs, staffing, infrastructure, infrastructure development, finance, libraries, and community relations.

Reflective Environment Scale

On the reflective environment scale, researchers tested 16 items spread across 3 reflective environment factors whether these items only measured the construct of the reflective environment. Based on the results of CFA analysis with a one-factor model (unidimensional), it was found that the fit model with chi-square = 525.11, df = 101, p-value = 0.000, RMSEA = 0.099, NFI = 0.98, NNFI = 0.99, GFI = 0.96. The results of CFA analysis on 16 reflective environment scale items can be seen in Figure 3.

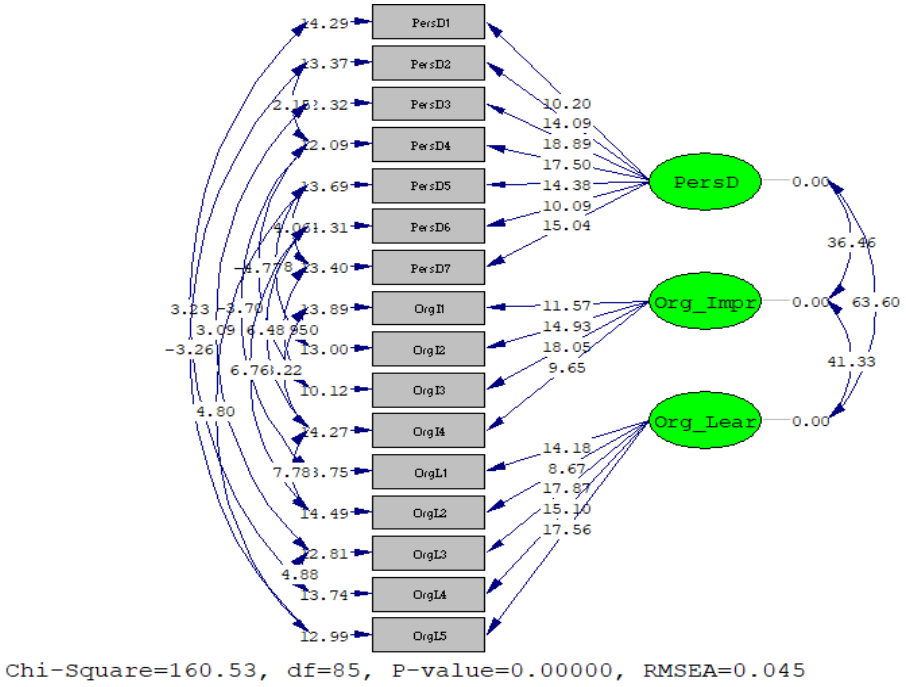

Figure 3. CFA Analysis Results Reflective Environment Scale Indicator

Next, the researchers looked at whether the significance of the 16 items spread across the 3 Reckective Environmental factors did indeed only measure one construct or not and tested the consistency of the indicators in the reflective environment factors. The test is performed by looking at the t-value for each factor load coefficient, as in Table 3 and looking at the CR value as in Table 7.

Table 7. Significant

0,74	0,45	17,43	Significant	PhysC 2
0,46	0,79	9,81	Significant	PhysC 3
0,61	0,63	13,38	Significant	PhysC 4
0,71	0,50	16,32	Significant	PhysC 5
0,06	1,00	1,28	Insignificant	PhysC 6
0,69	0,52	15,79	Significant	PhysC 7
0,67	0,56	14,97	Significant	PhysC 8
0,82	0,32	20,25	Significant	PhysC 9
0,43	0,81	9,03	Significant	Significance
OrgI 2	0,67	Indicator	Construct Reliability (CR)	Information
Role Clarity (RC)	0,77	Reliable	Communication (COM)	0,79

Reliable	Leadership (LEAD)	0,79	Reliable	Resources (RES)
0,82	Reliable	Physical Condition (PhysC)	0,84	Reliable
OrgL 2	0,41	0,83	8,67	Significance
OrgL 3	0,75	0,43	17,87	Significance
OrgL 4	0,68	0,56	15,10	Significance
OrgL 5	Item No.	Coefficient	Standard Error	Value of t

Table 8. Reliable Construct Reliability Test Results

Information	PersD 1	0,48
0,77	10,20	Significant
PersD 2	0,64	0,59
14.09	Significant	PersD 3

Based on Table 8 above, it can be seen that 16 items spread across 3 reflective environment factors are proven to measure only one construct. This can be seen in the qualified t value (> 1.96) with a range of 8.67 – 18.89 so that all items are retained. Then, in Table 4 it was found that the three indicators on the reflective environment scale have good reliability values with a range of 0.71 – 0.82. Next, researchers continued the CFA analysis on these 3 factors to see if the factors measured only one construct. The results of CFA analysis on 3 scale factors of reflective environment can be seen in the following figure:

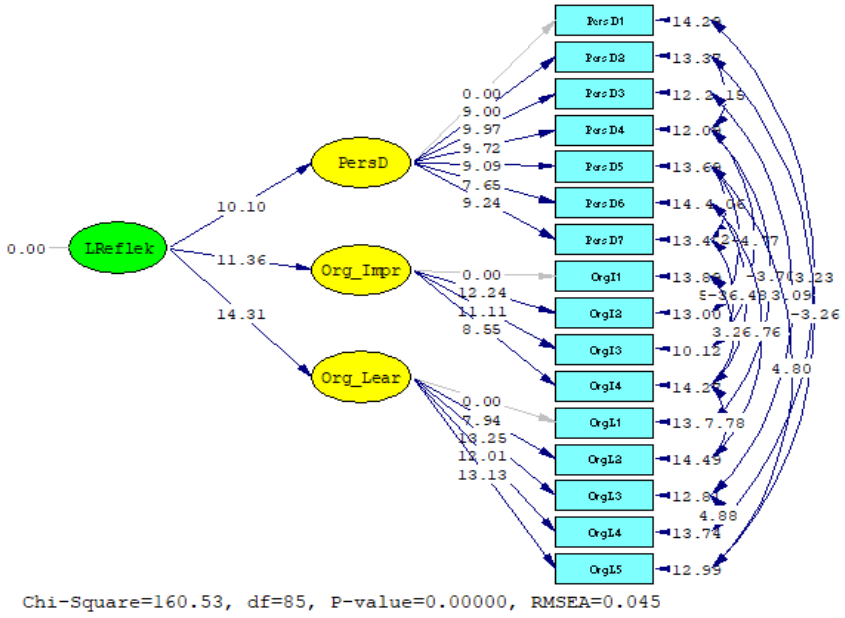

Figure 4. Results of CFA Analysis of Reflective Environment Scale

Based on the figure 4, obtained chi-square value = 160.53, df = 85, p-value = 0.00000, and RMSEA = 0.045 which means the model on the reflective environment scale fit. Furthermore, in each factor if tested the value of t for each factor load coefficient qualifies (> 1.96) with a range of 10.10–14.31. It can be concluded that 16 items spread across 3 factors of the reflective environment only measure the reflective environment without any items being eliminated. Each factor is also proven to measure the reflective environment only.

Affective Environment Scale

Researchers conducted a CFA analysis of the affective environment scale consisting of 12 items to see if the items were unidimensional. Based on the results of CFA analysis on the affective environment scale, it was found that the fit model with chi-square values = 349.38, df = 54, p-value

= 0.000, RMSEA = 0.113, NFI = 0.98, NNFI = 0.99, GFI = 0.97. The results of the analysis of 12 items on the affective environment scale can be seen in the figure 5.

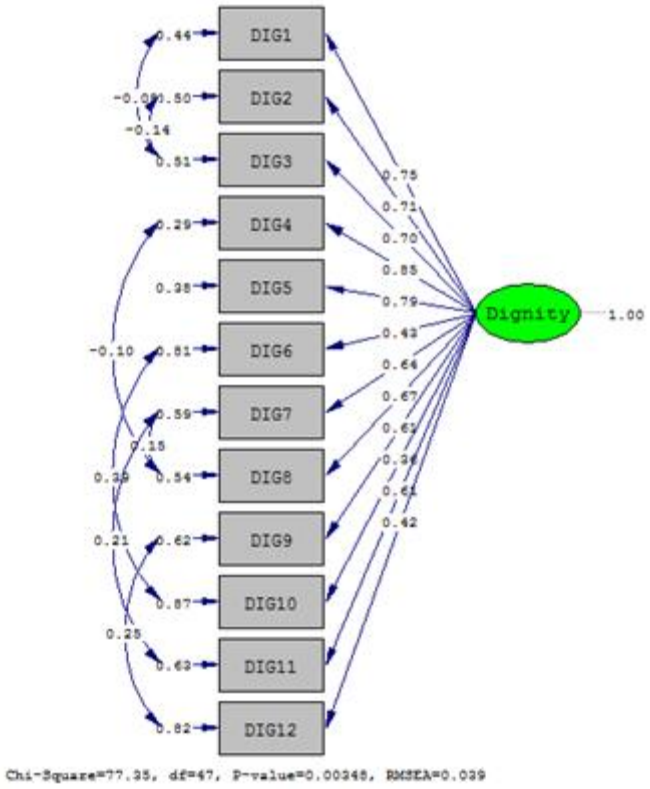

Figure 5. Results of CFA Analysis Affective Environment Scale Indicators

In the next step, the researchers looked at whether the significance of items on the affective environment scale measured only one construct and tested the consistency of the indicators on the affective environment scale. The test is performed by looking at the t-value for each factor load coefficient, as in Table 5, and looking at the CR value as in Table 6 below:

Table 9. Significant

0,78	0,38	18,89	Significant	PersD 4
0,75	0,43	17,50	Significant	PersD 5
0,64	0,59	14,38	Significant	PersD 6
0,47	0,77	10,09	Significant	PersD 7
0,67	0,56	15,04	Significant	OrgI 1
0,55	0,70	11,57	Significant	OrgI 2
0,67	0,55	14,93	Significant	OrgI 3
0,79	0,38	18,05	Significant	OrgI 4
0,46	0,79	9,65	Significant	OrgL 1
0,63	0,60	14,18	Significant	OrgL 2
0,41	0,83	8,67	Significant	OrgL 3
0,75	0,43	17,87	Significant	OrgL 4
0,68	0,56	15,10	Significant	OrgL 5

Table 10. Reliable Construct Reliability Test Results

0,74	0,45	17,56
Significant	0,89	Reliable

Based on Table 9 above, it can be seen that the 12 items on the affective environment scale

measure only one construct. This can be seen in the qualified t value (> 1.96) with a range of 7.44 – 21.17 so that all items are retained. Then, in Table 10 it was found that the indicators on the affective environment scale had a good reliability value with a value of 0.89. It can be concluded that items on the affective environment scale measure only one construct and none of them are eliminated and have good reliability.

In this study, researchers examined the measurement of Organizational Well-Being using confirmatory factor analysis techniques and how the construct of Organizational Well-Being can be indicated through the Effective Environment, Reflective Environment, and affective environment. The results show that Clarity, Communication, Leadership, Resources, and Physical Condition roles play an important role in the effective Environment dimension. Personal Development, Organizational Improvement, and Organizational Learning also play an important role in the Reflective Environment dimension, besides Dignity also plays an important role in the affective environment dimension. The results of the analysis also show that these three dimensions form the construct of Organizational Well-being.

Discussion

Based on the research results obtained, a discussion will be described which refers to the purpose of carrying out this research. The purpose of this research is to analyze and explain perceptions about organizational well-being and its interaction with the psychological climate on work engagement through commitment to the organization in lecturers and academic support employees at DKI Jakarta Private Universities accredited A. This research was conducted by five private universities accredited A in DKI Jakarta. The private university with the initials T is the oldest private university in DKI Jakarta.

T private university has a vision of becoming a superior entrepreneurial university with integrity and professionalism in Southeast Asia. The next private university with the initials TRS, is one of the private universities in Indonesia. This university was founded by the Government of the Republic of Indonesia on November 29, 1965. The TRS private university has a vision of becoming a reliable university with international standards while still paying attention to local values in developing science, technology, arts and culture to improve the quality of life and civilization. The private university with the initials UN is the second oldest private university in DKI Jakarta. UN private universities have a vision of becoming superior universities in the development of science and technology that are among the top 10 (ten) best private universities in Indonesia in terms of educational governance, research, community service and scientific publications in 2020. Next are private universities with with the initials UM, to become a superior and leading university in Indonesia to produce professional staff who meet the needs of industry and society in global competition by 2024. Private universities with the initials UHM are the last in this research sample. The UHM private university has a vision of becoming the best teaching and education faculty at the national level by 2020 which produces superior education graduates in spiritual, intellectual, emotional and social intelligence. The vision of the five A-accredited private universities is the value they believe in in carrying out the goals of private universities.

Values or values believed by lecturers and academic support employees are in line with the values of private universities, so lecturers and academic support employees can carry out their duties optimally. Lecturers and academic support employees will make their full contribution to private higher education. Furthermore, when lecturers and academic support employees have an interest that is supported by the private university where they work, the lecturers and academic support employees will show their commitment to the organization. Power refers to the combination of capacity and opportunity to obtain value or interest (Prilleltensky & Prilleltensky, 2006). Power in this case explains the authority possessed by leaders at private universities. Leaders who can carry out their duties well will receive positive assessments from lecturers and academic support employees.

Power congruence between lecturers and academic support employees and the organization will increase the trust and interest of lecturers and academic support employees in their organization. (Prilleltensky & Prilleltensky, 2003), explained that organizations that try to equalize the values, interests and power (VIP) of their members, have a high possibility of forming an effective, reflective and affective environment called ERA. In every work relationship, conflict will always exist. If organizations or individuals work together, conflict can be a challenge for both to be more mature in responding to problems, thereby forming a prosperous organization. 93% of lecturers and 97% of academic support employees view the private universities where they work as prosperous organizations. A prosperous organization is characterized by a highly effective, reflective and affective environment (Prilleltensky & Prilleltensky, 2006). The results of this research explain that lecturers view the affective environment as stronger so that their view of the organization as prosperous is high. The affective environment is formed due to the creation of a climate that has a psychological impact on lecturers in their work environment.

Lecturers feel that there is strong support from colleagues and supporting units so that the Tridharma of Higher Education is implemented. The presence of lecturers in private universities is an asset because they play a role in improving superior and competitive private universities. Private universities not only need lecturers to carry out the vision and mission of private universities, but academic support employees have an important role in carrying out academic operations. Academic support employees view private universities as prosperous because they create a strong reflective environment. A reflective environment is formed because private universities want their resources to develop optimally. Private universities provide opportunities for lecturers and academic support employees to deepen their insight and knowledge through further studies, training and development, comparative studies, student exchanges, providing space and opportunities so that lecturers and academic support employees can make contributions in accordance with the vision and mission private college.

The perception of organizational well-being that is shared by lecturers and academic support employees makes them more engaged with their work. Choi et al. (2015) explained that individuals who are engaged in their work are influenced by their commitment to the organization. Commitment to the organization is multidimensional, so lecturers and academic support employees will have different commitments to the organization. 81% indicated that they have affective commitment, meaning that lecturers have strong emotional ties to private universities. This emotional bond is formed because of the strong support from private universities which are seen as prosperous organizations, thus making lecturers feel comfortable and happy when carrying out the Tridharma of Higher Education. 70.37% of academic support employees show that they have continuance commitment, meaning that academic support employees view private universities as prosperous because they provide salaries, benefits and incentives that are in accordance with the work results of academic support employees. This is a consideration for academic support employees to remain at the private university where they currently work. One of the factors that influences the commitment of lecturers and academic support employees at private universities is the work environment, namely the psychological climate.

Toprak & Karakus (2018) explains that psychological climate is the result of an individual's assessment of the extent to which the work environment provides benefits for individual well-being. The results of this research found that the instrumental facet of the psychological climate was seen as strong by lecturers and academic support employees. The instrumental facet explains involvement in work and task completion. A-accredited private universities have structured systems and governance that help lecturers and academic support employees in completing their assignments. Through a clear organizational structure, lecturers and academic support employees understand the workflow and communication channels within private universities. The next facet is affective, namely lecturers and academic support employees synergize and work together to carry out the vision and

mission of private universities. Private universities create a climate that provides opportunities for lecturers and academic support employees to develop their thinking broadly through discussions between faculties and units, contributing to providing ideas for improvement, creating creativity and innovation in line with the Tridharma of Higher Education. The psychological climate formed by private universities will strengthen the perceptions of academic support lecturers and employees with their commitment to the organization and have an impact on their engagement with work.

CONCLUSION

The results of the confirmatory factor analysis of the Organizational Well-being measurement tool developed by researchers show that the existing items are multidimensional, that is, they only measure one construct. The items received are items that qualify as good items, that is, they have a valid factor charge (Significant t >1.96) and have a low residual correlation of less than five. For future studies, it is recommended to analyze by considering the demographic data of participants to find out the extent to which the structure of factors can be compared between demographic groups (for example, age, gender, marital status, etc.).

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